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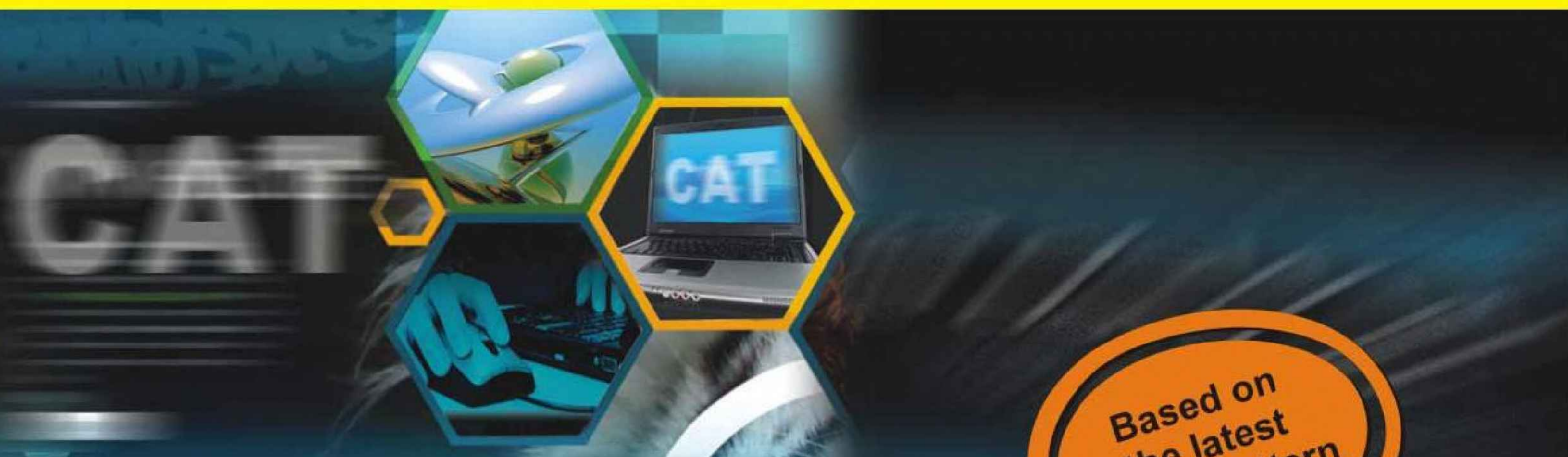
How to Prepare *for*

# Verbal Ability *and* Reading Comprehension

*for the*

# CAT

COMMON  
ADMISSION  
TEST



Based on  
the latest  
online pattern

- Arun Sharma
- Meenakshi Upadhyay

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Reading Comprehension**

*for the*

**CAT**

**Fourth Edition**

## About the Authors

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**Meenakshi Upadhyay** has been deeply involved in training students for the CAT and other Management entrance examinations over the last decade. A British Council certified trainer for communications and business English, she is also a corporate trainer in the fields of personality, language, etiquette and communication training.

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# CAT

**Fourth Edition**

**Arun Sharma**

**Meenakshi Upadhyay**

*Educational Consultants*



**Tata McGraw Hill Education Private Limited**

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*To  
our son  
Shaurya*

## PREFACE TO THE FOURTH EDITION

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**T**he CAT has gone online and in its aftermath we have embarked on a new journey of preparation. The online CAT was not much of a surprise regarding pattern of questions but a definite structure did evolve which was followed throughout the entire period of the examination.

Keeping in mind the dynamic nature of the exam and also the latest trends in the online version, we are pleased to present you with a revised edition of this popular book that aims to fully address the need of aspirants.

### **In this edition**

1. Three mock tests on the latest online CAT pattern with solutions.
2. A mix of questions with four and five options (keeping in mind the unpredictable nature of the way questions are asked).
3. New section on phrasal verbs.
4. An informative write up on how to take a holistic approach to the online CAT from the perspective of the aspirant.

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

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

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

### **KEY ISSUES IN PREPARATION**

#### **1. Sentence Comprehension is the Core Skill in English**

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

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

#### **The Role of Reading in Developing Your Language Solving Skills**

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

The answer to this question is largely in the negative. The reason for the same is that for you to develop your scores in Verbal Ability (VA) and Reading Comprehension (RC) by just reading more and more—you require maybe a 2–3 year cycle of preparation. Four months would be more like scratching the surface for the same.

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

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

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

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

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

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

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

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

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

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

“Finally, while we still have some other past societies to consider before we switch our attention to the modern world, we must already be struck by some parallels between the Maya and the past societies. As on Mangareva, the Maya environmental and population problems led to increasing warfare and civil strife. Similarly, on Easter Island and at Chaco Canyon, the Maya peak population numbers were followed swiftly by political and social collapse. Paralleling the eventual extension of agriculture from Easter Island’s coastal lowlands to its uplands, and from the Mimbres floodplain to the hills, Copan’s inhabitants also expanded from the floodplain to the more fragile hill slopes, leaving them with a larger population to feed when the agricultural boom in the hills went bust. Like Easter Island chiefs erecting ever larger statues, eventually crowned by Pukao, and like Anasazi elite treating themselves to necklaces of 2000 turquoise beads, Maya kings sought to outdo each other with more and more impressive temples, covered with thicker and thicker plaster – reminiscent in turn of the extravagant conspicuous consumption by modern American CEOs. The passivity of Eater chiefs and Maya Kings in the face of the real big threats to their societies completes our list of disquieting parallels.”

The above paragraph contains 202 words and has 6 sentences, giving an average sentence length of 33.66 words! And this is more of a rule than exception. An aspirant whose comfort level consists of 10-word sentences would be badly out of his depth in such a paragraph.

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

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

Do all your reading activity with this goal in mind and you would suddenly realise that a 3-year cycle of development would crash into 4 months.

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

## **2. CAT Questions are More about Logic Than about Language**

### **Consider a Sample Question and its Options**

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

**So read the options carefully and try to slot them into clear-cut compartments.**

The question was:

What is the thematic highlight of the passage?

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

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

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

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

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

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

### Statements from the First Paragraph

Human Biology does nothing to structure human society.

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

### Statements from the Second Paragraph

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

### Statements from the Fourth Paragraph

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

### Correct Option

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

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

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

### Key Arguments

Obviously the point of discussing this question with you is to make a certain argument about your preparation process for the language section. And the key arguments one is trying to make are:

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

### **3. Concluding Note**

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

**ALL THE BEST!!**

**ARUN SHARMA  
MEENAKSHI UPADHYAY**

## PREFACE TO THE FIRST EDITION

---

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

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

- (a) *improve* their reading,
- (b) give substantial inputs on how to read and *retain* it,
- (c) teach accurate ways of *interpreting* the written material (*Refer Part I on Reading Skill Development*),
- (d) have exhaustive *practice of Reading Passages*,
- (e) have exhaustive *practice for Reading Comprehension questions*,
- (f) have *CAT questions*,
- (g) provide the *correct approach to solve CAT questions* in the limited timeframe (*See section on Illustrated CAT Passages*),
- (h) have *solved examples* of previous year CAT Reading Comprehension questions,
- (i) have *difficulty-based exercises* (one of the unique features of our previous books—*See the Level of Difficulty (LOD) exercises given at various sections*),
- (j) provide students with a *rich vocabulary*—graded, if possible and suggest ways of enriching it,
- (k) have sections on root words, origin of words, foreign words, prefixes, and suffixes,
- (l) cover all *vocabulary-based question types* (like Antonyms, Synonyms, Odd-mans outs, and Analogies),
- (m) cover question types and solving techniques for Fill in the Blanks/Cloze Tests; single and double blanks,
- (n) provide a comprehensive solution to the all important question types of Paragraph Jumbles and Critical Reasoning (areas which we have covered in an extensive manner),
- (o) have a section on Sentence Correction since it puzzles everyone and
- (p) cover the all important Verbal Reasoning portion (where the inputs are too enormous to write in a single line).

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

## **Structure**

The book has been divided into four parts.

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

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

### **Part I: Reading Comprehension**

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

- (a) Improving your reading skills (ability to read, grasp and retain information)
- (b) Improving your ability to predict questions that might be framed on a passage even as you read the passage (In fact, there is an entire chapter devoted to CAT passages which illustrate what you should perceive at each stage within the reading of a passage)
- (c) Understanding the various types of questions that are framed under Reading Comprehension and how to solve these question types
- (d) Gaining extensive practice through the Level of Difficulty (LOD) 1, LOD 2 and CAT Exercises provided

### **PART II: Verbal Ability**

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

The word level, apart from giving you a glimpse and practice of the various vocabulary-based question types asked in competitive exams, also contains an exclusive section to help you develop your vocabulary. This section has Word Lists based on three levels of difficulty—the words segregated on the basis of the frequency of appearance of the word in the CAT examination. To make full use of this feature in this book, you are required to work under a proper routine and go through the Word Lists in increasing order of difficulty.

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

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

### **PART III: Verbal Reasoning**

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

### **Part IV: Mock Test Papers**

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

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

**ARUN SHARMA**  
**MEENAKSHI UPADHYAY**



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

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

I am also thankful to my parents-in-law, Mr. M.K. Sharma and Mrs. Renu Sharma, my brother-in-law Ravi whose vocabulary has always inspired me and my sister-in-law Aditi who has always been a big help.

My nephews Harsh, Rishi, Arjit, Shrey and Rakshit, and my son Shaurya have always been happy to extend their help to me!

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

**MEENAKSHI UPADHYAY**

We would like to thank our students and readers across India who remain our primary motivation to discover better and more efficient ways of thinking. Our team members at MindWorkzz are a constant source of support and encouragement and we would like to especially mention Mr. S. Mazumadar, Bilplab Ghosh, Shyam Kumar, Tarannum, Ashish Singh, Anadi Upadhyay, Umesh Kumar, Abhijeet, Mr. Vinod Choudhary, Prabhat Rajan, Vijay Kumar, Kshitij Gupta and Prakash Purti for standing with us through thick and thin.

The wonderful people at Tata McGraw-Hill with their amazing insights and professional guidance are responsible in bringing out the book. They are a constant source of learning for us. We extend our special thanks to this team—Mr. Biju Kumar, Mr. Kannath Prakash, Mr. Niju Sreedharan and Ms. Medha Arora.

**ARUN SHARMA**

# THE ONLINE CAT: FROM A VA/RC PERSPECTIVE

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Welcome to the world of online CAT!

The advent of the online version of the Common Admission Test (CAT) in 2009 brought with it a whole lot of opinions and views about

- what has changed in the examination and
- what should be the ideal preparation pattern.

Therefore, one objective in this revised edition of this widely read book is to look at the issues that an aspirant needs to consider while preparing for the online CAT. We would like to discuss this issue in the following parts:

## 1. What has changed ?

A comprehensive analysis of what are the critical dimensions of the changes that have taken place in the CAT in its online avatar. Here, a picture has been presented regarding what these changes mean for the aspirant, both in respect of positive and negative factors, taking into account the following:

- (a) Changes in the test-taking experience
- (b) Changes in the exam pattern.

## 2. What does all this mean for the Preparation Process? How has it changed and how has it remained constant?

While doing so I have taken the help of a varied experiential sample of test-takers across India and also my own personal experience of taking (and may I add dominating) the CAT. Given below are some of the implications of the online version of the CAT in the context of the Verbal Ability and Reading Comprehension section (which this book is all about)

## I. WHAT HAS CHANGED

### The 'Experience' of Taking the Test

#### 1. Cleaner and More Efficient

Compared to the paper-and-pen based CAT, the online version is much cleaner as regards the clarity of questions, their visibility, and the overall feel of the question-solving experience. Consequently, the efficiency (of the thought processes) is much higher, leading to a much superior test-solving experience.

#### 2. Space Management on the Table

In the paper-and-pen version, the aspirants had to typically manage the test paper, admit card, watch, pencils (at least 2), eraser, sharpener along with the answer sheet on the table. To add to their woes, the paper-and-pen versions of the exam were mostly conducted in schools. Very often the aspirants had to contend with the additional challenge of managing all this paraphernalia on a school boy's small table. In addition, if luck did not run your way and you were made to sit in a classroom meant for juniors (between classes 3 to 6), you really had a challenge.

Most of these problems have disappeared in the new version. The fact that computer terminals in most colleges and universities are of standard shape and size eliminates the imbalance created due to non-uniformity of examination equipment. Besides, while writing the online version of the CAT, all you need to manage on the table are the mouse, the key board, a pencil and a sheet of paper for rough work; no watches, erasers, sharpeners test paper and answer sheet are there to bother you. No turning of pages in the Reading Comprehension section for the passages and the questions. What a relief!!!!

### 3. Moving Questions in the Test

Unlike the paper-and-pen version where test-takers could scan the whole question paper in one look, in the online CAT, aspirants have to move one question at a time. This has both its advantages and disadvantages in terms of the overall test experience. The obvious disadvantage that most aspirants face is the fact that since you could not really see the whole paper in one look, you could not make a judgment about the balance, the difficulty level or the topic-wise question distribution in the paper. Although we are referring to the Verbal Ability and Reading Comprehension (VA/RC) section here, this is also true for all the sections in the exam.

Ironically, the biggest advantage for the examinee in terms of the online CAT is exactly the same i.e. since you could not see the entire paper at one go, the only option while taking the test is to look at the questions one by one. The option of clicking and going to the next question and thus seeing all of them is there but it would mean an unnecessary waste of time. This is a huge advantage because of three main reasons mentioned below:

- **Higher Focus while Solving an Individual Question:** As the aspirant does not know the exact number of questions from various areas and cannot estimate the difficulty level of the paper, he/she is left with no choice but to focus on one question (visible on the screen) at a time. The result is that the aspirant easily achieves the all-important ‘tunnel vision’ while solving a question. Consequently, the aspirant is able to zero in on the problem at hand with clarity and concentration in the online test than conventional paper-and-pen based exam.

When the aspirant solves a question on computer screen, the experience of the previous question tends to get erased from his mind. This helps him to put his entire attention to solving the present question. This is not the case in the paper-and-pencil based test where the aspirant tends to carry the negative experience of a badly-solved question to the next question.

Thus, the specific advantage of the online version of test is that “forgetting” a bad experience is relatively easy. The moment an aspirant navigates from one question to the other, he forgets the previous question so much so that remembering a question that was just two questions back is close to impossible. Hence, negative emotions from a previous bad experience do not linger on.

- **The Need for Faster Navigation (Less Time Wasted on Unsolvable Questions):** Since the examinees do not see the full question paper right at the beginning, they move to the next question quickly. This results in students seeing a higher percentage of questions in the online test than in the paper-and-pencil based exam.

**Author’s Note**—One of the problems we have noticed in the paper-and-pencil based exam is that most examinees are not able to “see” the entire paper. i.e. the fraction of the English section that they were able to process was a fraction of the entire test paper. As a result they used to miss out on a large number of questions which they should have attempted as they wasted their time in question types/ Reading Comprehension (RC) passages that they should not have attempted!

Part of this time mismanagement also occurred due to the fact that they did not have the clock ticking on the screen in front of them. Therefore, there was a tendency of losing track of how much time they had spent in attempting to solve a question. A good percentage of the time the aspirants used to spend in the English section (and especially the reading comprehension) was spent in trying to solve a question/passage where they eventually had a low accuracy rate.

All this has changed for better in the online version of the examination. There is a greater imperative to move to the next question due to the twin facts that you do not see the entire paper as you move from one question to the other, and that the ticking clock is present on the screen in front of your eyes all the time. As a result you are aware of the exact amount of time you spend on a particular question/passage. The net result is that test-takers move faster from one question to the next and the faster navigation directly converts into a higher percentage of the total attemptable questions being attempted than in the paper-and-pen version of the examination. Thus time management improves drastically for the examinee.

(Contd...)

*We believe this is one of the main reasons why a lot of students who were trying to compare the two versions of the CAT said that the online version was easier. Since the amount of time spent in questions which they were eventually not able to solve, reduced drastically, they got a feeling that they were solving questions all the time as opposed to the paper-and-pencil version where aspirants used to have an overall negative experience of the test (as they would end up spending a lot of time in attempting “unsolvable” questions).*

- **Advantage for Reading Comprehension:** In the online examination, the passages are relatively smaller than passages of previous years and only three questions are given per passage. Online test gives much superior solving experience to the aspirants because questions are visible together with the passage. In the pen-and-paper based examination, the Reading Comprehension involved a lot of turning of pages to see the questions. Also the number of questions per passage has been reduced to three, which is a significant change. But it also demands accuracy on part of the student as the number of questions has also been reduced.

#### **4. Mark/Unmark Button and the Review Button**

A very important feature in the online version is the introduction of the review button. In the paper-and-pencil version, it was extremely difficult to track the number of your attempts and especially so in the context of questions that you were unsure about and/or questions which you wanted to come back to. There was simply no way in which you could keep a track of those and as a result there was effectively “no second chance” at a question.

This too changed in the online CAT. For every question, apart from the facility to answer it, you also had a MARK button, which would give you easy access to the question at the end of the paper. When you have completed the paper (reached the last question in the paper), you also got access to a review screen that in one visual showed you all the questions you have solved as well as all the questions you have marked with the MARK button. So going back to a specific question in the paper was just the click of the mouse away.

#### **5. Highlighting**

One apprehension aspirants have with respect to solving Reading Comprehension on the computer is due to the habit of underlining various parts/sentence of the passage while reading. The online software used in CAT has a highlighting option which allows this to happen. Not only is that, highlighting is a much better way of relocating information in the passage than underlining.

To sum up, the net effect of the online CAT was a superior test-taking experience—something that gives you a chance to be more in control of your test—and thus aim for a higher score assuming that the same set of questions would have been asked in the paper-and-pencil version.

## **II. WHAT HAS CHANGED IN TERMS OF THE EXAM PATTERN?**

Having seen the specific changes that have occurred in terms of the test-taking experience, let us now examine another crucial aspect.

**Changes in Exam Pattern:** Obviously for the purpose of this book, the analysis will pertain to the Verbal Ability and Reading Comprehension portion only. In order to read a similar analysis with respect to the other sections namely, **Quantitative Aptitude and Data Interpretation**, you can refer to my books on those subjects (also published by Tata McGraw Hill). The major changes in the pattern of the Verbal Ability and Reading Comprehension paper can be summarised through the following points:

1. **More balanced portion coverage**
2. **Reduction in number of questions**
3. **Uniform pattern in all papers**
4. **Higher percentage cutoffs**
5. **Higher penalty for mistakes**

### **1. More Balanced Portion Coverage**

As per the scheme followed in this book, the English portion can be divided into 6 major parts.

The underlying constant that used to exist in the paper-and-pencil version (through the entire decade prior to the first online CAT) was the prominence of Reading Comprehension and presence of, may be, 2–3 VA question types like para jumbles, sentence correction, last sentence of paragraph, critical reasoning, correct usage, etc.

In each of the years from 1999 to 2008, the English section required you to get a net score of approximately 30–40% of the total marks in order to score a high 90 percentile in this section.

The table below shows the break-up in terms of % weightage given to the question types in 2009 CAT:

<i>Block</i>	<i>Weightage (as a % of total marks)</i>
Reading Comprehension	45%
Para Jumbles	15–25%
Last Sentence of Paragraph	15–25%
Fill in the Blanks	15%
Sentence Correction	5%
Correct Usage [Phrasal Verbs]	10–15%

The following table shows a number of question-wise break-up in the different areas:

<i>Block</i>	<i>Number of Questions</i>
Reading Comprehension	9
Para Jumbles	2–5
Last Sentence of Paragraph	2–5
Fill in the Blanks	3
Sentence Correction	1
Correct Usage [Phrasal Verbs]	2–3

## 2. Reduction in Number of Questions

The second major change in the English section is the reduction of questions to 20—from 55 questions in the late nineties to 50 between 2000 and 2003, to 30 and then 25 in the last years of the paper-and-pencil version. The number of questions has further gone down to 20 in the online version. Naturally, this reduced the amount of choice the aspirant had for leaving out a question.

For instance in CAT 2003 out of 50 questions, you needed to solve 15 to get to the cut off. This meant that at 100% accuracy, you could afford to leave 35 questions. This scenario has now changed drastically as is evident from the table below.

<i>Year</i>	<i>Number of questions in QA</i>	<i>Number of Marks</i>	<i>Cut off at (approx Number of Marks)</i>	<i>Number of Questions You Could Leave @ 100% Accuracy</i>	<i>Number of Questions You Could Leave @ 90% Accuracy</i>
CAT 1999	55	55	16–18	37+	32+
CAT 2000–04	50	50	12–14	36+	32+
CAT 2005	30	50	12–14	20+	16+
CAT 2006–08	25	100	28–32	17–18	14+
Online CAT	20	80	40–48	8+	5+

- As you can see, there is very little elbowroom available now in the online version to leave out questions and expect a good percentile score.
- The expectation in the future is that students taking the CAT would have to really use their English skills and attempt as many questions as possible in order to get a top percentile in the test.

## 3. Uniformity

The third major factor in terms of paper pattern was the uniformity of the test paper. The English section on all days was more or less of the same level, although there are reports of questions being more difficult in the later days of the examination but that is more a question of perception of the level and is open to debate.

An issue that is being discussed widely on the internet is *fairness*. A lot of voices rose against the CAT committee and the online version of the exam questioning the fairness of the testing process.

### **The Key Criticism**

In the context of multiple papers with varying difficulty levels, how would the IIMs judge fairly between students who solved a high percentage of the questions in an easy test versus students who were able to solve a lower number of questions in a more difficult paper? The answer to this is really simple. Since the population size of each paper was significantly large, the IIMs could easily define individual percentiles in each test and ensure fairness to all.

The key point to be noted here is that there are infinite statistical ways through which processes like this can be made fair to everyone. As a future CAT aspirant, however, what you need to worry about is preparing diligently and facing the exam with a positive attitude. Control what you can and do not worry about things that are outside your control.

### **4. Higher Percentage Cutoffs**

In the online version, aspirants wasted less time in questions which they thought were unsolvable and moved on to those they could solve. The result — most students were able to raise their scores in this section significantly.

Consequently sectional cut offs which used to be in the range of 30% of the net marks rose to around 40 – 45% of the marks.

### **5. Higher Penalty for Mistakes**

In the online version, the number of errors have been penalised heavily with higher penalty for more errors progressively.

## **III. WHAT DOES ALL THIS MEAN FOR THE PREPARATION PROCESS? HOW HAS IT CHANGED AND HOW HAS IT REMAINED CONSTANT?**

Let us look at this aspect in two broad parts:

1. What are the changes that need to happen in the preparation processes for the online CAT vis-a-vis the preparation process for the traditional paper-and-pencil version?
2. What are the things and issues that remain constant in the preparation process?

### **Changes in Preparation Process**

For the first question, the specific things come to my mind.

#### **1. More Balanced Portion Coverage Needed**

As explained above, in the paper-and-pencil version, the best approach for English preparation was to do 2–3 question types well knowing that the rest would take care of itself. In fact, the elbowroom was so much that you could crack the entire language section without touching RC.

However, in the new online version, since the weightage of distribution of questions is much more even, this approach is no longer going to work. Also, since the elbowroom has reduced drastically, you need to be much more thorough with your preparations of each question type.

Hence, the need to cover all aspects of the portion well and not ignore any particular portion is perhaps the first and the biggest change that needs to be done in the preparation process.

#### **2. Need to cover the basics well, namely, speedily solving LOD 1 questions and the ability to think through LOD 2 and LOD 3 questions**

In the early years (1980s and upto the late 1990s), the CAT used to be essentially a speed test (including the English section). There were times when the paper used to consist of upto 225+ questions to be solved in 120 minutes. Questions used to be one-liners and could be solved easily. The key differentiation used to be the speed at which the aspirants could solve questions. However, from late 1990s onwards, the English section of the CAT had become a real test of English language intelligence. Questions ceased to be easy unless you had a very high degree of understanding and intelligence.

The online CAT in its first year tended to be a mix of both these extremes. Papers consisted of between 4–6 LOD 1 topped up by LOD 2 and LOD 3 questions. So while most aspirants found 4–6 very easy questions in each paper, they also had to really use their English ability to cross 10–12 correct attempts. In the future, as the IIMs improve the quality of the database of questions, one can expect the quality of the questions to improve drastically and hence the LOD 2 and LOD 3 questions contained in this book would be an extremely important resource to solve for maximizing your score in this section in the exam.

For the future CAT aspirant and the readers of our books the advice is short and simple. Cover both the flanks—solve the easier LOD 1 questions *and* improve your English language intelligence to cover the higher end questions of LOD 2 and LOD 3 level.

### **3. The Need to take Computer Based Tests in Order to be Able to Think on the Computer**

Thinking and solving questions from the computer screen is a slightly different experience than solving from a physical book. Thus students and aspirants are advised to experience this change by going for online solving experience. It is in this context that we have tied up with [www.mindworkzz.in](http://www.mindworkzz.in) to give our readers a feel of the online problem solving experience. However, in spite of these seemingly big external changes, my personal opinion is that the changes are mostly external in nature.

#### **Issues that Remain Constant**

The essence of preparation of the English section remains the same in a lot many fundamental ways. Some of these that come readily to mind are:

#### **1. The Need to Develop Mental Structures for the CAT**

English preparation has always been associated with the development of the language and analytical thinking processes and thought structures for specific situations. The smart CAT aspirant is able to create the analytical thoughts in his mind to situations that he would encounter in the exam.

The whole battle for English preparation in the CAT essentially has been the battle to develop the ability to process information at varying levels of the language—and analyse it. Remember, this exam (and all other good aptitude exams) test you for your ability to apply logic in real life situations. Thus, the imperative remains to be able to recognize and comprehend various writing patterns, structures and styles.

Besides, the need to create exposure to diverse reading so as to be able to analyse a passage/paragraph/sentence in a superior manner than an average test-taker remains as strong as ever. Hence, the **imperative to form “thought algorithms” for standard and diverse forms of writing in the English language and also a thought process for the techniques associated with each question type remains as strong as ever.**

#### **2. The Need for Thoroughness in your Preparation**

This is again something that does not change.

To sum up, the CAT still remains a test of your intelligence and analytical skills and an aspirant should focus on this aspect. This book provides plenty of practice and exposure to various chapters and aspects of the examination pattern that will eventually hone your skills in this aspect.

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# Highlights...

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

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

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

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

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

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

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

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

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

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

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

### The Cream of the Piece

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

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

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

4. **Topic :** Gordon Brown Pre-Election Budget  
**Main Idea :** Gordon Brown's second pre-election budget, like his first, avoided traditional tax bribes to the electorate as a whole.
  5. **Topic :** Mr. Wolfowitz's Selection as World Bank chief  
**Main Idea :** Its leader needs to know about development, be able to articulate a workable vision and be a good manager.
  6. **Topic :** Nigeria's changing face  
**Main Idea :** A new economic team, led by the finance minister, a former World Bank Director called Ngozi Okonjo-Iweala, has made strenuous efforts to impose discipline.
  7. **Topic :** A surprise cut in oil supplies.  
**Main Idea :** Price collapse as the northern-hemisphere winter (when demand peaks) gives way to warmer spring (when oil use declines).
  8. **Topic :** Deer Oh! Dear  
**Main Idea :** Farmers increasingly sow grain and rape seed in autumn rather than spring, because crops grow more vigorously in spring and so produce better yields. That provides fodder for deer in winter.
  9. **Topic :** A new use for the poison pill  
**Main Idea :** It exists to stop shareholders enjoying their full ownership right by threatening, if triggered, to dilute the value of those shares in certain circumstances, by a firm's board.
  10. **Topic :** Computer security  
**Main Idea :** This virus, called My Doom, seems to be of a different nature—conspiratorial and political. That is because its main feature, besides humiliating Microsoft, is to turn infected machines into weapons against a controversial company called SCO.
- Now we will graduate from **Understanding Paragraphs to Understanding Passages**

### Dimension Two (C): Identifying Central Points

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

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

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

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

### Dimension Three: Ability to Predict and Identify Supporting Details

Supporting details are generally in the form of illustrations, reasons, factual evidences, examples, etc. that explain a main idea. Since supporting details are always supportive of the main idea, developing the skill to predict, an oncoming supporting detail, or to identify the supporting detail when you see one is closely related to the ability to identify main ideas—something we saw in detail in the previous Dimension.

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

#### 1. Supporting Details as Examples

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

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

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

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

5

**LEVEL OF DIFFICULTY—I**

TEST I

**Passage 1**

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

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

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

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

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

1. According to the paragraph, 'cans can often fetch considerable sums' means the same as:
  - (a) Coke is quite expensive in some parts of the world
  - (b) collectors consider carefully how much they are paying for a can of Coke.
  - (c) old coke cans have a lot of value.
  - (d) some collectors will only drink Coke in exclusive stores.
  - (e) certain Coke cans are worth a lot of money as collectable items.
2. According to the paragraph, the author uses 'for good measure' to emphasize the fact that:
  - (a) there is a lot of caffeine in Coke.
  - (b) the amount of caffeine in Coke is carefully measured.
  - (c) the extra caffeine improves the taste of Coke.
  - (d) the extra caffeine balances the amount found naturally in the cola extract.
  - (e) the extra caffeine is healthy for the drinkers of Coke.

2

**THE SEVEN DIMENSION APPROACH TO BETTER READING SKILLS**

**INTRODUCTION**

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

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

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

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

Consider the following example:

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

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

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

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

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

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

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

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

Fig. 2.1 Seven Dimensions of Reading Skills

**BASIC DIMENSIONS OF READING SKILLS**


**Dimension One: Developing the Ability of Understanding Vocabulary in Context**

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

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

# Highlights...

Vocabulary Drill, graded according to their appearance in CAT.




**WORD LIST I—HIGH FREQUENCY WORDS**

1

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

No.	Word	Definition	
<b>A</b>			
1.	<b>abandon</b>	to give up S: Desert, Forsake, Leave A: Retain unrestrained activity, Exuberance	
2.	<b>abase</b>	to humiliate S: Scorn, Belittle, Degrade A: Exalt, Cherish	
3.	<b>abate</b>	to lessen; to subside	
4.	<b>abbreviate</b>	to shorten S: Abridge, Condense A: Expand, Prolong	
5.	<b>abdicate</b>	to give up formally S: Resign, Renounce A: Retain, Uphold	
6.	<b>abdication</b>	giving up control, authority	
7.	<b>aberration</b>	straying away from what is normal	
8.	<b>abet</b>	to assist (normally a crime) S: Conspire, Conive A: Dissuade, Deter	
9.	<b>abhor</b>	to hate; to detest	
10.	<b>abide</b>	to be faithful; to endure	
11.	<b>abjure</b>	promise or swear to give up	
12.	<b>ablution</b>	washing	
13.	<b>abridgement</b>	a short summary S: Outline, Abbreviation, Summary, Abstract A: Enlargement, Expansion	
14.	<b>abscond</b>	to go away suddenly (to avoid arrest)	
15.	<b>abstruse</b>	difficult to comprehend; obscure	
16.	<b>abysmal</b>	extremely bad	
17.	<b>abyss</b>	a bottomless pit, anything too deep to measure S: Chasm. A: Summit, Elevation	
18.	<b>accede</b>	agree to S: Assent, Concur A: Refuse, Dissent	
19.	<b>acclaimed</b>	welcomed with shouts and approval	
20.	<b>accolade</b>	praise; approval	
21.	<b>accost</b>	to approach and speak to S: Greet A: Shun, Avoid	
22.	<b>accredit</b>	to approve, certify	
23.	<b>accomplice</b>	a partner in crime	
24.	<b>acquaint</b>	to inform, to make familiar	
25.	<b>acquit</b>	to clear (a person) of a charge	
26.	<b>acrid</b>	sharp (as in speech)	
27.	<b>acrimony</b>	bitterness or harshness of speech or manner	
28.	<b>acronym</b>	word formed from the initial letters of a group of words.	
29.	<b>acumen</b>	Keeness of mind, Insight	
30.	<b>adage</b>	An old saying, Proverb	
31.	<b>adamant</b>	inflexible	
32.	<b>addle</b>	to become rotten; to become confused	
33.	<b>adduce</b>	to offer as example, reason or proof	
34.	<b>adjudicate</b>	to settle judicially	
35.	<b>adjure</b>	to beg; appeal	
36.	<b>admonish</b>	to warn, reprove mildly	



**ILLUSTRATED CAT PASSAGES (SOLVED)**

4

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

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

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

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

**CAT 2006**  
**Passage I**  
**Directions for Questions 1 to 5: The passage given below is followed by a set of five questions. Choose the most appropriate answer to each question.**

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

He has chosen a good year for his ideological offensive: this is the 50<sup>th</sup> anniversary of Nikita Khrushchev's denunciation of Josef Stalin and the subsequent Hungarian uprising, which will doubtless be the cue for further exhortation of the communist record. Paradoxically, given that there is no communist government left in Europe outside Moldova, the attacks have if anything, become more extreme as time has gone on. A cue as to why that might be can be found in the rambling report by Mr. Lindblad that led to the Council of Europe declaration. Blaming class struggle and public ownership, he explained "different elements of communist ideology such as equality or social justice still seduce many" and "a sort of nostalgia for communism is still alive." Perhaps the real problem for Mr. Lindblad and his right-wing allies in Eastern Europe is that communism is not dead enough—and they will only be content when they have driven a stake through its heart.

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

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

**LEVEL OF DIFFICULTY—I** 1

**TEST I**  
*No. of Questions—25*  
*Time—20 minutes*

**Passage 1**

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

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

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

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

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

**PREVIOUS YEAR QUESTIONS FROM THE CAT** 2

CAT 2003

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

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

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

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

CAT 2004

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

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

**FREQUENCY ANALYSIS TABLE**

	<i>CAT 2008</i>	<i>CAT 2007</i>	<i>CAT 2006</i>	<i>CAT 2005</i>	<i>CAT 2004</i>
<b>Comprehension</b>	20 qns, 80 marks	12 qns, 48 marks	15 qns, 60 marks	12 qns, 20 marks	21 qns, 21 marks
<b>Tables</b>	0	4 qns, 16 marks	0	3 qns, 3 marks	5 qns, 7 marks
<b>Section</b>	4 qns, 16 marks	0	0	0	13 qns, 8 marks
<b>Section</b>	4 qns, 16 marks	3 qns, 12 marks	0	4 qns, 8 marks	3 qns, 3 marks
<b>Section</b>	4 qns, 16 marks	3 qns, 12 marks	5 qns, 20 marks	4 qns, 8 marks	5 qns, 8 marks
<b>Section and Judgement</b>	0	0	5 qns, 20 marks	0	0
<b>Section Questions</b>	8 qns, 32 marks	3 qns, 12 marks	0	7 qns, 11 marks	3 qns, 3 marks
<b>Total Questions</b>	40	25	25	30	50



## SKILLS TO BE DEVELOPED

Reading Comprehension Skills



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

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

**Key Components of this Part:**

- Seven-Dimension approach to better reading skills
- An introduction to the various types of RC questions
- Thorough explanation and analysis of RC
- Bit-by-bit explanation of CAT passage from CAT papers of 2003 and 2006
- LOD Exercises

# PART 1

**SECTION 1: READING COMPREHENSION**

**SECTION 2: LOD EXERCISES**



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

Comprehend the theory of RC

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

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

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

# READING COMPREHENSION

CHAPTER 1: INTRODUCTION

CHAPTER 2: THE SEVEN DIMENSION APPROACH TO  
BETTER READING SKILLS

CHAPTER 3: THEORY OF READING COMPREHENSION

CHAPTER 4: ILLUSTRATED CAT PASSAGES (SOLVED)



## SECTION 1

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

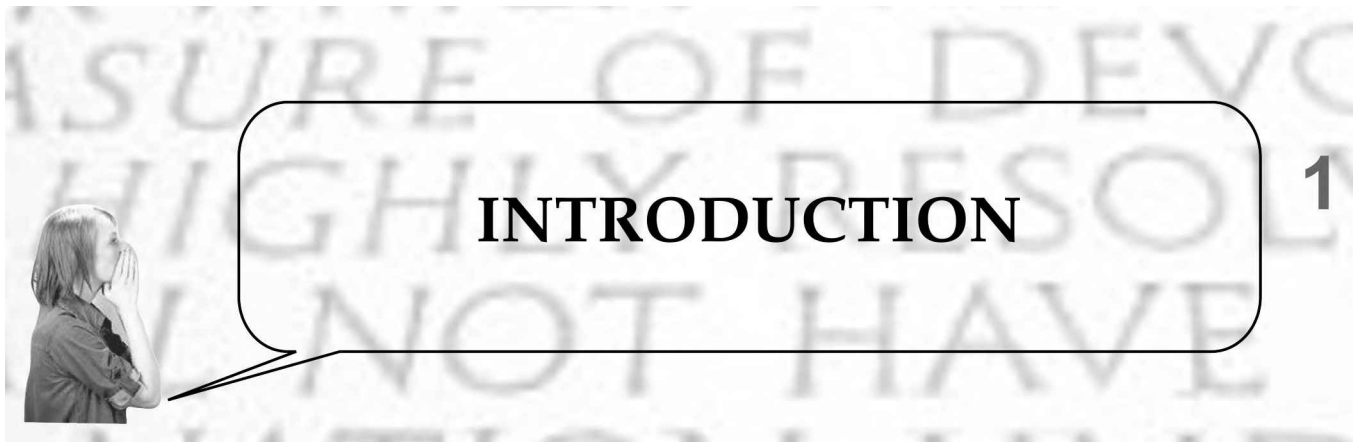
Chapter 2 increases the focus on the development of reading skills by dividing reading skill into seven clear cut dimensions. The reader is expected to first understand each of these skill dimensions and then to focus his self development efforts on each of these reading skill dimensions.

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

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







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

### **TO BELL THE CAT**

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

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

### **READ MORE AND MORE**

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

### **Picking Contextual Clues**

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

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

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

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

#### *The Cream of the Piece*

Since any and every reading that you do involves comprehending and connecting to the author of the passage, in order to become a good reader you need to understand the process through which a good writer goes

## 1.6 How to Prepare for Verbal Ability and Reading Comprehension for the CAT

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

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

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

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

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

### *The Cream of the Piece*

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

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

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

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

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



### Verbal Ability Question Type I: Paragraph Jumbles (Frequency of use: Consistently used every year over the last decade)

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



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

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

1. EABDC
2. EBDCA
3. DAEB C
4. BECDA.

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

- (a) Identification of opening sentence,
- (b) Identification of the topic sentence,
- (c) Getting and understanding the main idea in the question,
- (d) Identifying transitions of ideas,
- (e) Ordering of ideas,
- (f) Slotting in the details in their right places,
- (g) Understanding Vocabulary in context.

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

### Verbal Ability Question Type 2: Inappropriate Usage of Word

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

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

#### Hand

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

#### Reason

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

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

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

#### *The Cream of the Piece*

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



### Verbal Ability Question Type 3: Paragraph Completion

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

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



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

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

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

The correct answer here is 3.

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

- (a) the author's topic,
- (b) the main idea he/she is trying to convey and
- (c) understand the transitions he/she is using in the paragraph.


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

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

## 1.8 How to Prepare for Verbal Ability and Reading Comprehension for the CAT

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

Consider the following question asked in CAT 2005.

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

- A. People have good reason to care about the welfare of animals.
- B. Ever since Enlightenment, their treatment has been as a measure of mankind's humanity.
- C. It is not a coincidence that William Wilberforce and Sir Thomas Foxwell Buxton, two leaders of the movement to abolish the slave trade, helped found the Royal Society for the Prevention of cruelty to animals in 1820s.
- D. An increasing number of people go further: mankind has a duty not to cause pain to animals that have the capacity to suffer.


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

The correct answer here is 1.

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

### Verbal Ability Question Type 5: Summarising a Paragraph.

Consider the following question which appeared in CAT 2003.

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

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

- A. Some decisions are obvious under certain circumstances. You may, for example, readily accept a relative's offer to free holiday accommodation or step in for your boss when she is away.
  - B. Some decisions are no-brainers, You need not think when making them. Examples are condo offers from in-laws and job offers from bosses when your bank account is low or boss is away.
  - C. Easy decisions are called "no-brainers" because they do not require any cerebral activity. Examples such as accepting free holiday accommodation abound in our lives.
  - D. Accepting an offer from in-laws when you are short on funds and want a holiday is a no-brainer. Another no-brainer is taking the boss's job when she is away.
- 1. A
  - 2. B
  - 3. C
  - 4. D

The correct answer here is 1.

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

#### *The Cream of the Piece*

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

It is due to this fact that Part I of this book on English is devoted to helping the student develop the skills set required to be a good reader. You are required to clearly understand the framework required for developing good



reading habits, which is explained in the following part of the chapter. After that, you need to follow through consistently by applying the same framework in your daily reading scheme.

## YOUR DAILY READING SCHEME

### How Much Time Should I Spend on Reading Daily?

If you want to have any hope of developing your reading skills, the authors recommend a minimum of two hours per day of reading, over a year's time. (Needless to say, if you are trying to achieve this in a shorter time span, the minimum recommended reading will go up proportionately.)

### What Kinds of Stuff Should I Read?

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

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

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

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

#### 1. The Poor Reader

This category of students has had no exposure to reading in English. Most students whom we have encountered under

this category come from vernacular medium schooling backgrounds (although that is not an absolute rule since even convent school educated students might belong to this category if their reading exposure has been poor.)

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



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

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

#### *The Cream of the Piece*

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

#### 2. The Average Reader

In this category, students do not have a basic problem in reading and understanding English (since most of them are educated in English Medium schools). However, what we have seen is that in spite of the advantage of having studied

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

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

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

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

### *The Cream of the Piece*

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

### 3. The Good Reader

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

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

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

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

### *The Cream of the Piece*

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

### 4. The Excellent Reader

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

need to do is to continue your good work and further expand your level of exposure and increase the coverage of topics with which you are familiar.

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



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

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

### *The Cream of the Piece*

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

### **TO BELL THE CAT**

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

- (1) Economics
- (2) Management
- (3) History
- (4) National and International Polity
- (5) Sociology

- (6) Humanities
- (7) Philosophy
- (8) Psychology
- (9) Art, Music and culture
- (10) Science and Technology (incl. Medicine and Information Technology.)
- (11) Miscellaneous

## **A WORD OF CAUTION: THINGS THAT DO NOT WORK**

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

There are a lot of books and trainers around who talk about speed reading, promising inexperienced readers a never before and almost magical jump in their reading abilities. However, in our experience of training thousands of students, we have seen the futility of speed reading techniques. The fact that the ‘magic’ wears off the moment you try to read anything outside the provided exercises has been a constant in our years of experience of having trained students. In fact, the moment a ‘speed reading trained student’ is confronted with something remotely heavy, the speed reading techniques stop working.

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

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

Now consider this fact. A typical CAT passage is anywhere between 800 to 1200 words. The questions further form approximately 300 to 500 words. This means that in order to read a passage and solve the questions, all

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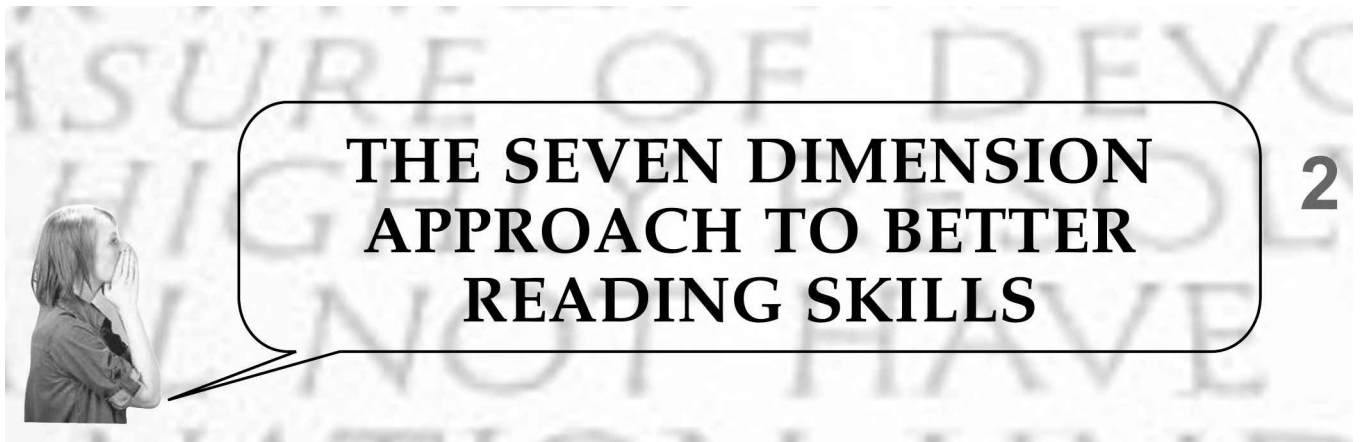
you need to do is read and completely understand anywhere between 1100 to 1700 words. CAT 2005 had 3 passages constituting 20 marks in all, and students had approximately 20 to 22 minutes to solve the same. A total of 3073 words — translates to a ridiculous reading speed requirement of 139.68 words per minute if you want to solve all the three passages. If you add the fact that most successful CAT aspirants solved only two out of the three passages, the statistic becomes even more ridiculous—especially in the light of the tall claims of 600 to 800 words per minute that these speed reading trainers and books claim that they can help a student achieve. Looking at it from another angle—if someone was able to achieve these reading speeds he/she should have been able to complete the 20 marks in the RC

section in CAT 2005 in about five minutes flat!! Doesn't happen, does it?

### ***TO BELL THE CAT***

A look at CAT 2003 gives a similar picture: 5702 words in five passages (including their questions) were required to be read for 25 questions (reading speed of 228.08 wpm if you were, to solve all five passages). CAT qualifiers attempted at most, 3 passages out of the five, in about 25 minutes. This required a reading speed of approximately 134 wpm.

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



# THE SEVEN DIMENSION APPROACH TO BETTER READING SKILLS

2

## INTRODUCTION

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

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

Fig. 2.1 Seven Dimensions of Reading Skills

## BASIC DIMENSIONS OF READING SKILLS

### Dimension One: Developing the Ability of Understanding Vocabulary in Context

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

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

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

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

Consider the following example:



- (i) And the courtier said “ May I *genuflect*?”
- (ii) Since, Ecuador’s presidents are limited to one term, Mr.Gutierrez might also back his former boss. If so, things really could get *loco*.



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

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

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

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



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

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Here, the word *testimony* means statement.



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



Here, *charismatic* means magnetic.



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



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

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

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

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

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

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

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

Let us look at the following examples:



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

In the above sentence, *impoverished* means:

- poor
- rich
- inadequate

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

In the above sentence, *obsequious* means:

- Deceiving
- Critical
- flattering



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

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



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

In the above sentence, *rosier* means:

- Optimistic
- pessimistic
- Indifferent



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

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

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



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

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

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



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

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

Consider the following paragraph as an example.



Oddly, things are looking up for American International Group (AIG). Yes, the **embattled** global insurer has admitted overstating past earning and has postponed filing its financial statement with the Securities and Exchange Commission (SEC), provoking questions about how much the company is really worth; yes, there was an embarrassing **kerfuffle** between lawyers over the possible removal of critical documents in Bermuda; yes, regulators are looking through an ever-expanding list of suspect deals; and yes, Maurice "Hank" Greenberg, the brilliant executive who built AIG, has been forced to sever his formal ties with the firm. But a company as aggressive as this has faced litigation before. Even as the headlines seem ever more dire, AIG and Mr. Greenberg already looked poised for a modest comeback.

In the context of the above paragraph:

**embattled** means:

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



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

**Kerfuffle** means:

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



The answer is obviously, c.

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

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

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

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

For instance, read the following paragraph:



Most people do not worry much about physics or politics when for example, they look at the colours of a rainbow. Nor do they pause much when they use a remote control for their T.V. set, talk on the mobile phone, listen to the radio, cook food in their microwave oven, open

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their car door from a distance, or surf the internet without wires. Yet, these are all phenomena of electromagnetic radiation. How humans harness electromagnetic waves—and specifically those in the radio frequency part of the spectrum—has become so important that old and new ways of thinking are now lining up for a tense confrontation that will affect numerous businesses and billions of consumers.

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



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

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

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

**Topic:** Harnessing of Electromagnetic radiation.

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

**Supporting details:**

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

respected by making people buy and sell it like property.

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

### *The Cream of the Piece*

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

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

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

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

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



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



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



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

It is rare for any attempted African scam to be executed so inelegantly. Advance-fee frauds often lure victims to part with tens of thousands of dollars on the promise of



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



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

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



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

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

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

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



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



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



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

### The Cream of the Piece

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

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

- (i) **Idea Sentence**—Supporting Detail/comment—Supporting Detail/comment—Supporting Detail/comment—Supporting Detail/comment
  - (ii) Introductory detail/comment/question—**Idea Sentence**—Supporting Detail/comment—Supporting Detail/comment—Supporting Detail/comment.
- B. Idea Sentence in the middle of a paragraph (Beyond the first two sentences). In such cases, the paragraph would typically follow the following structure:
- (i) Introductory detail/comment—Introductory detail/comment/question—**Idea Sentence**—Supporting Detail/comment—Supporting Detail/comment—Supporting Detail/comment
- C. Idea Sentence at the end of the paragraph will follow the following structure:
- (i) Introductory detail/comment—Supporting Detail/comment—Supporting Detail/comment—Supporting Detail/comment—**Idea Sentence**
- D. Idea Sentence at the beginning and the end of the paragraph

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

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

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

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

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

### **Dimension Two (B): Identifying Implied Main Ideas**

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

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

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

#### **BETTER UNDERSTANDING**

**FOR YOUR**

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

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

has been promised by Myanmar’s current junta ever since it took power in 1988, and since Miss Suu Kyi won an election in 1990 that has never been recognised, the Myanmar map looks as forlorn as the Middle Eastern one.

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

*Topic :* \_\_\_\_\_  
\_\_\_\_\_

*Main Idea :* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

*Topic :* \_\_\_\_\_  
\_\_\_\_\_

*Main Idea :* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. The main factor in the California recall election is the economically underestimated effect of charisma, or rather Governor Grey Devis’s utter lack of it. No one can calculate the cost of having uninspiring leaders but we would do well to consider past American presidents.

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

*Topic :* \_\_\_\_\_  
\_\_\_\_\_

*Main Idea :* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

But the similarity between the two budgets ends there. In 2001, the public finances were exceeding healthy. Including measures announced in his pre-budget report, Mr. Brown was able to give away £8

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---

billion (\$12billion) in the fiscal year ahead while still forecasting a comfortable surplus. In this budget, Mr. Brown was in a much weaker position. Even the wee sweeties he handed out were far too much, bearing in mind how bad the figures now look.

*Topic :* \_\_\_\_\_

*Main Idea :* \_\_\_\_\_

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

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

*Topic :* \_\_\_\_\_

*Main Idea :* \_\_\_\_\_

6. If one considers how Nigeria has handled its oil revenues over the past 30 years, its quest for debt relief seems laughable. Its oil wells have yielded hundreds of billions of dollars, which its politicians have largely stolen or squandered. Nigeria is scarcely less poor than before its oil boom began. And, since successive governments borrowed against future oil receipts and wasted that money too, the country is saddled with some \$34 billion in foreign debt. Such a record suggests that extra cash freed up by debt relief would be frittered away.

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

*Topic :* \_\_\_\_\_

*Main Idea :* \_\_\_\_\_

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

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

Why? "The second quarter is a bad quarter," explained one oil minister. He was talking of the risk of price collapse as the northern-hemisphere winter (when demand peaks) gives way to warmer spring (when oil use declines). Yet, OPEC may be playing with fire. Edward Morse of HETCO, an energy trader, points out that inventories are currently unusually low. Even if OPEC cuts output by half of what it threatens, he says, there may still be sharp price spikes: "There's no cushion left."

*Topic :* \_\_\_\_\_

*Main Idea :* \_\_\_\_\_

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

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

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

*Topic :* \_\_\_\_\_  
 \_\_\_\_\_

*Main Idea :* \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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

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

*Topic :* \_\_\_\_\_  
 \_\_\_\_\_

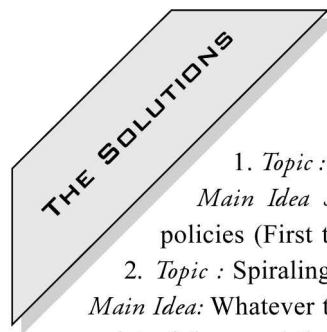
*Main Idea :* \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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

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

*Topic :* \_\_\_\_\_  
 \_\_\_\_\_

*Main Idea :* \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



1. *Topic :* Myanmar’s failure in ASEAN  
*Main Idea Sentence :* Even by.... recent policies (First two sentences)
2. *Topic :* Spiraling Slums  
*Main Idea:* Whatever the local name of slums, there are a lot of them and they are growing fast.
3. *Topic :* Economic effects of Inappropriate Leadership  
*Main Idea :* No one can calculate the cost of having

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

4. *Topic* : Gordon Brown Pre-Election Budget  
*Main Idea* : Gordon Brown's second pre-election budget, like his first, avoided traditional tax bribes to the electorate as a whole.
5. *Topic* : Mr. Wolfowitz's Selection as World Bank chief  
*Main Idea* : Its leader needs to know about development, be able to articulate a workable vision and be a good manager.
6. *Topic* : Nigeria's changing face  
*Main Idea* : A new economic team, led by the finance minister, a former World Bank Director called Ngozi Okonjo-Iweala, has made strenuous efforts to impose discipline.
7. *Topic* : A surprise cut in oil supplies.  
*Main Idea* : Price collapse as the northern-hemisphere winter (when demand peaks) gives way to warmer spring (when oil use declines).
8. *Topic* : Deer Oh! Dear  
*Main Idea* : Farmers increasingly sow grain and rape seed in autumn rather than spring, because crops grow more vigorously in spring and so produce better yields. That provides fodder for deer in winter.
9. *Topic* : A new use for the poison pill  
*Main Idea* : It exists to stop shareholders enjoying their full ownership right by threatening, if triggered, to dilute the value of those shares in certain circumstances, by a firm's board.
10. *Topic* : Computer security  
*Main Idea* : This virus, called My Doom, seems to be of a different nature—conspritorial and political. That is because its main feature, besides humiliating Microsoft, is to turn infected machines into weapons against a controversial company called SCO.

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

### **Dimension Two (C): Identifying Central Points**

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

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

#### *The Cream of the Piece*

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

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

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

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

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

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

### **Dimension Three: Ability to Predict and Identify Supporting Details**

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

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

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

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



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



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

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

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

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



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

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



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

There are four supporting details in the second paragraph.

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

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

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

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

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



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

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



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

These are followed by two examples as further supporting details—

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

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

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

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

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

### *The Cream of the Piece*

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

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

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

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

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

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

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

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

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

### *The Cream of the Piece*

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

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

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

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

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

- (A) Transitions
- (B) Idea Organisation

Let us now look closely at each of these relationships:

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





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

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



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

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

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

also	further	secondly
next	in addition	furthermore
firstly	lastly	finally
moreover	another	one
additionally		

The following examples will clarify addition transitions for you:



- (i) An important dental warning sign is bleeding of gums. Another is a tooth that shows sensitivity to hot or cold.
- (ii) In the early seventies, there were three youngsters who broke into the world of professional tennis simultaneously. The first was Jimmy Connors, the next Bjorn Borg and the third Vijay Amritraj. Together, they were known as the ABC of tennis.
- (iii) The diesel passenger car is a peculiarity seen exclusively in the Indian transportation scenario. Another is the steam engine driven train. You would not find these anywhere in the world.

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

before	first	last
--------	-------	------

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

The following examples will clarify the concept of chronology words.



- (i) The performance of the company has been extremely encouraging during the last quarter.
- (ii) During the winter months, the whole of the Indian Railway system is paralysed due to the fog that prevails across the breadth of North India.
- (iii) Tiredness sets into an office worker by the time he has his lunch. It worsens by the time he gets home.

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

*The Cream of the Piece*

Idea organisation might occur in one of the following formats:

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

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

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

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

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

### **Idea Organisation Pattern 1 The list of items format:**

The following extract will clarify to you how this format is used to present ideas.

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

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

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

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



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

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

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

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

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

#### *The Cream of the Piece*

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

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

Consider the following example that illustrates the same:



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

president since Herbert Hoover to face the electorate with an economy that has fewer jobs than when he took office (as John Kerry’s campaign delights on pointing out). What makes this all the more embarrassing, however, is that the White House has lately gone out of its way to claim responsibility for the short-term performance of the jobs market.

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

Now that the payroll figures have weakened, the Bush team is squirming. White House aides offer a slew of reasons why the statistics which just a few month ago “clearly demonstrated” the wisdom of Mr. Bush’s economic policies should now be discounted. The president himself pretends the bad news simply does not exist. “We have a strong economy and it’s getting stronger,” he claimed only hours after the jobless figures were released on August 6th.

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

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

**Idea Organisation Pattern 3**

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

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

This is typically done through two structures of writing:

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

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

*The Cream of the Piece*

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

The following example serves the purpose of clarifying the idea in the mind of the reader.

The following paragraphs use the example based structure of writing:



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



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



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



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



- (iii) Setting up a business abroad has always been risky, and not just financially. *To create a colony of 90,000 white settlers that, in the late 17th century, earned enormous profits from growing tobacco in Virginia, required the immigration of around 116,000 people. The chaps who sailed*

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for India a century later had to endure even worse. *“The variety of means by which a man could be carried off was quite bewildering,”* observes a recent book on the East India Company. *“Malaria, typhoid or enteric fever, cholera, dysentery and small pox were the most common diseases, and the bites of scorpions and mad dogs were frequently lethal.”*



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

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



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



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



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



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

The following words show example/ illustration usage:

for example      for instance      to illustrate  
as an example      including

like                      such as                      to be specific  
specifically              for one, etc.

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

### *The Cream of the Piece*

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

Consider the following extract from an article:



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



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

### *The Cream of the Piece*

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

Consider the following extracts:



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



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



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

*The Cream of the Piece*

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

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

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

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

*The Cream of the Piece*

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


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

4 (a) The Contrast format


4 (b) The Parallelism/Similarity format

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

Consider the following statements:

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

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


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


The following words can be used to show contrast.


but	instead	on the one hand
on the other hand	still	even though
yet	in contrast	as opposed to
against this	in another way	however
in spite of	differs from	although

on the contrary	despite	in spite of
unlike	nonetheless	nevertheless
conversely	rather than	while
difference	opposite	

The following examples use this structure of Idea organisation:

-  (i) For any American President hoping to claim victory in the war on terror, such an analysis brings both good news and bad. *Massive, potentially election-wrecking attacks look less likely, though not impossible. On the other hand, it would no longer be possible to claim—as Mr. Bush would doubtless like to claim—that by knocking out Mr. Bin Laden, the war has been taken to its final round.*
- (ii) *Has brave America got Mr. Bin Laden cornered? Or is America bravely stepping up to face head on a renewed threat from Mr. Bin Laden?* Both, is the answer.

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


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

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

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

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

Consider the following statements:

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

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Now consider the same sentences, written differently:



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

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

The following words are used to create similarities/parallelisms:

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

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

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

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

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

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



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

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



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

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

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

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



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

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

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

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

Another example of this format is given below:




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

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

today, compared with almost 10,000 in the early 1980s) but more enticing ones.

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

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

*The Cream of the Piece*

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

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

**Dimension Five:Facts, Opinions and Inferences**

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

Consider the following statements:

Opinion	Fact
Jawaharlal Nehru is to date the best Prime Minister India has produced.	Jawaharlal Nehru is the first Prime Minister India has produced.
The Indian Economic Tiger is all set to capture the world.	The Indian economy has grown by over 7% for the last three years.
State Bank of India is India's best bank.	State Bank of India is India's largest bank.

Around the turn of the century, Sachin Tendulkar was the greatest batsman in the world.

IIM Calcutta is a very good institute. (Author's note: Even though this is largely accepted as a fact, this is still an opinion, since what is very good is a subjective issue and hence, cannot be defined or verified.)

The government has met all its promises in the first hundred days of its office.

There is little symbolism in Greek art.

Internal conflicts are always psychologically interesting.

The detective story by Erle Stanley Gardner can be described as a glorification of intellectualized conflict.

Derrida's work is complex in the extreme.

During his playing career, Sachin Tendulkar went on to make the highest number of test centuries by any batsman in the world.

IIM Calcutta was the first IIM.

The government has been in office for hundred days.

Greek art dates back to the BC era.

An internal conflict can be defined as a conflict within a person's mind about his objectives.

Erle Stanley Gardner, is a leading detective story writer.

Derrida's work is based on the theory of deconstruction.

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

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

*The Cream of the Piece*

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

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

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

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### *The Cream of the Piece*

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

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

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

### **TO BELL THE CAT**

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

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

### *The Cream of the Piece*

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

Given below is a list of some value words:

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

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

### *The Cream of the Piece*

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

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

As a reader, both facts and opinions are crucial for you. All good readers have the ability to differentiate between fact and opinion. Knowing the difference is important in evaluating what is read, because most of what we come across as readers is a mixture of fact and opinion.

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

One should respect one's parents.

Democracy is the best form of governance.

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

### *The Cream of the Piece*

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



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



(Surely, you must be kidding!! You just need to look at the records of some of the batsmen India has produced and



compare them to B.S. Chandrasekhar's batting records. **The facts simply do not support this opinion.**

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

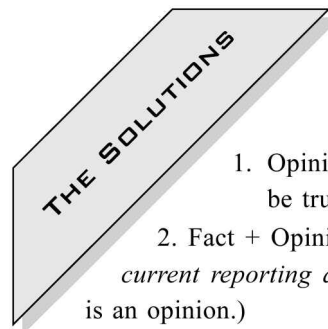
**BETTER UNDERSTANDING**

**FOR YOUR**

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

1. If you are a rural parent, you would see little point in most of the news reported in the media on matters of education, including some of the controversies and debates concerning ideology in textbooks.
2. The urban world, in which middle class children routinely move on from one level to the next, and eventually seek admission to a college, dominates current reporting and writing about education.
3. Pass percentages are not calculated separately for rural and urban schools, and research which might provide such differentiated awareness has not been done.
4. The NCERT, that I saw four months ago, looked rather difficult to recognize in terms of its original memorandum.
5. In mid-November, when the plan to review the National Curriculum Framework was announced, I met the press and found it stuck to its oppositional mood.
6. Sceptics and critics will undoubtedly continue to see politics in everything.
7. In matters which constitute the frontier of educational services, the specific requirements of rural education are quite poorly appreciated.

8. Productivity growth is probably the single most important indicator of an economy's health: it drives real income, inflation, interest rates, profits and share prices.
9. Since 1996, America's productivity in terms of output per man hour has grown by 3% every year, which is double the pace of the first half of the 1990s.
10. America's growth in labour productivity is likely to slow, even though it should remain faster than in the decade before 1996.



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

**Dimension Five (B): Inferences**

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

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

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

#### THOUGHT GEMS FROM AN EXPERT

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

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

#### *The Cream of the Piece*

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

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

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

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

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

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

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

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

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

Let us now look at Skill Level One in detail:

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



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



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



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



Inference:

- (a) Turkey is not an EU member presently;
- (b) In order to become a part of the EU, a country needs to meet the parameters set for being a European country;
- (c) EU membership is still open for discussion.



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



Inference:

- (a) Some countries are in favor of extending Europe's borders up to Syria and Iran;
- (b) There is currently no clear demarcation of the geographical boundaries of Europe;
- (c) Countries that will be included in Europe by extending its borders up to Syria and Iran will be culturally, sociologically and economically different to the conventionally defined European countries.

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

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

- (a) Draw a string of inferences related logically to one another; or
- (b) Draw a common inference hinting at something that can be commonly inferred throughout one paragraph or across the entire passage.

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

Consider the following paragraph:



Astrologers habitually prone to goof-ups now have an excuse for why their predictions have been going haywire: the emergence of newer and newer planets that have caused their calculations to go awry. For the international team of astronomers who recently discovered eight new planets, the new arrivals are, however, a cause for excitement. Indeed, even as the rest of the world continues to be consumed by a morbid passion for shiny new war machines, deadly chemicals and sinister war tactics, astronomers have been doggedly searching the heavens for more heavenly bodies in the belief that the search will take us closer to a more exalted goal than of knowing the truth about us and the universe. "Reality is much bigger than it seems... the part we call the universe is the merest tip of the iceberg," one scientist remarked. How true. In the beginning skeptics wouldn't accept that the earth actually moves, let alone that it revolves around the sun, because of an unshaken belief that the earth was the centre of the universe. We've come a long way. Today, scientists have spotted nearly 80 extra-solar planets using sophisticated instruments.



Inferences:

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

Newer Planets are always discovered.

The author is against war and spending on war.

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

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

Astrologers' have little scientific basis for their predictions.

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

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

## ADVANCED DIMENSIONS OF READING SKILLS

### Dimension Six: Identifying Purpose and Tone

As we already saw through dimension five, behind everything ever written, there is always a living person, who has his own collection of facts and his own opinions about the issue being talked about.

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

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

- (a) It improves our connection with the author
- (b) It helps to improve the anticipation about the direction the author is likely to take.

There are three common purposes for writing any piece:

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

#### *The Cream of the Piece*

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

- (a) Narratives (informing in a narrative fashion, the outlines of an event/happening) or
- (b) Informative Articles: (Articles informing about the various dimensions of an issue.)

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

#### **TO BELL THE CAT**

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

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

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

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

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

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

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

#### **TO BELL THE CAT**

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

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

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

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

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

*The Cream of the Piece*

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

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

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

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

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

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

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

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

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

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

**Tone**

**Types of Words Signifying the Tone**

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

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

**Dimension Seven: Recognising and Evaluating Arguments and their Common Structures.**

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

This is especially important for articles that are written to persuade. In such articles, being able to decipher the author's argument has to be the principal purpose of the reading. It is therefore, essential to be able to recognize and evaluate arguments.

*The Cream of the Piece*

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

- (1) **The predictive value of understanding the author's argument early in the passage:** If you are able catch the author's argument early, you will be able to predict the future course that the author is likely to

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

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

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

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

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

*The Cream of the Piece*

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

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

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

as a starting sentence. As a gentle reminder, I would like to remind you that we had identified this article as primarily description based. This goes to prove the point that arguments are at the heart of every communication. Hence, they are at the heart of every paragraph and every passage of any kind.

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

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

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

**TO BELL THE CAT**

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

- (a) In the context of Reading Comprehension, since all passages are filled with arguments, besides being able to identify the argument structure used by the author, we also need to be able to recognize the strength and relevance of the supports used in the arguments.
- (b) Critical Reasoning Questions, another important aspect of the CAT exam (explained in details in the Part 3 of this book) is mostly about evaluating arguments, their support, the adequacy and the relevance of the supports.
- (c) A specific type of question evaluating the strength and weakness of arguments is asked in Banking and other exams. Such questions are outside the scope of this book, but are also to be solved using the principles explained here.

How do we evaluate arguments?

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

1. Is the support used by the author relevant to the claim he is trying to support? This is seen by evaluating the

question against the argument that the supporting point is trying to answer.

Let us take an example to illustrate this point:

Suppose an argument goes like this:



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

**Support:** His mother was an uneducated woman.



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

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



**Argument:** You should buy the car of Brand X.

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

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

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

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

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

**Some Standard Structures of Arguments**

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

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terpretation of facts, like all arguments, should be supported by strong reasons.

Consider the argument stated above:



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



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

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

There are three types of truth arguments:

- Definitional Arguments
- Causal Arguments
- Similarity Arguments

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

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

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

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

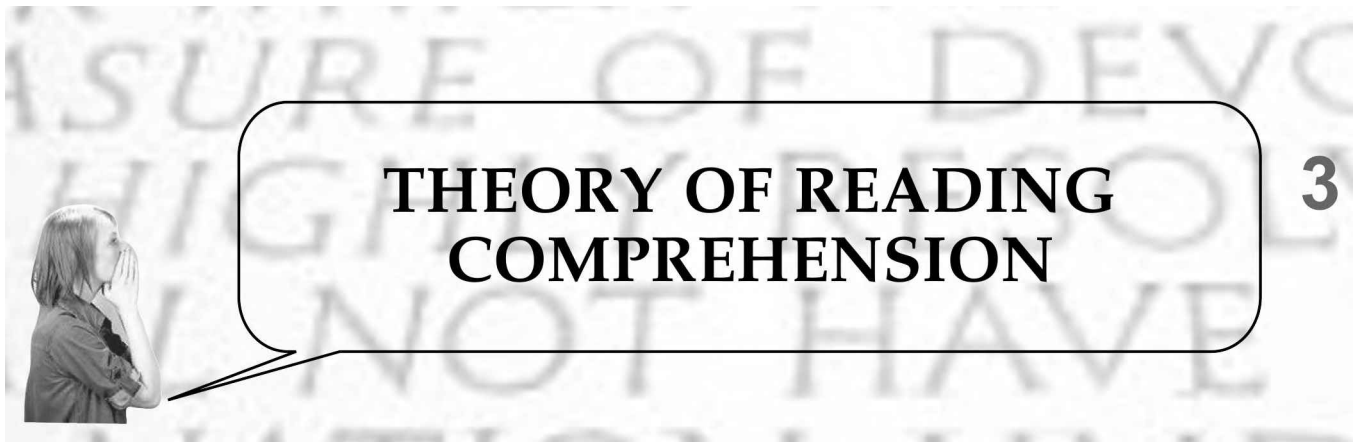
- Evaluation Argument
- Proposal Argument

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

**Proposal Argument:** One should/ should not do Y

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





# THEORY OF READING COMPREHENSION

3

## SOLVING READING COMPREHENSION (RC) IS AN EXACT SCIENCE

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

The reason for the exactness is not hard to find. Consider what an examiner trying to create RC questions based on a passage will be trying to achieve through his questions. His objective is to test your understanding of the ideas contained in the passage. At the same time, he has to create questions that should stand the test of logic and reason. Especially, if the passage happens to be for a paper of CAT or XLRI or similar level exams. The examiner definitely realizes that his questions are going to become a subject of intense analysis by lakhs of students and dozens of training institutes and their trainers across the country. Hence, any scope for doubt or ambiguity about the correct answer in a question is something that a question setter cannot afford to leave. Hence, even though his primary objective will be to confuse an imperfectly trained mind, the examiner will definitely focus on keeping the correct answer unambiguous. The logic supporting the correct answer hence, is always so strong, that it can be defended against the scrutiny of the entire community of students and analysts.

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

### *The Cream of the Piece*

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

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

## TACKLING READING COMPREHENSION ON THE BASIS OF EVALUATION OF SUPPORTS

There is another useful process of solving RC questions— Consider each option of the RC question as a building supported by the foundation—the option being the building and the logic that supports the option being its foundation. As a student trying to solve the question, your objective is to spot the foundation which is the strongest. An analysis of typical questions set in RC, yields that normally two out of the 4 options fall by the wayside pretty easily since they have weak or 'false' logical supports.

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

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### ALL PASSAGES HAVE A TOPIC, A PURPOSE AND A PLAN

As already seen in the previous section on reading skills,

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

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

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

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

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

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

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

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

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

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

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

#### *The Cream of the Piece*

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

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

### OTHER THINGS YOU NEED TO PICK UP WHILE READING THE PASSAGE

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

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

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

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

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

#### Specific Details and their Use in the Passage

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

over the details of the passage. The idea is to only catch what specific detail is mentioned and where it is mentioned.

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

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

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

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

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

Identify topic, scope, purpose and plan of the passage as you read



Watch for the idea structure evolution through the different paragraphs of the passage. Watch for significant shifts from one paragraph to the next. Read mainly to get the gist of each paragraph. Remember every paragraph contains an idea which is different from the other ideas contained in the passage.



Get a rough sense of the purpose of the details and facts used in the passage and how they relate to the idea of the paragraph they are in



Do not worry about specific content. Read through the details at a speed approximately five times the speed at which you read the ideas. If required, come back to a detail if there is a specific question about it.

**Fig. 3.1**

## TYPES OF QUESTIONS ASKED FROM READING COMPREHENSION PASSAGE

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

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

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

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

The following is an example of this question:



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

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

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

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

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

You might be given options like:

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

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

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

Only a tone that is consistently present in each and every paragraph of the passage can be defined as the tone of the passage. You might also be asked to infer the author's attitude towards an idea, a fact, or a situation from the words that he or she uses to describe it.

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

### *The Cream of the Piece*

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

### **Inferential Questions**

There are broadly two types of inferential questions:

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

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

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



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

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

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Some common question structures of inferential types:

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

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

The following is an example of such a question from the CAT 2005 paper. Perhaps a testimony of the fact about the difficulty of such questions is the fact that there was a tremendous dispute about the answer to this question amongst most national level coaching institutes of repute. Obviously, some of them got this answer very wrong.

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

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

### **Logical or Cause and Effect Questions**

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

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

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

1. internal conflicts, rather than external conflicts, form an important component of serious literature as distinguished from less serious genres.
2. only juveniles or very few "adults" actually experience external conflict, while internal conflict is more widely prevalent in society.
3. in situations of internal conflict, individuals experience a dilemma in resolving their own preferences for different outcomes.
4. there are no threats to the reader (or viewer) in case of external conflicts.

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

### **Specific Details Questions**

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

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### *The Cream of the Piece*

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

### **AN IMPORTANT STRATEGY: PREPHRASING THE ANSWER**

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

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

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

### **Why Prephrasing Helps**

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

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

### *The Cream of the Piece*

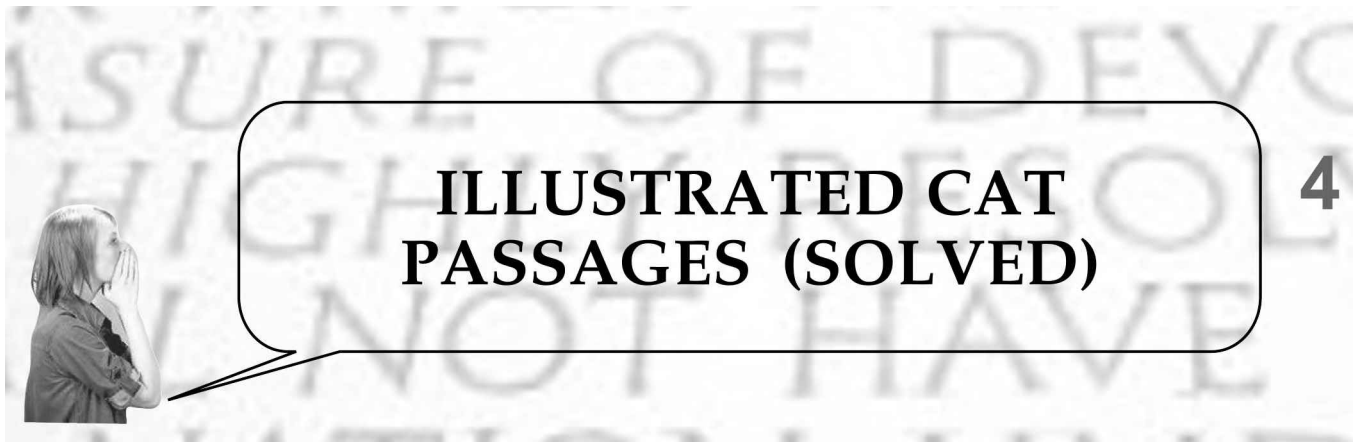
It would be wise to keep the following additional points at the back of your mind in order to help you solve RC better:

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

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

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

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



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

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

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

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

## CAT 2006

### Passage I

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

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

He has chosen a good year for his ideological offensive: this is the 50<sup>th</sup> anniversary of Nikita Khrushchev's denunciation of Josef Stalin and the subsequent Hungarian uprising, which will doubtless be the cue for further excoriation of the communist record. Paradoxically, given that there is no communist government left in Europe outside Moldova, the attacks have if anything, become more extreme as time has gone on. A clue as to why that might be can be found in the rambling report by Mr. Lindblad that led to the Council of Europe declaration. Blaming class struggle and public ownership, he explained "different elements of communist ideology such as equality or social justice still seduce many" and "a sort of nostalgia for communism is still alive." Perhaps the real problem for Mr. Lindblad and his right-wing allies in Eastern Europe is that communism is not dead enough — and they will only be content when they have driven a stake through its heart.

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

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

It would be easier to take the Council of Europe’s condemnation of communist state crimes seriously if it had also seen fit to denounce the far bloodier record of European colonialism—which only finally came to an end in the 1970s. This was a system of racist despotism, which dominated the globe in Stalin’s time. And while there is precious little connection between the ideas of fascism and communism, there is an intimate link between colonialism and Nazism. The terms *lebensraum* and *konzentrationslager* were both first used by the German colonial regime in South-West Africa (now Namibia), which committed genocide against the Herero and Nama peoples and bequeathed its ideas and personnel directly to the Nazi parry.

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

No major twentieth century political tradition is without blood on its hands, but battles over history are more about the future than the past. Part of the current enthusiasm in official

Western circles for dancing on the grave of communism is no doubt about relations with today’s Russia and China. But it also reflects a determination to prove there is no alternative to the new global capitalist order - and that any attempt to find one is bound to lead to suffering. With the new imperialism now being resisted in the Muslim world and Latin America, growing international demands for social justice and ever greater doubts about whether the environmental crisis can be solved within the existing economic system, the pressure for alternatives will increase.

1. Among all the apprehensions that Mr. Goran Lindblad expresses against communism, which one gets admitted, although indirectly, by the author?
  - (a) There is nostalgia for communist ideology even if communism has been abandoned by most European nations.
  - (b) Notions of social justice inherent in communist ideology appeal to critics of existing systems.
  - (c) Communist regimes were totalitarian and marked by brutalities and large scale violence.
  - (d) The existing economic order is wrongly viewed as imperialistic by proponents of communism
  - (e) Communist ideology is faulted because communist regimes resulted in economic failures.
2. What, according to the author, is the real reason for a renewed attack against communism?
  - (a) Disguising the unintended consequences of the current economic order such as social injustice and environmental crisis.
  - (b) Idealising the existing ideology of global capitalism.
  - (c) Making communism a generic representative of all historical atrocities, especially those perpetrated by the European imperialists.
  - (d) Communism still survives, in bits and pieces, in the minds and hearts of people.
  - (e) Renewal of some communist regimes has led to the apprehension that communist nations might overtake the capitalists.
3. The author cites examples of atrocities perpetrated by European colonial regimes in order to
  - (a) compare the atrocities committed by colonial regimes with those of communist regimes.
  - (b) prove that the atrocities committed by colonial regimes were more than those of communist regimes.



- (c) prove that, ideologically, communism was much better than colonialism and Nazism.
- (d) neutralise the arguments of Mr. Lindblad and to point out that the atrocities committed by colonial regimes were more than those of communist regimes.
- (e) neutralise the arguments of Mr. Lindblad and to argue that one needs to go beyond and look at the motives of these regimes.
4. Why, according to the author, is Nazism closer to colonialism than it is to communism?
- (a) Both colonialism and Nazism were examples of tyranny of one race over another.
- (b) The genocides committed by the colonial and the Nazi regimes were of similar magnitude.
- (c) Several ideas of the Nazi regime were directly imported from colonial regimes.
- (d) Both colonialism and Nazism are based on the principles of imperialism.
- (e) While communism was never limited to Europe, both the Nazis and the colonialists originated in Europe.
5. Which of the following cannot be inferred as a compelling reason for the silence of the Council of Europe on colonial atrocities?
- (a) The Council of Europe being dominated by erstwhile colonialists.
- (b) Generating support for condemning communist ideology.
- (c) Unwillingness to antagonize allies by raking up an embarrassing past.
- (d) Greater value seemingly placed on European lives.
- (e) Portraying both communism and Nazism as ideologies to be condemned.

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### Detailed Explanation

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

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

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

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

*Last month, the Council of Europe’s parliamentary assembly voted to condemn the “crimes of totalitarian communist regimes” linking them with Nazism*

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

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

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

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

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

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

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

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

(idea coming up—tentacles on!!)

*Blaming class struggle and public ownership, he explained “different elements of communist ideology such as equality or social*

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*justice still seduce many” and “a sort of nostalgia for communism is still alive.”*

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

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

(New paragraph—new idea coming up)

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

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

*Despite the cruelties of the Stalin terror,*

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

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

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

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

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

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

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

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

(another brownie point for communism!!)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(This is again not an apprehension of Lindblad against communism.)

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

(First line of the last paragraph—'No major twentieth century political tradition is without blood on its hands', means that the author is agreeing that even communism has blood on its hands.)

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

(Irrelevant point—option has been created by picking up words from the last paragraph and has no relevance to the question asked.)

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

(Again an irrelevant point)

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

(Read the question clearly and understand exactly what they are asking you to do—the question is pretty clear—we are looking for the 'real reason' for a renewed attack against communism—which means that we are essentially looking for the motives of the people who have attacked communism.)

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

(Check the truth of the statement: "Disguising the unintended consequences of the current economic order is the real reason for a renewed attack against communism—Maybe a reason but not the real reason. Hence cannot be the answer.)

- (b) Idealising the existing ideology of global capitalism.

(Obviously this looks right. The people attacking communism are actually trying to idealise the ideology of global capitalism. Clearly stated in "But it also reflects a determination to prove there is no alternative to the new global capitalist order - and that any attempt to find one is bound to lead to suffering" in the last paragraph. Hence, this option is correct.)

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

(This is clearly not a reason for the attack—although this might be partially the outcome of the attack. These are the kinds of options students get confused with—due to their misreading the question and what it is asking.)

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

(Again a fact – but cannot be attributed to be the reason behind the attack.)

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

(This is something that has again been said in the passage—but for it to be the answer to the present question it has to have a cause-effect relationship with the renewed attack on communism. For this to hold true the sentence you need to construct in your mind and check for its truth goes as: "The real reason for the renewed attacks on communism is due to the apprehension that communist nations might overtake the capitalists. Obviously this is not true!!)

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

(Look for what exactly the author is trying to prove by citing the examples of the atrocities of the European colonial regime—means look for the main tilt of the argument the author is making in the last couple of paragraphs where this point is mentioned.)

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

(This is not his point although he might be doing it.)

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

(Similar to the first option—only goes one step further—and is not what the author is trying to prove.)

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

(He does not go on to say that—the author is obviously more balanced than that—he says in the first line of the last paragraph that all regimes had blood on their hands—so he is obviously not trying to defend communism on that count.)

- (d) neutralise the arguments of Mr. Lindblad and to point out that the atrocities committed by colonial regimes were more than those of communist regimes.
- (e) neutralise the arguments of Mr. Lindblad and to argue that one needs to go beyond and look at the motives of these regimes.

(Obviously the author is trying to neutralise Mr. Lindblad's arguments—however you need to discern the difference between the two options—Again here the fourth option fails because the author is clearly not trying to prove that the atrocities committed by the colonial regime were greater than those of the communist regimes. Hence, option 5 is correct.)

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

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

(By the terms lebensraum and konzentrationslager the author is trying to allude to racial tyranny – which was one of the cornerstones of Nazism and originated as an idea from the German colonial regime. Hence, this option is correct.)

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

(Magnitudes are not being compared—ideologies are!!)

- (c) Several ideas of the Nazi regime were directly imported from colonial regimes.
- (d) Both colonialism and Nazism are based on the principles of imperialism.

(They are not—imperialism was the precursor of capitalism – not of colonialism and neither of Nazism.)

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

(Again not an important point)

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

“Please note—we are looking for what cannot be inferred!!”

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

(The council of Europe is silent because of being dominated by erstwhile colonialists—true, this can be inferred, hence this cannot be the answer.)

- (b) Generating support for condemning communist ideology.

(Check this option too by making a statement as illustrated in the previous option. True—can be inferred. Hence, cannot be the answer.)

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

(True—can be inferred. Hence, cannot be the answer.)

- (d) Greater value seemingly placed on European lives.

(This is said in the passage verbatim—but is not a reason why the council of Europe is silent. Hence, cannot be inferred. This is the correct option.)

The normal incorrect thought process from a confused mind would say that this has been explicitly mentioned – hence will not qualify as something that cannot be inferred. Notice that the CAT has a propensity to create such dummies for students—where they pick up a word or a phrase from the passage and use it to create a wrong option. Confused minds think that this has been said in the passage and fall for the trap. Hence, make sure that you are very clear about what the question is asking you and also make sure that you answer the question asked and not something else. Very often reading the question/options carefully will help you avoid errors!!)

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

(True, they are trying to do this! Hence, cannot be the answer.)

### Passage II

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

My aim is to present a conception of justice which generalizes and carries to a higher level of abstraction the familiar theory of the social contract. In order to do this we are not to think of the original contract as one to enter a particular society or to set up a particular form of government. Rather, the idea is that the principles of justice for the basic structure of society are the object of the original agreement. They are the principles that free and rational persons concerned to further their own interests would accept in an initial position of equality. These principles are to regulate all further agreements; they specify the kinds of social cooperation that can be entered into and the forms of government that can be established. This way of regarding the principles of justice, I shall call justice as fairness. Thus, we are to imagine that those who engage in social cooperation choose together, in one joint act, the principles which are to assign basic rights and duties and to determine the division of social benefits. Just as each person must decide by rational reflection what constitutes his good, that is, the system of ends which it is rational for him to pursue, so a group of persons must decide once and for all what is to count among them as just and unjust. The choice which rational men would make in this hypothetical situation of equal liberty determines the principles of justice.

In 'justice as fairness', the original position is not an actual historical state of affairs. It is understood as a purely hypothetical situation characterized so as to lead to a certain conception of justice. Among the essential features of this situation is that no one knows his place in society, his class position or social status, nor does anyone know his fortune in the distribution of natural assets and abilities, his intelligence, strength, and the like. I shall even assume that the parties do not know their conceptions of the good or their special psychological propensities. The principles of justice are chosen behind a veil of ignorance. This ensures that no one is advantaged or disadvantaged in the choice of principles by the outcome of natural chance or the contingency of social circumstances. Since all are similarly situated and no one is able to design principles to favor his particular condition, the principles of justice are the result of a fair agreement or bargain.

Justice as fairness begins with one of the most general of all choices which persons might make together, namely, with the choice of the first principles of a conception of justice which is to regulate all subsequent criticism and reform of institutions. Then, having chosen a conception of justice, we can suppose that they are to choose a constitution and a legislature to enact laws, and so on, all in accordance with the principles of justice initially agreed upon. Our social situation is just if it is such that by this sequence of hypothetical agreements we would have contracted into the general system of rules which defines it. Moreover, assuming that the original position does determine a set of principles, it will then be true that whenever social institutions satisfy these principles, those engaged in them can say to one another that they are cooperating on terms to which they would agree if they were free and equal persons whose relations with respect to one another were fair. They could all view their arrangements as meeting the stipulations which they would acknowledge in an initial situation that embodies widely accepted and reasonable constraints on the choice of principles. The general recognition of this fact would provide the basis for a public acceptance of the corresponding principles of justice. No society can, of course, be a scheme of cooperation which men enter voluntarily in a literal sense; each person finds himself placed at birth in some particular position in some particular society, and the nature of this position materially affects his life prospects. Yet a society satisfying the principles of justice as fairness comes as close as a society can to being a voluntary scheme, for it meets the principles which free and equal persons would assent to under circumstances that are fair.

6. A just society, as conceptualized in the passage, can be best described as:
  - (a) A Utopia in which everyone is equal and no one enjoys any privilege based on their existing positions and powers.
  - (b) A hypothetical society in which people agree upon principles of justice which are fair.
  - (c) A society in which principles of justice are not based on the existing positions and powers of the individuals.
  - (d) A society in which principles of justice are fair to all.
  - (e) A hypothetical society in which principles of justice are not based on the existing positions and powers of the individuals.
7. The original agreement or original position in the passage has been used by the author as:

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

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

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

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

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

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

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

is trying to hint at in the next few sentences—concentration time)

*Rather, the idea is that the principles of justice for the basic structure of society are the object of the original agreement.*

(Catch a new concept here called the 'original agreement'. Look out for the definition of this!!)

*They are the principles that free and rational persons concerned to further their own interests would accept in an initial position of equality.*

(There you go—the original agreement is defined!! Catch it at this point. From here you can move faster.)

*These principles are to regulate all further agreements; they specify the kinds of social cooperation that can be entered into and the forms of government that can be established. This way of regarding the principles of justice, I shall call justice as fairness. Thus, we are to imagine that those who engage in social cooperation choose together, in one joint act, the principles which are to assign basic rights and duties and to determine the division of social benefits. Just as each person must decide by rational reflection what constitutes his good, that is, the system of ends which it is rational for him to pursue, so a group of persons must decide once and for all what is to count among them as just and unjust. The choice which rational men would make in this hypothetical situation of equal liberty determines the principles of justice.*

*In 'justice as fairness', the original position is not an actual historical state of affairs. It is understood as a purely hypothetical situation characterized so as to lead to a certain conception of justice.*

(Further explanation of 'justice as fairness', a concept the author had introduced in the first paragraph. Light reading but grasp the essence of what the author is saying.)

*Among the essential features of this situation is that no one knows his place in society, his class position or social status, nor does anyone know his fortune in the distribution of natural assets and abilities, his intelligence, strength, and the like. I shall even assume that the parties do not know their conceptions of the good or their special psychological propensities. The principles of justice are chosen behind a veil of ignorance.*

(crucial idea)

*This ensures that no one is advantaged or disadvantaged in the choice of principles by the outcome of natural chance or the contingency of social circumstances. Since all are similarly situated and no one is able to design principles to favor his particular condition, the principles of justice are the result of a fair agreement or bargain.*

*Justice as fairness begins with one of the most general of all choices which persons might make together, namely, with the choice of the first principles of a conception of justice which is to regulate all subsequent criticism and reform of institutions. Then, having chosen a conception of justice, we can suppose that they are to choose a constitution and a legislature to enact laws, and so on, all in accordance with the principles of justice initially agreed upon. Our social situation is just if it is such that by this sequence of hypothetical agreements we would have contracted into the general system of rules which defines it. Moreover, assuming that the original position does determine a set of principles, it will then be true that whenever social institutions satisfy these principles, those engaged in them can say to one another that they are cooperating on terms to which they would agree if they were free and equal persons whose relations with respect to one another were fair. They could all view their arrangements as meeting the stipulations which they would acknowledge in an initial situation that embodies widely accepted and reasonable constraints on the choice of principles. The general recognition of this fact would provide the basis for a public acceptance of the corresponding principles of justice. No society can, of course, be a scheme of cooperation which men enter voluntarily in a literal sense; each person finds himself placed at birth in some particular position in some particular society, and the nature of this position materially affects his life prospects. Yet a society satisfying the principles of justice as fairness comes as close as a society can to being a voluntary scheme, for it meets the principles which free and equal persons would assent to under circumstances that are fair.*

(This paragraph was much lighter reading than the previous one. Let us now move onto the questions asked and see what is asked.)

6. A just society, as conceptualized in the passage, can be best described as:
- (a) A Utopia in which everyone is equal and no one enjoys any privilege based on their existing positions and powers.

(The situation does not describe equality for everyone.)

- (b) A hypothetical society in which people agree upon principles of justice which are fair.

(We are definitely not talking about a hypothetical society!! This cannot be the correct answer.)

- (c) A society in which principles of justice are not based on the existing positions and powers of the individuals.
- (d) A society in which principles of justice are fair to all.

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- (e) A hypothetical society in which principles of justice are not based on the existing positions and powers of the individuals. (*We are definitely not talking about a hypothetical society!! This cannot be the correct answer.*)

Between (c) and (d) options, (c) fits better as it gives a closer analysis of the main idea of the passage—that we are talking about a society where the initial agreement is not based on existing powers and positions of individuals. Option (d) is also correct but the question asks us to choose the option which best describes a just society. Between options (c) and (d) option (c) is obviously better.

7. The original agreement or original position in the passage has been used by the author as:

- (a) A hypothetical situation conceived to derive principles of justice which are not influenced by position, status and condition of individuals in the society.
- (b) A hypothetical situation in which every individual is equal and no individual enjoys any privilege based on the existing positions and powers.

(Nowhere is it mentioned that in the original position every individual is equal as we are talking about a hypothetical situation of equal liberty and not of equality).

- (c) A hypothetical situation to ensure fairness of agreements among individuals in society.

(Ensure?? Does not fit)

- (d) An imagined situation in which principles of justice would have to be fair.

(Irrelevant—this is not how the original position has been used by the author!)

- (e) An imagined situation in which fairness is the objective of the principles of justice to ensure that no individual enjoys any privilege based on the existing positions and powers.

(Again this is not the objective—we are not trying to create a society where everyone is equal.)

Option (a) is the correct answer as the author uses the original position as a hypothetical situation which is used to derive the principles of justice which are not influenced by position, status and condition of individuals in the society.

8. Which of the following best illustrates the situation that is equivalent to choosing ‘the principles of justice’ behind a ‘veil of ignorance’?

- (a) The principles of justice are chosen by businessmen, who are marooned on an uninhabited island after a shipwreck, but have some possibility of returning.

(Not the correct answer as businessmen would know what they are good at and more skilled at—so they would have their own preferences).

- (b) The principles of justice are chosen by a group of school children whose capabilities are yet to develop.

(Tempting answer!! Again the school children would already have their preferences—so no veil of ignorance.)

- (c) The principles of justice are chosen by businessmen, who are marooned on an uninhabited island after a shipwreck and have no possibility of returning.

(Possibility of returning makes no difference to the fact that the businessmen would know their special skills and psychological propensities—hence this situation is not akin to one where things are done behind a veil of ignorance.)

- (d) The principles of justice are chosen assuming that such principles will govern the lives of the rule makers only in their next birth if the rule makers agree that they will be born again.

- (e) The principles of justice are chosen by potential immigrants who are unaware of the resources necessary to succeed in a foreign country.

(Again these people would know their skills and psychological propensities)

Option (d) is the best answer because in that case we know for sure that an individual is not going to know his position, skills and psychological inclinations in his next birth—so he would have to be fair to everyone while choosing the principle of justice.

9. Why, according to the passage, do principles of justice need to be based on an original agreement?

- (a) Social institutions and laws can be considered fair only if they conform to principles of justice.

(Conformity is not talked about here—the principles of justice are likely to be too abstract to demand exact conformity with them from social institutions and laws.)

- (b) Social institutions and laws can be fair only if they are consistent with the principles of justice as initially agreed upon.

- (c) Social institutions and laws need to be fair in order to be just.



(Does not answer the question asked.)

- (d) Social institutions and laws evolve fairly only if they are consistent with the principles of justice as initially agreed upon.
- (e) Social institutions and laws conform to the principles of justice as initially agreed upon.

(Again conformity is going a tad too far here.)

Between options (b) and (d) the only difference is of the words 'can be fair' in option (b) and 'evolve fairly' option (d). Obviously the whole passage is not about fair evolution of social institutions and laws—rather they are about these being fair. Hence, option (b) is correct.

My observation is that these kind of options appear close to test takers. The only feasible reason one can pinpoint in such cases is that aspirants do not learn how to read the crucial differences between two sentences which look very similar but are drastically different in their meanings – like this case. A single word or a word relationship can drastically change the meaning of the option—something that the CAT does regularly and something that you should learn to take care of.)

10. Which of the following situations best represents the idea of justice as fairness, as argued in the passage?

- (a) All individuals are paid equally for the work they do.

(Equal pay is not close to justice of fairness.)

- (b) Everyone is assigned some work for his or her livelihood.

(Again not something that is necessarily required as a conception of justice—although someone with a socialist mindset might like this option!!)

- (c) All acts of theft are penalized equally.
- (d) All children are provided free education in similar schools.

(Very clearly the best option here—as in a just society one would want to reduce all differentiation between children at the school level and give all children an equal chance to mould themselves and their lives.)

- (e) All individuals are provided a fixed sum of money to take care of their health.

### Passage III

**Directions for Questions 11 to 15:** *The passage given below is followed by a set of five questions. Choose the most appropriate answer to each question.*

Our propensity to look out for regularities, and to impose laws upon nature, leads to the psychological phenomenon of dogmatic thinking or, more generally, dogmatic behaviour: we expect regularities everywhere and attempt to find them even where there are none; events which do not yield to these attempts we are inclined to treat as a kind of 'background noise'; and we stick to our expectations even when they are inadequate and we ought to accept defeat: This dogmatism is to some extent necessary. It is demanded by a situation which can only be dealt with by forcing our conjectures upon the world. Moreover, this dogmatism allows us to approach a good theory in stages, by way of approximations: if we accept defeat too easily, we may prevent ourselves from finding that we were very nearly right.

It is clear that this dogmatic attitude; which makes us stick to our first impressions, is indicative of a strong belief; while a critical attitude, which is ready to modify its tenets, which admits doubt and demands tests, is indicative of a weaker belief. Now according to Hume's theory, and to the popular theory, the strength of a belief should be a product of repetition; thus it should always grow with experience, and always be greater in less primitive persons. But dogmatic thinking, an uncontrolled wish to impose regularities, a manifest pleasure in rites and in repetition as such, is characteristic of primitives and children; and increasing experience and maturity sometimes create an attitude of caution and criticism rather than of dogmatism.

My logical criticism of Hume's psychological theory, and the considerations connected with it, may seem a little removed from the field of the philosophy of science. But the distinction between dogmatic and critical thinking, or the dogmatic and the critical attitude, brings us right back to our central problem. For the dogmatic attitude is clearly related to the tendency to verify our laws and schemata by seeking to apply them—and to confirm them, even to the point of neglecting refutations, whereas the critical attitude is one of readiness to change them - to test them; to refute them; to falsify them, if possible. This suggests that we may identify the critical attitude with the scientific attitude, and the dogmatic attitude with the one which we have described as pseudo-scientific. It further suggests that genetically speaking the pseudo-scientific attitude is more primitive than, and prior to, the scientific attitude: that it is a pre-scientific attitude. And this primitivity or priority also has its logical aspect. For the critical attitude is not so much opposed to the dogmatic attitude as super-imposed upon it: criticism must be directed against existing and influential beliefs in need of critical revision - in other words, dogmatic beliefs. A critical attitude needs for its raw material, as it were, theories or beliefs which are held more or less dogmatically.

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

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

11. In the context of science, according to the passage, the interaction of dogmatic *beliefs* and critical attitude can be best described as:
    - (a) A duel between two warriors in which one has to die.
    - (b) The effect of a chisel on a marble stone while making a sculpture.
    - (c) The feedstock (natural gas) in fertilizer industry being transformed into fertilizers.
    - (d) A predator killing its prey.
    - (e) The effect of fertilizers on a sapling.
  12. According to the passage, the role of a dogmatic attitude and of dogmatic behaviour in the development of science is
    - (a) critical and important, as, without it, initial hypotheses or conjectures can never be made.
    - (b) positive, as conjectures arising out of our dogmatic attitude become science.
    - (c) negative, as it leads to pseudo-science.
    - (d) neutral, as the development of science is essentially because of our critical attitude.
    - (e) inferior to critical attitude, as a critical attitude leads to the attitude of reasonableness and rationality.
  13. Dogmatic behaviour, in this passage, has been associated with primitives and children. Which of the following best describes the reason why the author compares primitives with children?
    - (a) Primitives are people who are not educated, and hence can be compared with children, who have not yet been through school.
    - (b) Primitives are people who, though not modern, are as innocent as children.
    - (c) Primitives are people without a critical attitude, just as children are.
    - (d) Primitives are people in the early stages of human evolution; similarly, children are in the early stages of their lives.
    - (e) Primitives are people who are not civilized enough, just as children are not.
  14. Which of the following statements best supports the argument in the passage that a critical attitude leads to a weaker belief than a dogmatic attitude does?
    - (a) A critical attitude implies endless questioning, and, therefore, it cannot lead to strong beliefs.
    - (b) A critical attitude, by definition, is centered on an analysis of anomalies and “noise”.
    - (c) A critical attitude leads to questioning everything, and in the process generates “noise” without any conviction.
    - (d) A critical attitude is antithetical to conviction, which is required for strong beliefs.
    - (e) A critical attitude leads to questioning and to tentative hypotheses.
  15. According to the passage, which of the following statements best describes the difference between science and pseudo-science?
    - (a) Scientific theories or hypothesis are tentatively true whereas pseudo-sciences are always true.
    - (b) Scientific laws and theories are permanent and immutable whereas pseudo-sciences are contingent on the prevalent mode of thinking in a society.
    - (c) Science always allows the possibility of rejecting a theory or hypothesis, whereas pseudo-sciences seek to validate their ideas or theories.
    - (d) Science focuses on anomalies and exceptions so that fundamental truths can be uncovered, whereas pseudo-sciences focus mainly on general truths.
    - (e) Science progresses by collection of observations or by experimentation, whereas pseudo-sciences do not worry about observations and experiments.
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**Detailed Explanation**

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

**Directions for Questions 11 to 15:** *The passage given below is followed by a set of five questions. Choose the most appropriate answer to each question.*

*Our propensity to look out for regularities, and to impose laws upon nature, leads to the psychological phenomenon of dogmatic thinking or, more generally, dogmatic behavior:*

(The author is directly starting off with an idea heavy sentence—catch this and in case you do not understand what dogmatic means then understand the meaning of that from the next part of the sentence—the author is almost obligated to define that more clearly as general writing styles always use idea-elaboration or idea- explanation structures of writing.)

*we expect regularities everywhere and attempt to find them even where there are none;*

(Here he has defined dogmatic for you!! You can try to move ahead faster from here);

*events which do not yield to these attempts we are inclined to treat as a kind of ‘background noise’; and we stick to our expectations even when they are inadequate and we ought to accept defeat: This dogmatism is to some extent necessary. It is demanded by a situation which can only be dealt with by forcing our conjectures upon the world. Moreover, this dogmatism allows us to approach a good theory in stages, by way of approximations: if we accept defeat too easily, we may prevent ourselves from finding that we were very nearly right.*

(New Paragraph—look for a shift of the idea. Slowdown!!)

*It is clear that this dogmatic attitude; which makes us stick to our first impressions, is indicative of a strong belief; while a critical attitude, which is ready to modify its tenets, which admits doubt and demands tests, is indicative of a weaker belief.*

(Key idea introduced—the difference between strong and weaker beliefs)

*Now according to Humé’s theory, and to the popular theory, the strength of a belief should be a product of repetition; thus it should always grow with experience, and always be greater in less primitive persons. But dogmatic thinking, an uncontrolled wish to impose regularities, a manifest pleasure in rites and in repetition as such, is*

*characteristic of primitives and children; and increasing experience and maturity sometimes create an attitude of caution and criticism rather than of dogmatism.*

(A dichotomy is pointed out here—the author is saying that stronger beliefs should come to less primitive and more mature people as strength of belief is a function of repetition. However, in truth, dogmatism and rigid beliefs are more characteristic of children and primitives and maturity and experience make people more cautious about being dogmatic in their beliefs.)

*My logical criticism of Humé’s psychological theory,*

(whew...a totally different direction...look out...caution advocated!!)

*and the considerations connected with it, may seem a little removed from the field of the philosophy of science. But the distinction between dogmatic and critical thinking,*

(recognize that dogmatism and critical attitude are being used as opposites by the author here. If you do so then the next part of the paragraph is likely to be easier for you.)

*or the dogmatic and the critical attitude, brings us right back to our central problem. For the dogmatic attitude is clearly related to the tendency to verify our laws and schemata by seeking to apply them—and to confirm them, even to the point of neglecting refutations, whereas the critical attitude is one of readiness to change them - to test them; to refute them; to falsify them, if possible.*

(This is almost predictable if you have caught the idea that the author is using—distinction between dogmatic attitude and critical attitude.)

*This suggests that we may identify the critical attitude with the scientific attitude, and the dogmatic attitude with the one which we have described as pseudo-scientific. It further suggests that genetically speaking the pseudo-scientific attitude is more primitive than, and prior to, the scientific attitude: that it is a pre-scientific attitude. And this primitivity or priority also has its logical aspect. For the critical attitude is not so much opposed to the dogmatic attitude as super-imposed upon it: criticism must be directed against existing and influential beliefs in need of critical revision - in other words, dogmatic beliefs. A critical attitude needs for its raw material, as it were, theories or beliefs which are held more or less dogmatically. :*

*Thus, science must begin with myths, and with the criticism of myths; neither with the collection of observations, nor with the invention of experiments, but with the critical discussion of myths, and of magical techniques and practices. The scientific tradition is distinguished from the pre-scientific tradition in having two layers. Like the latter, it passes on its theories; but it also passes on a critical*

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attitude towards them. The theories are passed on, not as dogmas, but rather with the challenge to discuss them and improve upon them.

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

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

(a) A duel between two warriors in which one has to die.

(Both survive—so one does not need to die.)

(b) The effect of a chisel on a marble stone while making a sculpture.

(The passage talks about co-existence and continuous to and fro iterations between the dogmatic beliefs and critical attitude. Critical attitude acts like a chisel on a marble stone—this is something that can be inferred. Hence, this is the correct answer.)

(c) The feedstock (natural gas) in fertilizer industry being transformed into fertilizers.

(Although dogmatic beliefs have been talked about as the raw material for a critical attitude—this is not the central relationship between the two. Hence, in this question this answer will not fit as the question asks for the best description of the relationship—so between option (b) and (c) we would always take (b).

(d) A predator killing its prey.

(Too drastic. Both coexist infinitely.)

(e) The effect of fertilizers on a sapling.

(Irrelevant and would be marked only by a person who has not understood the passage at all.)

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

(a) critical and important, as, without it, initial hypotheses or conjectures can never be made.

(This is the very gist of the third last paragraph. Hence, we can choose this option to be correct.)

(b) positive, as conjectures arising out of our dogmatic attitude become science.

(c) negative, as it leads to pseudo-science.

(d) neutral, as the development of science is essentially because of our critical attitude.

(e) inferior to critical attitude, as a critical attitude leads to the attitude of reasonableness and rationality.

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

(a) Primitives are people who are not educated, and hence can be compared with children, who have not yet been through school.

(b) Primitives are people who, though not modern, are as innocent as children.

(Tempting option for someone who thinks emotionally)

(c) Primitives are people without a critical attitude, just as children are.

(Too drastic)

(d) Primitives are people in the early stages of human evolution; similarly, children are in the early stages of their lives.

(e) Primitives are people who are not civilized enough, just as children are not.

(Takes an irrelevant track altogether.)

Between (a) and (d), we would select option (d) because by primitives we do not refer to lack of education – rather we refer to people who have not gone through the stages of human evolution. In case the author wanted to allude to non-educated people instead of primitives he would have said so directly and not used this word.

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

We are looking for support to the above mentioned argument. Be clear about what the question is asking—an invaluable principle for CAT.

(a) A critical attitude implies endless questioning, and, therefore, it cannot lead to strong beliefs.

(b) A critical attitude, by definition, is centered on an analysis of anomalies and “noise”.

(Not true—a critical attitude is centered around questioning older beliefs on the basis of anomalies and noise)

(c) A critical attitude leads to questioning everything, and in the process generates “noise” without any conviction.

(Nowhere is it mentioned that critical attitude generates noise!?!)

- (d) A critical attitude is antithetical to conviction, which is required for strong beliefs.

(Antithetical – too strong a word)

- (e) A critical attitude leads to questioning and to tentative hypotheses.

Again here we are between option 1 and 5. A close analysis of the two options would help us reject the first option as it is too drastic- makes a statement like critical attitude cannot(??) lead to strong beliefs!! Hence, option 5 is correct.

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

- (a) Scientific theories or hypothesis are tentatively true whereas pseudo-sciences are always true.

(Clearly wrong)

- (b) Scientific laws and theories are permanent and immutable whereas pseudo-sciences are contingent on the prevalent mode of thinking in a society.

(Clearly wrong—no way are scientific theories permanent and immutable.)

- (c) Science always allows the possibility of rejecting a theory or hypothesis, whereas pseudo-sciences seek to validate their ideas or theories.

(This is the key point being made. All through the author is trying to tell us that science has a critical attitude and would always allow the possibility of rejecting a theory, whereas pseudo science would always try to prove its theory even by negating contrary information. Hence, this is the correct option.)

- (d) Science focuses on anomalies and exceptions so that fundamental truths can be uncovered, whereas pseudo-sciences focus mainly on general truths.

(Clearly wrong)

- (e) Science progresses by collection of observations or by experimentation, whereas pseudo-sciences do not worry about observations and experiments. (You would mark this option only due to preconceived notions about what science is.)

**Fact of the Matter**

1. Alongwith Cat 2006 is supposed to be the toughest VA/RC paper ever.
2. 6 questions out of 25 were enough to give you around 85–90 percentile.
3. At 8 questions correct you would end up with 95+ percentile in this section.
4. There you go! In a paper of 2006 that was the toughest CAT language paper ever, you had the possibility of clear thinking based undisputable answers to 20 out of the 25 question—at the very least. And all that one needed to do was 6 questions in 50 minutes for a 90 percentile score!!

**Scores at various marks:**

The following table would give you an analysis of the percentile obtained at various score levels:

**Table 4.1** Percentile table for 2006 passages

Percentile	Percentage Marks	Number of questions to be solved correctly
99.9	60	15
99.5	40	10
99	30	7–8
95	26	6–7
90	24	6
80	18	4–5
70	16	4
60	12	3
50	8	2
40	4	1
30	0	0
20		

**CAT 2003**

**Passage I**

**Directions for Questions 1 to 25:** Each of the five passages given below is followed by five questions. Choose the best answer to each question. Go through the following passages and answer the questions that follow:

At first sight, it looks as though panchayati raj, the lower layer of federalism in our polity, is as firmly entrenched in our system as is the older and higher layer comprising the Union Government

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

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

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

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

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

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

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

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

- (a) The Supreme Court has not begun to extend the limits of its power.
- (b) The multi-party system has replaced the single party system.
- (c) The Union, state and panchayati raj levels have become real.
- (d) There is real distribution of power between the Union and State level parties.
2. The central theme of the passage can be best summarized as:
- (a) Our grassroots development at the panchayat level is now driven by the “foreign aid” syndrome.
- (b) Panchayati raj is firmly entrenched at the lower level of our federal system of governance.
- (c) A truly federal polity has not developed since PRIs have not been allowed the necessary political space.
- (d) The Union government and State-level parties are engaged in a struggle for the protection of their respective rights.
3. The sentence in the last paragraph, “And their own volition has been further circumscribed. . .”, refers to:
- (a) The weakening of the local institutions’ ability to plan according to their needs.
- (b) The increasing demands made on elected local leaders to match central grants with local contributions.
- (c) The empowering of the panchayat system as implementers of schemes from State capitals.
- (d) The process by which the prescribed Central schemes are reformulated by local elected leaders.
4. What is the “dilemma” at the intra-State level mentioned in the first paragraph of the passage?
- (a) Should the state governments wrest more space from the Union, before considering the panchayati system?
- (b) Should rights similar to those that the States managed to get be extended to panchayats as well?
- (c) Should the single party system which has withered away be brought back at the level of the States?
- (d) Should the States get “their pound of flesh” before allowing the Union government to pass any more laws?
5. Which of the following most closely describes the ‘fatal flaw’ that the passage refers to?
- (a) The ways in which the democratic multi-party system works in an assertively pluralistic society like India’s are flawed.
- (b) The mechanisms that our federal system use at the Union government level to deal with States are imperfect.
- (c) The instruments that have ensured federalism at one level, have been used to achieve the opposite at another.
- (d) The Indian Constitution and the spirit of the Indian polity are fatally flawed.

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#### Detailed Explanation

Have you read the above passage and solved its questions?

Then check your answers with those given below (along with their explanatory notes or author’s advice on how it should be read).

The passage in *italics* is the reproduction of relevant section from the original passage, and this will be followed by an explanation/author’s interpretation of the same.

*At first sight, it looks as though panchayati raj, the lower layer of federalism in our polity, is as firmly entrenched in our system as is the older and higher layer comprising the Union Government and the States.*

(The above sentence is the idea sentence since it gives a very fair idea of the passage. As a reader, you can very fairly predict the next path the author will take. The author is obviously trying to compare the provisions for Panchayati Raj with the provisions for the Union Government and the States. Because of the usage of ‘At first sight’, as a reader, you should expect that the author will move into first talking about similarities to explain as to why the two look similar at first sight. The author will then have to obviously move towards why the two are different.

**Sidelight:** In fact, this can be held true for all phrases using the phrase ‘at first sight’. Consider the following examples:

Example 1: At first sight, we thought we had seen a tiger. It’s eyes had shone a bright red in the glare of the spotlight. But when we got closer it turned out to be just a deer.

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Example 2: At first sight, the CAT paper appeared to be a simple one. It had only 90 questions spread evenly over three sections. But when the aspirants started to solve the questions, the doubts created in their mind in solving even seemingly simple questions made them review their initial estimation.

As can be seen above, all language is based on extremely structured logic. As a student of the English language, you need to get more and more familiar with the existing standard word structures of the language. The more often you will see them, the more you experience them, the more will you develop your ability to predict the future course of passages, i.e., what course the author is likely to follow in the coming sentences.

The ability to predict the next few sentences in the passage is a key skill that is common amongst all good readers. If you have developed this skill, you will read only to confirm your prediction and to spot any pattern shifts from what you expect. Once you gain such an outlook/perspective, while reading you will feel a new kind of power in your ability to understand passages better—your reading speed will automatically increase without any associated loss of comprehension.)

Now let's read further on:

*Like the democratic institutions at the higher level, those at the panchayat level, the panchayati raj institutions (PRIs), are written into and protected by the Constitution. All the essential features which distinguish a unitary system from a federal one, are as much enshrined at the lower as at the upper level of our federal system.*

The above are reasons why at first sight, the two look similar, as expected.

Let's read further. But look closely and you will discover a fatal flaw.

There is a change of track as expected. Now expect the reasons for the change of track.

*The letter of the Constitution as well as the spirit of the present polity have exposed the intra-State level (new word used for panchayati raj) of our federal system to a dilemma of which the inter-State and Union-State layers are free. The flaw has many causes.*

Another defining sentence telling you what to expect further—something about the causes of the flaw.

*But all of them (the causes) are rooted in a historical anomaly, that while the dynamics of federalism and democracy have given added strength to the rights given to the States in the Constitution, they have worked against the rights of panchayats.*

This is a key idea sentence in the passage. Losing comprehension here could be dangerous. Reread if required.

*At both levels of our federal system there is the same tussle between those who have certain rights and those who try to encroach upon them if they believe they can.*

This is a key idea sentence.

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

This entire paragraph is focused on explaining through various reasons, the last sentence of the previous paragraph. It explains how the dynamics of federalism and democracy have given strength to the rights given to the States in the Constitution. A good reader would be able to predict most of what was written in this paragraph on the basis of the idea sentence in the last line of the previous paragraph. If you too had understood that sentence, you must not have faced a problem with this entire paragraph and read it extremely fast. At this stage, a good reader will realize that the author still has not told us why the States getting their rights affected the Panchayati Raj Institutions negatively. Why this happened would be expected from the author.

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



checkmate the Centre's encroachments on their rights, the States were not about to allow the PRIs to do some encroaching of their own. (Author's Note: Answers the question outlined above.)

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

Here, the author continues to answer the same question, only explains it in more detail.

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

The minor details are continued here.

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

Now let us solve the questions.

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

- (a) The Supreme Court has not begun to extend the limits of its power.

Clearly incorrect option because the passage explicitly states that the Supreme Court has in fact, begun to exert its power. The sentence 'But all that has changed in recent times' in the second paragraph clearly illustrates this fact.

- (b) The multi-party system has replaced the single party system.

This option seems correct but is not true since multi party system has overshadowed the single dominant party system. There is nothing called the single party system.

- (c) The Union, State and panchayati raj levels have become real.

Illogical answer since the whole passage concentrates on why the PRIs never got real power. Further, what does the option mean by saying 'have become real'? These words are irrelevant in the context of the passage.

- (d) There is real distribution of power between the Union and State level parties.

This option is correct since the passage clearly talks about the balancing of powers between parties at the Centre and those at the State levels.

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

- (a) Our grassroots development at the panchayat level is now driven by the "foreign aid" syndrome.

This option uses an eyewash, since it uses words directly from the passage. However, describing this as the central theme will be incorrect because it just has a passing mention at the end of the passage—and the rest of the passage is not driving towards this.

- (b) Panchayati raj is firmly entrenched at the lower level of our federal system of governance.

The whole passage is negating this option.

- (c) A truly federal polity has not developed since PRIs have not been allowed the necessary political space.

This is the correct answer since this is what the whole passage concentrates on. Note that there is no explicit usage of words from the passage in this option—yet it turns out to be correct.

- (d) The Union government and State-level parties are engaged in a struggle for the protection of their respective rights.

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

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

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

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

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

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

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

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

This option is out of context.

4. What is the “dilemma” at the intra-State level mentioned in the first paragraph of the passage?
- (a) Should the state governments wrest more space from the Union, before considering the panchayati system?

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

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

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

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

Out of context

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

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

5. Which of the following most closely describes the ‘fatal flaw’ that the passage refers to?
- (a) The ways in which the democratic multi-party system works in an assertively pluralistic society like India’s are flawed.

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

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

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

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

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

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

This option is too drastic to be considered.

**Passage II**

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

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

who would brush aside all obscuring, entangling superfluity, and see clearly, plainly, unadorned, what they wished to express. Structure belongs in an especial degree to the province of the mind in art, and architectonics were pre-eminently a mark of the Greek. The power that made a unified whole of the trilogy of a Greek tragedy, that envisioned the sure, precise, decisive scheme of the Greek statue, found its most conspicuous expression in Greek architecture. The Greek temple is the creation, par excellence, of mind and spirit in equilibrium.

A Hindoo temple is a conglomeration of adornment. The lines of the building are completely hidden by the decorations. Sculptured figures and ornaments crowd its surface, stand out from it in thick masses, break it up into a bewildering series of irregular tiers. It is not a unity but a collection, rich, confused. It looks like something not planned but built this way and that as the ornament required. The conviction underlying it can be perceived: each bit of the exquisitely wrought detail had a mystical meaning and the temple's exterior was important only as a means *for* the artist to inscribe thereon the symbols of the truth. It is decoration, not architecture.

Again, the gigantic temples of Egypt, those massive immensities of granite which look as if only the power that moves in the earthquake were mighty enough to bring them into existence, are something other than the creation of geometry balanced by beauty. The science and the spirit are there, but what is there most of all is force, unhuman force, calm but tremendous, overwhelming. It reduces to nothingness all that belongs to man. He is annihilated. The Egyptian architects were possessed by the consciousness of the awful, irresistible domination of the ways of nature; they had no thought to give to the insignificant atom that was man.

Greek architecture of the great age is the expression of men who were, first of all, intellectual artists, kept firmly within the visible world by their mind, but, only second to that, lovers of the human world. The Greek temple is the perfect expression of the pure intellect illumined by the spirit. No other great buildings anywhere approach its simplicity. In the Parthenon straight columns rise to plain capitals; a pediment is sculptured in bold relief; there is nothing more. And yet—here is the Greek miracle—this absolute simplicity of structure is alone in majesty of beauty among all the temples and cathedrals and palaces of the world. Majestic but human, truly Greek. No superhuman force as in Egypt; no strange supernatural shapes as in India; the Parthenon is the home of humanity at ease, calm, ordered, sure of itself and the world. The Greeks flung a challenge to nature in the fullness of their joyous strength. They set their temples on the summit of

a hill overlooking the wide sea, outlined against the circle of the sky. They would build what was more beautiful than hill and sea and sky and greater than all these. It matters not at all if the temple is large or small; one never thinks of the size. It matters not how much it is in ruins. A few white columns dominate the lofty height at Sunion as securely as the great mass of the Parthenon dominates all the sweep of sea and land around Athens. To the Greek architect man was the master of the world. His mind could understand its laws; his spirit could discover its beauty.

6. Which of the following is NOT a characteristic of Greek architecture, according to the passage?
  - (a) A lack of excess.
  - (b) Simplicity of form.
  - (c) Expression of intellect.
  - (d) Mystic spirituality.
7. From the passage, which of the following combinations can be inferred to be correct?
  - (a) Hindoo temple—power of nature.
  - (b) Parthenon—simplicity.
  - (c) Egyptian temple—mysticism.
  - (d) Greek temple—symbolism.
8. According to the passage, what conception of man can be inferred from Egyptian architecture?
  - (a) Man is the centre of creation.
  - (b) Egyptian temples save man from unhuman forces
  - (c) Temples celebrate man's victory over nature.
  - (d) Man is inconsequential before the tremendous force of nature.
9. According to the passage, which of the following best explains why there is little symbolism in Greek art?
  - (a) The Greeks focused on thought rather than mysticism.
  - (b) The struggle between the flesh and the spirit found an end in Greek art.
  - (c) Greek artists were spiritual materialists.
  - (d) Greek statues were embodiments rather than symbols of qualities.
10. "The Greeks flung a challenge to nature in the fullness of their joyous strength." Which of the following best captures the 'challenge' that is being referred to?
  - (a) To build a monument matching the background colours of the sky and the sea.
  - (b) To build a monument bigger than nature's creations.

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- (c) To build monuments that were more appealing to the mind and spirit than nature's creations.
- (d) To build a small but architecturally perfect monument.

Have you read the above passage and solved its questions?

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

*The endless struggle between the flesh and the spirit found an end in Greek art.*

Idea Sentence... Gives us an inkling of the topic of the passage—the expression of the struggle between the flesh and the spirit in Greek art.)

*The Greek artists were unaware of it. They were spiritual materialists*

Key word to understand—a spiritualist is one who has a strong spiritually awakened mind, a materialist is one who tilts more on the side of the body, hence, a material spiritualist has to be one who gives importance to both the aspects together...what the author next says could have been predicted.

*Never denying the importance of the body and ever seeing in the body a spiritual significance.*

You need not have read the italicised part as you could very easily have guessed this, if you got what the author meant by spiritual materialists.

*Mysticism on the whole was alien to the Greeks, thinkers as they were. Thought and mysticism never go well together and there is little symbolism in Greek art.*

Key idea sentences. You need to slow down to understand this, else there is a danger of losing comprehension. The author introduces us to a duality between mysticists and thinkers. You need to understand what the author means by mysticism here in order to move further. Otherwise, you will move on with half baked comprehension. The following are the alternate meanings of the word—

1. the experience of mystical union or direct communion with the ultimate reality reported by mystics.
2. the belief that direct knowledge of God, spiritual truth, or ultimate reality can be attained through subjective experience (as intuition or insight).

3. (a) vague speculation: a belief without sound basis;
- (b) a theory postulating the possibility of direct and intuitive acquisition of ineffable knowledge or power.

The sense in which mysticism is used here, is most likely that of vague speculation, since a thinker would not be expected to indulge in vague speculation. Even if you had not known the exact meaning of the word, you could have guessed it in the context of its usage as the opposite of thought. Further, how would you interpret the use of the word 'Symbolism'? Since mysticism was alien to the Greeks, there is little symbolism in Greek art.... Obviously, symbolism here has something to do with mysticism. Further, it must also have something to do with its root word 'symbol'. Hence, symbolism as used here, must mean the use of symbols to create vagueness in art.)

*Athena was not a symbol of wisdom but an embodiment of it and her statues were beautiful grave women, whose seriousness might mark them as wise, but who were marked in no other way. The Apollo Belvedere is not a symbol of the sun, nor the Versailles Artemis of the moon. There could be nothing less akin to the ways of symbolism than their beautiful, normal humanity.*

The author is using examples to illustrate his point—the lack of symbolism in Greek art. You can go through this quickly, and not worry about 100% comprehension here since these are minor details.

*Nor did decoration really interest the Greeks.*

A new point about what Greek artists were not interested in, apart from mysticism and symbolism. You need to add this to the idea structure formed in your mind till now.

*In all their art they were preoccupied with what they wanted to express, not with ways of expressing it, and lovely expression, merely as lovely expression, did not appeal to them at all.*

Reiteration of the same points. Nothing new is said here—hence, go for a quick read. Now, since there is a change of paragraph, upgrade your concentration for catching new points.)

*Greek art is intellectual art, the art of men who were clear and lucid thinkers, and it is therefore plain art. Artists than whom the world has never seen greater, men endowed with the spirit's best gift, found their natural method of expression in the simplicity and clarity which are the endowment of the unclouded reason, "Nothing in excess," the Greek axiom of art, is the dictum of men who would brush aside all obscuring, entangling superfluity, and see clearly, plainly, unadorned, what they wished to express. Structure belongs in an*

*especial degree to the province of the mind in art, and architectonics....*

Key word signalling a shift in the focus of the paragraph and perhaps, the entire passage—from art to architecture. However, in case you do not catch this word fully, the next sentence of the paragraph should make this shift clear.

*... were pre-eminently a mark of the Greek. The power that made a unified whole of the trilogy of a Greek tragedy, that envisioned the sure, precise, decisive scheme of the Greek statue, found its most conspicuous expression in Greek architecture. The Greek temple is the creation, par excellence, of mind and spirit in equilibrium.*

What is said in the italicised sentences at the start of this paragraph fits rather easily in our mind—nothing new is said as it is just carrying on from where it left off in the previous paragraphs.

*A Hindoo temple is a conglomeration of adornment. The lines of the building are completely hidden by the decorations. Sculptured figures and ornaments crowd its surface, stand out from it in thick masses, break it up into a bewildering series of irregular tiers. It is not a unity but a collection, rich, confused. It looks like something not planned but built this way and that as the ornament required. The conviction underlying it can be perceived: each bit of the exquisitely wrought detail had a mystical meaning and the temple's exterior was important only as a means for the artist to inscribe thereon the symbols of the truth. It is decoration, not architecture.*

The author ended the last paragraph by introducing a comment on the Greek temple in this paragraph, he is describing a Hindoo temple. You can safely expect the author to elaborate on the Greek/other temples in the next paragraphs.

*Again, the gigantic temples of Egypt, those massive immensities of granite which look as if only the power that moves in the earthquake were mighty enough to bring them into existence, are something other than the creation of geometry balanced by beauty. The science and the spirit are there, but what is there most of all is force, inhuman force, calm but tremendous, overwhelming. It reduces to nothingness all that belongs to man. He is annihilated, the Egyptian architects were possessed by the consciousness of the awful, irresistible domination of the ways of nature; they had no thought to give to the insignificant atom that was man.*

In the context of the paragraph, these are minor details. The concentration is on describing the temples of Egypt. There is no significant shift in the direction of the passage. Hence, you can afford to skim this passage at a fast rate—even to the point of losing some comprehension. The emboldened sentence is the topic sentence.

*Greek architecture of the great age is the expression of men who were, first of all, intellectual artists, kept firmly within the visible world by their mind, but, only second to that, lovers of the human world. The Greek temple is the perfect expression of the pure intellect illumined by the spirit. No other great buildings anywhere approach its simplicity.*

The author is explaining the intellectualism and simplicity of the Greek architecture.

*In the Parthenon straight columns rise to plain capitals; a pediment is sculptured in bold relief; there is nothing more. And yet—here is the Greek miracle—this absolute simplicity of structure is alone in majesty of beauty among all the temples and cathedrals and palaces of the world. Majestic but human, truly Greek. No superhuman force as in Egypt; no strange supernatural shapes as in India; the Parthenon is the home of humanity at ease, calm, ordered, sure of itself and the world.*

The italicised sentences just follow the script of what has been said before—It is just that the repetition is using new words.

*The Greeks flung a challenge to nature in the fullness of their joyous strength.*

A new sub idea is introduced...

*They set their temples on the summit of a hill overlooking the wide sea, outlined against the circle of the sky. They would build what was more beautiful than hill and sea and sky and greater than all these. It matters not at all if the temple is large or small; one never thinks of the size. It matters not how much it is in ruins. A few white columns dominate the lofty height at Sunion as securely as the great mass of the Parthenon dominates all the sweep of sea and land around Athens.*

...and illustrated through examples.

*To the Greek architect man was the master of the world. His mind could understand its laws; his spirit could discover its beauty.*

This is the author's concluding note about Greek architects, where he says how they put man over nature.

6. Which of the following is **Not** a characteristic of Greek architecture, according to the passage?
  - (a) A lack of excess. (Author's Note: Definitely a characteristic of Greek architecture as explained in the passage.)
  - (b) Simplicity of form. (Author's Note: Another definite characteristic.)
  - (c) Expression of intellect. (Author's Note: Another definite characteristic)

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

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

- (a) Hindoo temple—power of nature.

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

- (b) Parthenon – simplicity

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

- (c) Egyptian temple—mysticism.

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

- (d) Greek temple—symbolism.

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

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

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

- (a) Man is the centre of creation.

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

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

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

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

Quite the contrary.

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

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

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

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

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

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

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

- (c) Greek artists were spiritual materialists.

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

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

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

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

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

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

This option is irrelevant.

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

Size of the monument did not matter.

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

Not stated explicitly, but this is what is implied.

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

This choice is irrelevant.

**Passage III**

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

separated by class, my father and I. Being the white-collar child of a blue-collar parent means being the hinge on the door between two ways of life. With one foot in the working-class, the other in the middle class, people like me are Straddlers, at home in neither world, living a limbo life.

What drove me to leave what I knew? Born blue-collar, I still never felt completely at home among the tough guys and anti-intellectual crowd of my neighbourhood in deepest Brooklyn. I never did completely fit in among the preppies and suburban royalty of Columbia, either. It's like that for Straddlers. It was not so smooth jumping from Italian old-world style to US professional in a single generation. Others who were the first in their families to go to college, will tell you the same thing: the academy can render you unrecognisable to the very people who launched you into the world. The ideas and values absorbed in college challenge the mom-and-pop orthodoxy that passed for truth for 18 years. Limbo folk may eschew polyester blends for sea-isle cotton, prefer Brie to Kraft slices. They marry outside the neighbourhood and raise their kids differently. They might not be in church on Sunday.

When they pick careers (not *jobs*), it's often a kind of work their parents never heard of or can't understand. But for the white-collar kids of blue-collar parents, the office is not necessarily a sanctuary. In Corporate America, where the rules are based on notions foreign to working-class people, a Straddler can get lost. Social class counts at the office, even though nobody likes to admit it. Ultimately, corporate norms are based on middle-class values, business types say. From an early age, middle-class people learn how to get along, using diplomacy, nuance, and politics to grab what they need. It is as though they are following a set of rules laid out in a manual that blue-collar families never have the chance to read.

People born into the middle class to parents with college degrees have lived lives filled with what French sociologist Pierre Bourdieu calls 'cultural capital'. Growing up in an educated environment, they learn about Picasso and Mozart, stock portfolios and *creme brulee*. In a home with cultural capital, there are networks: someone always has an aunt or golfing buddy with the inside track for an internship or some entry-level job. Dinner-table talk could involve what happened that day to mom and dad at the law firm, the doctor's office, or the executive suite. Middle-class kids can grow up with a sense of entitlement that will carry them through their lives. This 'belongingness' is not just related to having material means, it also has to do with learning and possessing confidence in your place in the world. Such early access and direct exposure to culture in the home is the more organic, 'legitimate' means of appropriating cultural capital, Bourdieu tells

us. Those of us possessing 'ill-gotten Culture' can learn it, but never as well. Something is always a little off about us, like an engine with imprecise timing. There's a greater match between middle-class lives and the institutions in which the middle class works and operates—universities or corporations. Children of the middle and upper classes have been speaking the language of the bosses and supervisors forever.

Blue-collar kids are taught by their parents and communities to work hard to achieve, and that merit is rewarded. But no blue-collar parent knows whether such things are true in the middle-class world. Many professionals born to the working-class report feeling out of place and outmanoeuvred in the office. Soon enough, Straddlers learn that straight talk won't always cut. Resolving conflicts head-on and speaking your mind doesn't always work, no matter how educated the Straddler is.

In the working-class, people perform jobs in which they are closely supervised and are required to follow orders and instructions. That, in turn, affects how they socialise their children. Children of the working-class are brought up in a home in which conformity, obedience and intolerance for back talk are the norm—the same characteristics that make a good factory worker.

11. According to the passage, which of the following statements about 'cultural capital' is NOT true?
  - (a) It socializes children early into the norms of middle class institutions.
  - (b) It helps them learn the language of universities and corporations.
  - (c) It creates a sense of enlightenment in middle-class children.
  - (d) It develops bright kids into Straddlers.
12. According to the passage, the patterns of socialization of working-class children make them most suited for jobs that require
  - (a) diplomacy.
  - (b) compliance with orders.
  - (c) enterprise and initiative.
  - (d) high risk taking.
13. When Straddlers enter white collar jobs, they get lost because:
  - (a) they are thrown into an alien value system.
  - (b) their families have not read the rules in corporate manuals.
  - (c) they have no one to guide them through the corporate maze.
  - (d) they miss the 'mom and pop orthodoxy'.

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14. What does the author's statement, "My father wasn't interested in Thucydides, and I wasn't up on arches", illustrate?
- (a) Organic cultural capital.
  - (b) Professional arrogance and social distance.
  - (c) Evolving social transformation.
  - (d) Breakdown of family relationships.
15. Which of the following statements about Straddlers does the passage NOT support explicitly?
- (a) Their food preferences may not match those of their parents.
  - (b) They may not keep up some central religious practices of their parents.
  - (c) They are at home neither in the middle class nor in the working-class.
  - (d) Their political ideologies may differ from those of their parents.

Have you read the above passage and solved its questions?

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

*While I was in class at Columbia, struggling with the esoterica du jour, my father was on a bricklayer's scaffold not far up the street, working on a campus building.*

This sentence gives us an idea of what the author is going to talk about—the contrast between a son studying in a college and his father who is a building worker.

*Once we met up on the subway going home—he was with his tools, I with my books. My father wasn't interested in Thucydides, and I wasn't up on arches. My dad has built lots of places; in New York City he can't get into: colleges, condos, office towers. He made his living on the outside. Once the walls were up, a place took on a different feel for him, as though he wasn't welcome anymore.*

Quick reading as these are minor details in the context of the passage.

*Related by blood, we're separated by class, my father and I. Being the white-collar child of a blue-collar parent means being the hinge on the door between two ways of life. With one foot in the working-class, the other in the middle class, people like me are Straddlers, at home in neither world, living a limbo life*

These are Idea sentences.

*What drove me to leave what I knew?*

Shift of emphasis. Expect an answer to this question in the remaining part of the paragraph.

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

The author has earlier described himself as a straddler. He is putting forward an opinion that straddlers like him never fit in completely in either the blue collar surroundings that they were born into, or the academic world, which he has described as suburban royalty.

*It was not so smooth jumping from Italian old-world style to US professional in a single generation. Others who were the first in their families to go to college, will tell you the same thing: the academy can render you unrecognisable to the very people who launched you into the world.*

Read Parents.

*The ideas and values absorbed in college challenge the mom-and-pop orthodoxy that passed for truth for 18 years. Limbo folk may eschew polyester blends for sea-isle cotton, prefer Brie to Kraft slices. They marry outside the neighbourhood and raise their kids differently. They might not be in church on Sunday.*

Minor details, hence skim while reading.

*When they pick careers (not jobs), it's often a kind of work their parents never heard of or can't understand. But for the white-collar kids of blue-collar parents, the office is not necessarily a sanctuary.*

A new shift of direction, as the author moves into talking about the experience of people like him in modern offices.

*In Corporate America, where the rules are based on notions foreign to working-class people, a Straddler can get lost. Social class counts at the office, even though nobody likes to admit it.*

This is an Idea sentence.

*Ultimately, corporate norms are based on middle-class values, business types say. From an early age, middle-class people learn how to get along, using diplomacy, nuance, and politics to grab what they need. It is as though they are following a set of rules laid out in a manual that blue-collar families never have the chance to read.*

Minor details. Skim.



People born into the middle class to parents with college degrees have lived lives filled with what French sociologist Pierre Bourdieu calls 'cultural capital'. Growing up in an educated environment, they learn about Picasso and Mozart, stock portfolios and creme brulee. In a home with cultural capital, there are networks: someone always has an aunt or golfing buddy with the inside track for an internship or some entry-level job. Dinner-table talk could involve what happened that day to mom and dad at the law firm, the doctor's office, or the executive suite. Middle-class kids can grow up with a sense of entitlement that will carry them through their lives. This 'belongingness' is not just related to having material means, it also has to do with learning and possessing confidence in your place in the world. Such early access and direct exposure to culture in the home is the more organic, 'legitimate' means of appropriating cultural capital, Bourdieu tells us. Those of us possessing 'ill-gotten Culture' can learn it, but never as well. Something is always a little off about us, like an engine with imprecise timing. There's a greater match between middle-class lives and the institutions in which the middle class works and operates—universities or corporations. Children of the middle and upper classes have been speaking the language of the bosses and supervisors forever.

The author continues to contrast the middle class upbringing with the lower class upbringing. He is just continuing from the last idea introduced in the previous paragraph, i.e., 'Social class counts at the office.'

Blue-collar kids are taught by their parents and communities to work hard to achieve, and that merit is rewarded. But no blue-collar parent knows whether such things are true in the middle-class world. Many professionals born to the working-class report feeling out of place and outmanoeuvred in the office. Soon enough, Straddlers learn that straight talk won't always cut. Resolving conflicts head-on and speaking your mind doesn't always work, no matter how educated the Straddler is.

In the working-class, people perform jobs in which they are closely supervised and are required to follow orders and instructions. That, in turn, affects how they socialise their children. Children of the working-class are brought up in a home in which conformity, obedience and intolerance for back talk are the norm—the same characteristics that make a good factory worker.

11. According to the passage, which of the following statements about 'cultural capital' is **Not** true?

- (a) It socialises children early into the norms of middle class institutions.

Cultural capital does this. Hence, this cannot be the answer.

- (b) It helps them learn the language of universities and corporations.

Explicitly mentioned about the effects of cultural capital. Hence, this cannot be the answer.

- (c) It creates a sense of enlightenment in middle-class children.

This can be inferred from the third last paragraph.

- (d) It develops bright kids into Straddlers.

This is the appropriate answer, since this clearly is not an effect of cultural capital.

12. According to the passage, the patterns of socialization of working-class children make them most suited for jobs that require

- (a) diplomacy.  
(b) compliance with orders.

This is the obvious choice. It is clear from the last sentence of the passage.

- (c) enterprise and initiative.  
(d) high risk taking.

13. When Straddlers enter white collar jobs, they get lost because:

- (a) they are thrown into an alien value system.

This is the main idea the author is trying to convey in the last three paragraphs.

- (b) their families have not read the rules in corporate manuals.

Irrelevant. An eye wash which can be easily caught.

- (c) they have no one to guide them through the corporate maze.

This is not necessarily true.

- (d) they miss the 'mom and pop orthodoxy'.

This can confuse you, but option (a) is superior.

14. What does the author's statement, "My father wasn't interested in Thucydides, and I wasn't up on arches", illustrate?

- (a) Organic cultural capital.

This statement is not at all connected to organic cultural capital.

- (b) Professional arrogance and social distance.

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There is no arrogance involved here.

- (c) Evolving social transformation.

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

- (d) Breakdown of family relationships.

There is no breakdown of family relationships involved.

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

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

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

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

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

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

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

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

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

### Passage IV

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

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

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

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

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

study of the liberal arts as a preparation for law, medicine, government service, or advancement in the ecclesiastical hierarchy.

This being so, the curriculum of the liberal arts became more sophisticated and more divorced from religion. Teaching was still almost exclusively in Latin, and the first book most often read was the Psalter, but further education was no longer similar to that of a choir school. In particular, the discipline of rhetoric was transformed from a linguistic study into instruction in how to compose letters and documents; there was a new stress on logic; and in all the liberal arts and philosophy texts, more advanced than those known in the early Middle Ages were introduced.

Along with the rise of logic came the translation of Greek and Arabic philosophical and scientific works. Most important was the translation of almost all the writings of Aristotle, as well as his sophisticated Arabic commentators, which helped to bring about an intellectual revolution based on Greek rationalism. On a more prosaic level, contact with Arabs resulted in the introduction in the twelfth century of the Arabic numeral system and the concept of zero. Though most westerners first resisted this and made crude jokes about the zero as an ambitious number “that counts for nothing and yet wants to be counted,” the system steadily made its inroads first in Italy and then throughout Europe, thereby vastly simplifying the arts of computation and record keeping.

16. According to the passage, which of the following is the most noteworthy trend in education in twelfth-century Europe?
- Secularization of education.
  - Flowering of theology as the queen of the sciences.
  - Wealthy people increasingly turning to education.
  - Rise of the clergy’s influence on the curriculum.
17. What does the sentence “Christians educate their sons... will be ours and the other brothers” imply?
- The Christian family was a close-knit unit in the twelfth century.
  - Christians educated their sons not so much for the love of learning as for material gain.
  - Christians believed very strongly in educating their sons in the Church.
  - The relationship between Christian parents and their sons was exploitative in the twelfth century.
18. According to the passage, twelfth century schools were clerical and yet secular because:

- many teachers were craftsmen and professionals who did not form part of the church.
- while the students had the legal privileges accorded to the clergy and looked like priests, not all were really priests.
- the term ‘cleric’ denoted a literate individual rather than a strict association with the church.
- though the clergy had a monopoly in education, the environment, objectives and curriculum in the schools were becoming secular.

19. According to the author, in the twelfth century, individuals were motivated to get higher education because it:
- was a means for material advancement and higher status.
  - gave people wealth with an opportunity to learn.
  - offered a coveted place for those with a love of learning.
  - directly added to the income levels of people.
20. According to the passage, what led to the secularization of the curriculum of the liberal arts in the twelfth century?
- It was divorced from religion and its influences.
  - Students used it mainly as a base for studying law and medicine.
  - Teaching could no longer be conducted exclusively in Latin.
  - Arabic was introduced into the curriculum.

Have you read the above passage and solved it’s questions?

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

*Pure love of learning, of course, was a less compelling motive for those who became educated for careers other than teaching.*

Idea Sentence. You need to grasp this well and if you do so, the next few sentences become easy minor details, reading.

*Students of law in particular had a reputation for being materialistic careerists in an age when law was becoming known as*

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*“the lucrative science” and its successful practice the best means for rapid advancement in the government of both church and state. Medicine too had its profit-making attractions. Those who did not go on to law or medicine could, if they had been well trained in the arts, gain positions at royal courts or rise in the clergy. Eloquent testimony to the profit motive behind much of twelfth-century education was the lament of a student of Abelard around 1150 that “Christians educate their sons... for gain, in order that the one brother, if he be a clerk, may help his father and mother and his other brothers, saying that a clerk will have no heir and whatever he has will be ours and the other brothers.” With the opening of positions in law, government, and the church, education became a means for advancement not only in income but also in status.*

Minor idea.

*Most who were educated were wealthy, but in the twelfth century, more often than before, many were not and were able to rise through the ranks by means of their education. The most familiar examples are Thomas Becket, who rose from a humble background to become chancellor of England and then archbishop of Canterbury, and John of Salisbury, who was born a “plebeian” but because of his reputation for learning died as bishop of Chartres.*

The italicised part of the above paragraph can be skimmed at a rapid pace if you have understood the first idea sentence, where the author is just talking about the fact that getting educated had a motive other than the pure love of learning.

*The instances of Becket and John of Salisbury bring us to the most difficult question concerning twelfth-century education: To what degree was it still a clerical preserve?*

Here, we can witness a shift of emphasis.

*Despite the fact that throughout the twelfth century the clergy had a monopoly of instruction, one of the outstanding medievalists of our day, R. W. Southern, refers with good reason to the institutions staffed by the clergy as “secular schools.” How can we make sense out of the paradox that twelfth-century schools were clerical and yet “secular”?*

The shift of emphasis continues by ending the paragraph with another question, the answer to which we need to find in the next paragraph.

Please take note that from this paragraph, you get to understand that by the words ‘clerk’ in the first paragraph and ‘clerical’ in this paragraph, the author is referring to the Christian clergy and not the clerk we understand in our normal day to day life. Further, since the paragraph ends with a question, you can expect an answer to the question in the next paragraphs.

*Let us look at the clerical side first.*

A list word is used signifying an upcoming list. This sentence has introduced a first dimension to the answer to the question. You can expect at least a second dimension or perhaps more.

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

Details which can be read fast.

*Despite all this*

Signals a contrast point coming up

*Twelfth-century education was taking on many secular qualities in its environment, goals, and curriculum. Student life obviously became more secular when it moved out from the monasteries into the bustling towns. Most students wandered from town to town in search not only of good masters but also of worldly excitement, and as the twelfth century progressed they found the best of each in Paris. More important than environment was the fact that most students, even though they entered the clergy, had secular goals. Theology was recognized as the “queen of the sciences,” but very few went on to it. Instead they used their study of the liberal arts as a preparation for law, medicine, government service, or advancement in the ecclesiastical hierarchy.*

Details, what you need to do is understand the point and skim while reading.

*This being so,*

Another use of transition, suggesting an upcoming effect of the previous paragraph, something that can be predicted.

*the curriculum of the liberal arts became more sophisticated and more divorced from religion. Teaching was still almost exclusively in Latin, and the first book most often read was the Psalter, but further education was no longer similar to that of a choir school. In particular, the discipline of rhetoric was transformed from a linguistic study into instruction in how to compose letters and documents; there was a new*

stress on logic; and in all the liberal arts and philosophy, texts more advanced than those known in the early Middle Ages were introduced.

Identify the shift of the author to the sub topic of 'how liberal arts went away from religion' in this paragraph.

*Along with the rise of logic came the translation of Greek and Arabic philosophical and scientific works. Most important was the translation of almost all the writings of Aristotle, as well as his sophisticated Arabic commentators, which helped to bring about an intellectual revolution based on Greek rationalism. On a more prosaic level, contact with Arabs resulted in the introduction in the twelfth century of the Arabic numeral system and the concept of zero. Though most westerners first resisted this and made crude jokes about the zero as an ambitious number "that counts for nothing and yet wants to be counted" the system steadily made its inroads first in Italy and then throughout Europe, thereby vastly simplifying the arts of computation and record keeping.*

16. According to the passage, which of the following is the most noteworthy trend in education in twelfth-century Europe?

(a) Secularisation of education

This is obviously the correct answer. The entire passage is based on this issue.

(b) Flowering of theology as the queen of the sciences.

Irrelevant detail

(c) Wealthy people increasingly turning to education.

Irrelevant detail.

(d) Rise of the clergy's influence on the curriculum.

This cannot be the answer, as it is talking of the opposite.

17. What does the sentence "Christians educate their sons. ..will be ours and the other brothers" imply?

(a) The Christian family was a close-knit unit in the twelfth century.

(b) Christians educated their sons not so much for the love of learning as for material gain.

This point is explicitly made prior to the statement. Hence, this has to be correct.

(c) Christians believed very strongly in educating their sons in the Church.

Irrelevant option.

(d) The relationship between Christian parents and their sons was exploitative in the twelfth century.

Irrelevant option

18. According to the passage, twelfth century schools were clerical and yet secular because:

(a) many teachers were craftsmen and professionals who did not form part of the church.

Irrelevant point.

(b) while the students had the legal privileges accorded to the clergy and looked like priests, not all were really priests.

Although this is stated, it is not the cause of the clerical, yet secular nature.

(c) the term 'cleric' denoted a literate individual rather than a strict association with the church.

Might confuse some students, but is not accurate enough to be the answer.

(d) though the clergy had a monopoly in education, the environment, objectives and curriculum in the schools were becoming secular.

This option is the most accurate and consistent with the idea expressed in the third and fourth passages.

19. According to the author, in the twelfth century, individuals were motivated to get higher education because it:

(a) was a means for material advancement and higher status.

This is the correct answer since this idea is expressed explicitly in the sentence: "With the opening of positions in law, government, and the church, education became a means for advancement not only in income but also in status."

(b) gave people wealth with an opportunity to learn.

This option is inconsistent with the sense of the passage as expressed in the first paragraph.

(c) offered a coveted place for those with a love of learning.

Incorrect, since it contradicts the idea expressed in the first paragraph.

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

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

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

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

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

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

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

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

The second last paragraph discusses the opposite of this option.

(d) Arabic was introduced into the curriculum.

Irrelevant point.

### Passage V

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

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

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

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

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

Can the history of aviation technology tell us something about the future of aeronautics? Have we reached a final state in our evolution to a mature technology in aeronautics? Are the challenges of coming out with the ‘better, cheaper, faster’ designs somehow inferior to those that are suited for ‘faster, higher, further’? Safety should improve greatly as a result of the forthcoming improvements in airframes, engines, and avionics. Sixty years from now, aircraft will recover on their own if the pilot loses control. Satellites are the key not only to GPS (global positioning system) navigation but also to in-flight communications, uplinked weather, and even in-flight e-mail. Although there is some debate about what type of engines will power future airplanes—lightweight turbines, turbocharged diesels, or both—there is little debate about how these power plants will be controlled. Pilots of the future can look forward to more and better on-board safety equipment.

21. According to the first paragraph of the passage, which of the following statements is NOT false?
  - (a) Prank Whittle and Hans von Ohain were the first to conceive of jet propulsion.
  - (b) Supersonic fighter planes were first used in the Second World War.
  - (c) No man had traveled faster than sound until the 1950s.
  - (d) The exploitation of jet propulsion for supersonic aviation has been remarkably fast.
22. What is the fourth paragraph of the passage about?
  - (a) Stealth, speed, avionics, and agility of new aircraft.
  - (b) The way aircraft size has been growing.
  - (c) Use of computer automation in aircraft.
  - (d) Super-jumbo jets that can take more than 500 passengers.
23. What is the most noteworthy difference between V-22 and a standard airplane? The V-22
  - (a) can take off vertically.
  - (b) has winged flight.
  - (c) has excellent payload.
  - (d) has a very high range.
24. Why might radars not be used a decade from now?
  - (a) Stealth technology will advance so much that it would be pointless to use radar to detect aircraft.
  - (b) UAVs can remain over hostile territory without any danger of being detected.

(c) Computers on board may enable aircraft to manage safe navigation on their own.

(d) It is not feasible to increase the range of radars.

25. According to the author, commercial aeronautics, in contrast to military aeronautics, has declined because, among other things,

(a) speed and technology barriers are more easily overcome in military aeronautics.

(b) the collective vision of the past continues to drive civil and commercial aeronautics.

(c) though the industry has a huge market, it has not attracted the right kind of aircraft designers.

(d) there is a shortage of materials, like light weight composites, used in commercial aeronautics.

Have you read the above passage and solved its questions?

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

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

This defines the topic as ‘air transport’. Note that the above paragraph is structured on the basis of time-based technological advances in flight technology. There might be some confusion in your mind in case you do not understand the technologies mentioned. But such confusion is totally avoidable since there is no need to understand these in order to comprehend the paragraph. All you need to do is

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to catch the chronology defined. Then, you will broadly understand that the author is talking about advances in technology from the 1910s to the 1950s.

*Now, a hypersonic flight can take you anywhere in the planet in less than four hours.*

The author is continuing in the direction of further improvements in aeronautics. You should expect that the author will continue in this direction by giving us more examples of the trend.

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

As expected, two specific examples of the trend.

It seems conventional forms, like the Predator and Global Hawk are passe, the stealthier unmanned aerial vehicles (UAVs) are in.

A new direction in the development of aeronautics is introduced here. Details about UAVs are bound to follow.

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

### How much bigger can the airplanes get?

Notice the shift in the direction and expect details to follow.

In the 1950s they got speed, in the 1980s they became stealthy. Now, they are getting smarter thanks to computer automation. The change is quite huge: from the four-seater to the A380 airplane. It seems we are now trading speed for size as we build a new superjumbo jet, the 555 seater A380, which will fly at almost the same speed of the Boeing 707, introduced half a century ago, but with an improved capacity, range, greater fuel economy. A few years down the line will come the truly larger model, to be known as 747X. In the

beginning of 2005, the A380, the world's first fully double-decked superjumbo passenger jet, weighing 1.2 million pounds, may carry a load of about 840 passengers.

**Barring the early phase, civil aviation has always lagged behind the military technologies (of jet engines, lightweight composite materials, etc.)**

New dimension of the idea.

There are **two fundamental factors**

List words—look for the two factors.

behind the decline in commercial aeronautics in comparison to military aeronautics. There is no collective vision of our future such as the one that drove us in the past. There is also a need for a more aggressive pool of airplane design talents to maintain an industry that continues to find a multibillion dollar-a-year market for its product.

Can the history of aviation technology tell us something about the future of aeronautics? Have we reached a final state in our evolution to a mature technology in aeronautics? Are the challenges of coming out with the 'better, cheaper, faster' designs somehow inferior to those that are suited for 'faster, higher, further'? Safety should improve greatly as a result of the forthcoming improvements in airframes, engines, and avionics. Sixty years from now, aircraft will recover on their own if the pilot loses control. Satellites are the key not only to GPS (global positioning system) navigation but also to in-flight communications, uplinked weather, and even in-flight e-mail. Although there is some debate about what type of engines will power future airplanes—lightweight turbines, turbocharged diesels, or both—there is little debate about how these power plants will be controlled. Pilots of the future can look forward to more and better on-board safety equipment.

21. According to the first paragraph of the passage, which of the following statements is **Not** false?

(a) Prank Whittle and Hans von Ohain were the first to conceive of jet propulsion.

False statement, they just used the concept formulated by Lorin.

(b) Supersonic fighter planes were first used in the Second World War.

False, they were used first in the 1950s.

(c) No man had traveled faster than sound until the 1950s.

It happened in 1947.

(d) The exploitation of jet propulsion for supersonic aviation has been remarkably fast.



This is true, hence, not false. Therefore, this is the correct answer.

22. What is the fourth paragraph of the passage about?

- (a) Stealth, speed, avionics, and agility of new aircraft.
- (b) The way aircraft size has been growing.

It is obviously the correct option, since the paragraph tries to answer the question 'How much bigger can airplanes get?'

- (c) Use of computer automation in aircraft.
- (d) Super-jumbo jets that can take more than 500 passengers.

23. What is the most noteworthy difference between V-22 and a standard airplane? The V-22

- (a) can take off vertically.

This is the correct option. Although each of the other options is mentioned specifically in the context of the V-22, the question is specific about the difference between the V-22 and a standard airplane.

- (b) has winged flight.
- (c) has excellent payload.
- (d) has a very high range.

The options (b), (c) and (d) do not mention the feature that is different from what a standard airplane would have.

24. Why might radars not be used a decade from now?

A cause and effect question. The question is asking you to identify the cause for the effect mentioned.

- (a) Stealth technology will advance so much that it would become pointless to use radar to detect aircraft.
- (b) UAV s can remain over hostile territory without any danger of being detected.
- (c) Computers on board may enable aircraft to manage safe navigation on their own.

The third paragraph clearly mentions this cause for the non use of radars a decade from now.

- (d) It is not feasible to increase the range of radars.

25. According to the author, commercial aeronautics, in contrast to military aeronautics, has declined because among other things,

- (a) speed and technology barriers are more easily overcome in military aeronautics.
- (b) the collective vision of the past continues to drive civil and commercial aeronautics.
- (c) though the industry has a huge market, it has not attracted the right kind of aircraft designers.

This is obviously the correct answer, and this must have been clear to you if you had interpreted the final sentence of the passage correctly.

- (d) there is a shortage of materials, like light weight composites, used in commercial aeronautics.

Irrelevant option.

#### **Passage VI\***

A game of strategy, as currently conceived in game theory, is a situation in which two or more "players" make choices among available alternatives (moves). The totality of choices determines the outcomes of the game, and it is assumed that the rank order of preferences for the outcomes is different for different players. Thus the "interests" of the players are generally in conflict. Whether these interests are diametrically opposed or only partially opposed depends on the type of game.

Psychologically, most interesting situations arise when the interests of the players are partly coincident and partly opposed, because then one can postulate not only a conflict among the players but also inner conflicts within the players. Each is torn between a tendency to cooperate, so as to promote the common interests, and a tendency to compete, so as to enhance his own individual interests.

Internal conflicts are always psychologically interesting. What we vaguely call "interesting" psychology is in very great measure the psychology of inner conflict. Inner conflict is also held to be an important component of serious literature as distinguished from less serious genres. The classical tragedy, as well as the serious novel, reveals the inner conflict of central figures. The superficial adventure story, on the other hand, depicts only external conflict; that is, the threats to the person with whom the reader (or viewer) identifies them in these stories exclusively from external obstacles and from the adversaries who create them. On the most primitive level this sort of external conflict is psychologically empty. In the fisticuffs between the protagonists of good and evil, no psychological problems are involved or, at any rate, none are depicted in juvenile representations of conflict.

\*This question appeared in CAT 2005 paper

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

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

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

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

Have you read the above passage and solved its questions?

Then, check your answers with those given below (along with their explanatory notes or author’s advice on how they should be read). The passage in *italics* is a reproduction of relevant section from the original passage, and this will be followed by an explanatory note or interpretation on the same.

*A game of strategy, as currently conceived in game theory, is a situation in which two or more “players” make choices among available alternatives (moves).*

Introduces the topic and straightaway starts with an idea.

*The totality of choices determines the outcomes of the game, and it is assumed that the rank order of preferences for the outcomes is different for different players. Thus the “interests” of the players are generally in conflict.*

Continues to go deeper into the idea.

*Whether these interests are diametrically opposed or only partially opposed depends on the type of game. Psychologically, most interesting*

situations arise when the interests of the players are partly coincident and partly opposed, because then one can postulate not only a conflict among the players but also inner conflicts within the players.

The idea transits into a new direction, through the introduction of the 'psychologically interesting situation.'

*Each is torn between a tendency to cooperate, so as to promote the common interests, and a tendency to compete, so as to enhance his own individual interests.*

*Internal conflicts are always psychologically interesting. What we vaguely call "interesting" psychology is in very great measure the psychology of inner conflict. Inner conflict is also held to be an important component of serious literature as distinguished from less serious genres. The classical tragedy, as well as the serious novel, reveals the inner conflict of central figures. The superficial adventure story, on the other hand, depicts only external conflict; that is, the threats to the person with whom the reader (or viewer) identifies stem in these stories exclusively from external obstacles and from the adversaries who create them. On the most primitive level this sort of external conflict is psychologically empty. In the fistcuffs between the protagonists of good and evil, no psychological problems are involved or, at any rate, none are depicted in juvenile representations of conflict.*

A whole paragraph of details where no new idea is introduced. Should be quickly read.

*The detective story, the 'adult' analogue of a juvenile adventure tale, has at times been described as a glorification of intellectualized conflict. However, a great deal of the interest in the plots of these stories is sustained by withholding the unraveling of a solution to a problem. The effect of solving the problem is in itself not a conflict if the adversary (the unknown criminal) remains passive, like Nature, whose secrets the scientist supposedly unravels by deduction. If the adversary actively puts obstacles in the detective's path toward the solution, there is genuine conflict. But the conflict is psychologically interesting only to the extent that it contains irrational components such as tactical error on the criminal's part or the detective's insight into some psychological quirk of the criminal or something of this sort. Conflict conducted in a perfectly rational manner is psychologically no more interesting than a standard Western. For example, Tic-tac-toe, played perfectly by both players, is completely devoid of psychological interest. Chess may be psychologically interesting but only to the extent that it is played not quite rationally. Played completely rationally, chess would not be different from Tic-tac-toe.*

Again, a full paragraph of details illustrating what the author refers to or does not refer to while talking about psychologically interesting situations.

*In short, a pure conflict of interest (what is called a zero-sum game) although it offers a wealth of interesting conceptual problems, is not interesting psychologically, except to the extent that its conduct departs from rational norms.*

Restatement of an idea already mentioned earlier in the passage. Hence, quick reading.

1. According to the passage, which of the following options about the application of game theory to a conflict-of-interest situation is true?

This question tests your understanding of the ideas mentioned in the passage.

- (a) Assuming that the rank order of preferences for options is different for different players.
- (b) Accepting that the interests of different players are often in conflict.
- (c) Not assuming that the interests are in complete disagreement.
- (d) All of the above.

All the above options are true about the application of game theory to a conflict of interest situation.

2. The problem solving process of a scientist is different from that of a detective because:

This question is about a specific detail mentioned by the author in the second to last paragraph. In order to be able to solve such questions, one needs to understand the exact flow of ideas through the passage—leading upto and following the specific point where this particular detail is given. In fact, this is true for solving all details based questions.

- (a) scientists study inanimate objects, while detectives deal with living criminals or law offenders.
- (b) scientists study known objects, while detectives have to deal with unknown criminals or law offenders.
- (c) scientists study phenomena that are not actively altered, while detectives deal with phenomena that have been deliberately influenced to mislead.

This is what the author mentions while comparing scientists and detectives.

- (d) scientists study psychologically interesting phenomena, while detectives deal with "adult analogues of juvenile adventure tales."

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3. According to the passage, *internal conflicts* are psychologically more interesting than external conflicts because

This question is asking about the cause behind why internal conflict situations are more interesting than situations where the conflicts are external.

- (a) internal conflicts, rather than external conflicts, form an important component of serious literature as distinguished from less serious genres.

The detail being referred to is too narrow to connect as the reason asked for.

- (b) only juveniles or very few “adults” actually experience external conflict, while internal conflict is more widely prevalent in society.

Irrelevant idea.

- (c) in situations of internal conflict, individuals experience a dilemma in resolving their own preferences for different outcomes.

This is the main idea the author is trying to convey throughout the passage. There should be no ambiguity in choosing this option as the correct one.

- (d) there are no threats to the reader (or viewer) in case of external conflicts.

Irrelevant idea

4. Which, according to the author, would qualify as interesting psychology?

- (a) A statistician’s dilemma over choosing the best method to solve an optimisation problem.

This is the only option that has an inherently built inner conflict. A statistician trying to solve an optimisation problem has an internal conflict, since he has to first decide for himself as to what objectives he should set for the optimisation problem.

- (b) A chess player’s predicament over adopting a defensive strategy against an aggressive opponent.  
(c) A mountaineer’s choice of the best path to Mt. Everest from the base camp.  
(d) A finance manager’s quandary over the best way of raising money from the market.

**Passage VII**

While complex in the extreme, Derrida’s work has proven to be a particularly influential approach to the analysis of the ways in which language structures our understanding of ourselves and the world we inhabit, an approach he termed *deconstruction*. In its simplest formulation, deconstruction can be taken to refer to a methodological strategy which seeks to uncover layers of hidden meaning, in a text that have been denied or suppressed. The term ‘text’, in this respect, does not refer simply, to a written form of communication, however. Rather, texts are something we all produce and reproduce constantly in our everyday social relations, be they spoken, written or embedded in the construction of material artifacts. At the heart of Derrida’s deconstructive approach is his critique of what he perceives to be the totalitarian impulse of the Enlightenment pursuit to bring all that exists in the world under the domain of a representative language, a pursuit he refers to as *logocentrism*. Logocentrism is the search for a rational language that is able to know and represent the world and all its aspects perfectly and accurately. Its totalitarian dimension for Derrida at least, lies primarily in its tendency to marginalize or dismiss all that does not neatly comply with its particular linguistic representations, a tendency that, throughout history, has all too frequently been manifested in the form of authoritarian institutions. Thus logocentrism has, in its search for the truth of absolute representation, subsumed difference and oppressed that which it designates as its alien ‘other’. For Derrida, western civilisation has been built upon such a systematic assault on alien cultures and ways of life, typically in the name of reason and progress.

In response to logocentrism, deconstruction posits the idea that the mechanism by which this process of marginalization and the ordering of truth occurs is through establishing systems of binary opposition. Oppositional linguistic dualisms, such as rational/irrational, culture/nature and good/bad are not, however, construed as equal partners as they are in, say, the semiological structuralism of Saussure. Rather, they exist, for Derrida, in a series of hierarchical relationships with the first term normally occupying a superior position. Derrida defines the relationship between such oppositional terms using the neologism *différance*. This refers to the realization that in any statement, oppositional terms differ from each other (for instance, the difference between rationality and irrationality is constructed through oppositional usage), and at the same time, a hierarchical relationship is maintained by the deference of one term to the other (in the positing of rationality over irrationality, for instance). It is this

latter point which is perhaps the key to understanding Derrida's approach to deconstruction.

For the fact that at any given time one term must defer to its oppositional 'other', means that the two terms are constantly in a state of interdependence. The presence of one is dependent upon the absence or 'absent-presence' of the 'other', such as in the case of good and evil, whereby to understand the nature of one, we must constantly relate it to the absent term in order to grasp its meaning. That is, to do good, we must understand that our act is not evil, for without that comparison the term becomes meaningless. Put simply, deconstruction represents an attempt to demonstrate the absent-presence of this oppositional 'other', to show that what we say or write is in itself not expressive simply of what is present, but also of what is absent. Thus, deconstruction seeks to reveal the interdependence of apparently dichotomous terms and their meanings relative to their textual context; that is, within the linguistic power relations which structure dichotomous terms hierarchically. In Derrida's own words, a deconstructive reading "must always aim at a certain relationship, unperceived by the writer, between what he commands and what he does not command of the patterns of a language that he uses... [It] attempts to make the not-seen accessible to sight."

Meaning, then, is never fixed or stable, whatever the intention of the author of a text. For Derrida, language is a system of relations that are dynamic, in that all meanings we ascribe to the world are dependent not only on what we believe to be present but also on what is absent. Thus, any act of interpretation must refer not only to what the author of a text intends, but also to what is absent from his or her intention. This insight leads, once again, to Derrida's further rejection of the idea of the definitive authority of the intentional agent or subject. The subject is decentred; it is conceived as the outcome of relations of *difference*. As author of its own biography, the subject thus becomes the ideological fiction of modernity and its logocentric philosophy, one that depends upon the formation of hierarchical dualisms, which repress and deny the presence of the absent 'other'. No meaning can, therefore, ever be definitive, but is merely an outcome of a particular interpretation.

5. According to the passage, Derrida believes that the system of binary opposition
  - (a) represents a prioritization or hierarchy.
  - (b) reconciles contradictions and dualities.
  - (c) weakens the process of marginalization and ordering of truth.
  - (d) deconstructs reality.

6. According to the passage, Derrida believes that:
  - (a) Reality can be construed only through the use of rational analysis.
  - (b) Language limits our construction of reality.
  - (c) A universal language will facilitate a common understanding of reality.
  - (d) We need to uncover the hidden meaning in a system of relations expressed by language.
7. Derrida rejects the idea of '*definitive authority of the subject*' because
  - (a) interpretation of the text may not make the unseen visible.
  - (b) the meaning of the text is based on binary opposites.
  - (c) the implicit power relationship is often ignored.
  - (d) any act of interpretation must refer to what the author intends.
8. To Derrida, logocentrism does not imply:
  - (a) a totalitarian impulse.
  - (b) a domain of representative language.
  - (c) interdependence of the meanings of dichotomous terms.
  - (d) a strategy that seeks to suppress hidden meanings in a text.

Have you read the above passage and solved its questions?

Then, check your answers with those given below (along with their explanatory notes or author's advice on how they should be read). The passage in *italics* is a reproduction of relevant section from the original passage, and this will be followed by an explanatory note or interpretation on the same.

While complex in the extreme, Derrida's work has proven to be a particularly influential approach to the analysis of the ways in which language structures our understanding of ourselves and the world we inhabit, an approach he termed deconstruction.

A very idea heavy sentence. The author is introducing the topic and starting off with an idea straightaway. Make sure that you do not go further unless you understand this sentence—otherwise you might end up finding yourself in choppy waters. Ask yourself the question: Who or What is the author talking about—the answer 'Derrida's work' gives you the topic of the passage. Then ask yourself the question: What is the author's idea about the topic? The answer that 'his work has thrown light on the ways in which

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language structures our understanding of ourselves—called ‘deconstruction’—gives you the idea conveyed.

In its simplest formulation, deconstruction can be taken to refer to a methodological strategy which seeks to uncover layers of hidden meaning, in a text that have been denied or suppressed.

Deconstruction is further defined, throwing more light on the idea the author is trying to convey.

The term ‘text’, in this respect, does not refer simply, to a written form of communication, however. Rather, texts are something we all produce and reproduce constantly in our everyday social relations, be they spoken, written or embedded in the construction of material artifacts.

This sentence is about details and should be read much faster than the first two sentences.

At the heart of Derrida’s deconstructive approach is his critique of what he perceives to be: the totalitarian impulse of the Enlightenment pursuit to bring all that exists in the world under the domain of a representative language, a pursuit he refers to as logocentrism. Logocentrism is the search for a rational language that is able to know and represent the world and all its aspects perfectly and accurately.

Another idea is defined – that of logocentrism. You need to slow down to take in what the author is trying to say in this sentence and connect it to the previous ideas in the paragraph.

Its totalitarian dimension for Derrida at least, lies primarily in its tendency to marginalize or dismiss all that does not neatly comply with its particular linguistic representations, a tendency that, throughout history, has all too frequently been manifested in the form of authoritarian institutions. Thus logocentrism has, in its search for the truth of absolute representation, subsumed difference and oppressed that which it designates as its alien ‘other’. For Derrida, western civilization has been built upon such a systematic assault on alien cultures and ways of life, typically in the name of reason and progress.

Details and opinions being mentioned here. No significant new idea emerges in the above sentences. You should be able to read this extremely rapidly.

In response to logocentrism, deconstruction posits the idea that the mechanism by which this process of marginalization and the ordering of truth occurs is through establishing systems of binary opposition.

The author is connecting the two ideas of deconstruction and logocentrism mentioned in the previous paragraph by

showing the principal difference between the two approaches. You need to grasp this here or if not here, in the next two to three sentences, which are likely to be details explaining the idea expressed in the first sentence of this paragraph.

Oppositional linguistic dualisms, such as rational/irrational, culture/nature and good/bad are not, however, construed as equal partners as they are in, say, the semiological structuralism of Saussure. Rather, they exist, for Derrida, in a series of hierarchical relationships with the first term normally occupying a superior position. Derrida defines the relationship between such oppositional terms using the neologism difference. This refers to the realization that in any statement, oppositional terms differ from each other (for instance, the difference between rationality and irrationality is constructed through oppositional usage), and at the same time, a hierarchical relationship is maintained by the deference of one term to the other (in the positing of rationality over irrationality, for instance). It is this latter point which is perhaps the key to understanding Derrida’s approach to deconstruction.

The author continues to construct on the idea he has introduced at the start of the paragraph. He has introduced a new idea—that of difference between the two terms in a linguistic dualism.

For the fact that at any given time one term must defer to its oppositional ‘other’, means that the two terms are constantly in a state of interdependence. The presence of one is dependent upon the absence or ‘absent-presence’ of the ‘other’, such as in the case of good and evil, whereby to understand the nature of one, we must constantly relate it to the absent term in order to grasp its meaning.

Extends the idea introduced towards the end of the previous paragraph.

That is, to do good, we must understand that our act is not evil, for without that comparison the term becomes meaningless. Put simply, deconstruction represents an attempt to demonstrate the absent-presence of this oppositional ‘other’, to show that what we say or write is in itself not expressive simply of what is present, but also of what is absent. Thus, deconstruction seeks to reveal the interdependence of apparently dichotomous terms and their meanings relative to their textual context; that is, within the linguistic power relations which structure dichotomous terms hierarchically. In Derrida’s own words, a deconstructive reading “must always aim at a certain relationship, unperceived by the writer, between what he commands and what he does not

command of the patterns of a language that he uses ... [It] attempts to make the not-seen accessible to sight.”

Explanatory details that need to be read fast. However, these can be read fast only if you have connected with the author’s idea structure throughout.

Meaning, then, is never fixed or stable, whatever the intention of the author of a text. For Derrida, language is a system of relations that are dynamic, in that all meanings we ascribe to the world are dependent not only on what we believe to be present but also on what is absent. Thus, any act of interpretation must refer not only to what the author of a text intends, but also to what is absent from his or her intention. This insight leads, once again, to Derrida’s further rejection of the idea of the definitive authority of the intentional agent or subject. The subject is decentred; it is conceived as the outcome of relations of difference. As author of its own biography, the subject thus becomes the ideological fiction of modernity and its logocentric philosophy, one that depends upon the formation of hierarchical dualisms, which repress and deny the presence of the absent ‘other’. No meaning can, therefore, ever be definitive, but is merely an outcome of a particular interpretation.

This is the concluding idea in the passage. You need to grasp this paragraph well to complete your interpretation of the author’s idea structure. Take your time to understand clearly what it says—It is extremely heavy in its ideas.

5. According to the passage, Derrida believes that the system of binary opposition

- (a) represents a prioritization or hierarchy.

This is not the correct option, since the system contains a hierarchy, but is not a representation of it.

- (b) reconciles contradictions and dualities.

Irrelevant as compared to the idea structure of the author.

- (c) weakens the process of marginalization and ordering of truth.
- (d) deconstructs reality.

This is the central idea of the passage. Hence, this has to be correct.

6. According to the passage, Derrida believes that:

- (a) Reality can be construed only through the use of rational analysis.

This option goes against what the passage is talking about—that reality can be better understood by deconstructing it through language.

- (b) Language limits our construction of reality.

Language helps us deconstruct reality. Constructing reality is an irrelevant concept.

- (c) A universal language will facilitate a common understanding of reality.

Derrida believes the opposite.

- (d) We need to uncover the hidden meaning in a system of relations expressed by language.

This is one of the main ideas conveyed by the author in the last two paragraphs.

7. Derrida rejects the idea of ‘definitive authority of the subject’ because

- (a) interpretation of the text may not make the unseen visible.
- (b) the meaning of the text is based on binary opposites.
- (c) the implicit power relationship is often ignored.
- (d) any act of interpretation must refer to what the author intends.

This is against what the author is trying to say. He is saying the opposite—that interpretation should not be limited to what the author intends.

8. To Derrida, logocentrism does not imply:

- (a) A totalitarian impulse.

It does imply a totalitarian impulse. Hence, this is not the answer.

- (b) A domain of representative language.

Logocentrism has a tendency to try to define one representative language. Hence, this cannot be the answer.

- (c) Interdependence of the meanings of dichotomous terms.

This is what is implied by deconstruction—which differs from logocentrism. Hence, this is the answer.

- (d) A strategy that seeks to suppress hidden meanings in a text.

### Passage VIII

Crinoline and croquet are out. As yet, no political activists have thrown themselves in front of the royal horse on Derby Day. Even so, some historians can spot the parallels. It is a time of rapid technological change. It is a period when the dominance of the

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world's superpower is coming under threat. It is an epoch when prosperity masks underlying economic strain. And, crucially, it is a time when policy-makers are confident that all is for the best in the best of all possible worlds. Welcome to the Edwardian Summer of the second age of globalisation.

Spare a moment to take stock of what's been happening in the past few months. Let's start with the oil price, which has rocketed to more than \$65 a barrel, more than double its level 18 months ago. The accepted wisdom is that we shouldn't worry our little heads about that, because the incentives are there for business to build new production and refining capacity, which will effortlessly bring demand and supply back into balance and bring crude prices back to \$25 a barrel. As Tommy Cooper used to say, 'just like that'.

Then there is the result of the French referendum on the European Constitution, seen as thick-headed luddites railing vainly against the modern world. What the French needed to realise, the argument went, was that there was no alternative to the reforms that would make the country more flexible, more competitive, more dynamic. Just the sort of reforms that allowed Gate Gourmet to sack hundreds of its staff at Heathrow after the sort of ultimatum that used to be handed out by Victorian mill owners. An alternative way of looking at the French "non" is that our neighbours translate "flexibility" as "you're fired".

Finally, take a squint at the United States. Just like Britain a century ago, a period of unquestioned superiority is drawing to a close. China is still a long way from matching America's wealth, but it is growing at a stupendous rate and economic strength brings geo-political clout. Already, there is evidence of a new scramble for Africa as Washington and Beijing compete for oil stocks. Moreover, beneath the surface of the US economy, all is not well. Growth looks healthy enough, but the competition from China and elsewhere has meant the world's biggest economy now imports far more than it exports. The US is living beyond its means, but in this time of studied complacency, a current account deficit worth 6 percent of gross domestic product is seen as a sign of strength, not weakness.

In this new Edwardian summer, comfort is taken from the fact that dearer oil has not had the savage inflationary consequences of 1973–74, when a fourfold increase in the cost of crude brought an abrupt end to a postwar boom that had gone on uninterrupted for a quarter of a century. True, the cost of living has been affected by higher transport costs, but we are talking of inflation at 2.3 per cent and not 27 per cent. Yet, the idea that higher oil prices are of little consequence is fanciful. If people are paying more to fill up their cars, it leaves them with less to spend

on everything else, but there is a reluctance to consume less. In the 1970s unions were strong and able to negotiate large, compensatory pay deals that served to intensify inflationary pressure. In 2005, that avenue is pretty much closed off, but the abolition of all the controls on credit that existed in the 1970s means that households are invited to borrow more rather than consume less. The knock-on effects of higher oil prices are thus felt in different ways—through high levels of indebtedness, in inflated asset prices, and in balance of payments deficits.

There are those who point out, rightly, that modern industrial capitalism has proved mightily resilient these past 250 years, and that a sign of the enduring strength of the system has been the way it apparently shrugged off everything—a stock market crash, 9/11, rising oil prices—that have been thrown at it in the half decade since the millennium. Even so, there are at least three reasons for concern. First, we have been here before. In terms of political economy, the first era of globalisation mirrored our own. There was a belief in unfettered capital flows, in free trade, and in the power of the market. It was a time of massive income inequality and unprecedented migration. Eventually, though, there was a backlash, manifested in a struggle between free traders and protectionists, and in rising labour militancy.

Second, the world is traditionally at its most fragile at times when the global balance of power is in flux. By the end of the nineteenth century, Britain's role as the hegemonic power was being challenged by the rise of the United States, Germany, and Japan, while the Ottoman and Hapsburg empires were clearly in rapid decline. Looking ahead from 2005, it is clear that over the next two or three decades, both China and India—which together account for half the world's population—will flex their muscles.

Finally, there is the question of what rising oil prices tell us. The emergence of China and India means global demand for crude is likely to remain high at a time when experts say production is about to top out. If supply constraints start to bite, any declines in the price are likely to be short-term cyclical affairs, punctuating a long upward trend.

9. Which of the following best represents the key argument made by the author?
- (a) The rise in oil prices, the flux in the global balance of power and historical precedents should make us question our belief that the global economic prosperity would continue.
  - (b) The belief that modern industrial capitalism is highly resilient and capable of overcoming shocks will be belied soon.



- (c) Widespread prosperity leads to neglect of early signs of underlying economic weakness, manifested in higher oil prices and a flux in the global balance of power.
- (d) A crisis is imminent in the West given the growth of countries like China and India and the increase in oil prices.
10. What can be inferred about the author's view when he states, 'As Tommy Cooper used to say "just like that"'?
- (a) Industry has incentive to build new production and refining capacity and therefore, oil prices would reduce.
- (b) There would be a correction in the price levels of oil once new production capacity is added.
- (c) The decline in oil prices is likely to be short-term in nature.
- (d) It is not necessary that oil prices would go down to earlier levels.
11. What, according to the author, has resulted in a widespread belief in the resilience of modern capitalism?
- (a) Growth in the economies of Western countries despite shocks in the form of increase in levels of indebtedness and inflated asset prices.
- (b) Increase in the prosperity of Western countries and China despite rising oil prices.
- (c) Continued growth of Western economies despite a rise in terrorism, an increase in oil prices and other similar shocks.
- (d) The success of continued reforms aimed at making Western economies more dynamic, competitive and efficient.
12. By the expression 'Edwardian Summer', the author refers to a period in which there is
- (a) unparalleled luxury and opulence.
- (b) a sense of complacency among people because of all-round prosperity.
- (c) a culmination of all-round economic prosperity.
- (d) an imminent danger lurking behind economic prosperity.

Have you read the above passage and solved its questions?

Then, check your answers with those given below (along with their explanatory notes or author's advice on how they should be read). The passage in *italics* is a reproduction of

relevant section from the original passage, and this will be followed by an explanatory note or interpretation on the same.

Crinoline and croquet are out. As yet, no political activists have thrown themselves in front of the royal horse on Derby Day. Even so, **some historians can spot the parallels.**

There is an idea here somewhere, which you can expect to be unravelled later. There is obviously a talk about some sort of parallel between two time periods.

It is a time of rapid technological change. It is a period when the dominance of the world's superpower is coming under threat. It is an epoch when prosperity masks underlying economic strain. And, crucially, it is a time when policy-makers are confident that all is for the best in the best of all possible worlds.

The author is defining the time in terms of different characteristics that must have been common between the two periods.

Welcome to the Edwardian Summer of the second age of globalisation.

The author can be understood to be talking about two ages of globalisation—the current one and one that could have been described as an Edwardian summer obviously something to do with King Edward's reign.

Spare a moment to take stock of what's been happening in the past few months. Let's start with the oil price, which has rocketed to more than \$65 a barrel, more than double its level 18 months ago. The accepted wisdom is that we shouldn't worry our little heads about that, because the incentives are there for business to build new production and refining capacity, which will effortlessly bring demand and supply back into balance and bring crude prices back to \$25 a barrel. As Tommy Cooper used to say, 'just like that'.

Then there is the result of the French referendum on the European Constitution, seen as thick-headed luddites railing vainly against the modern world. What the French needed to realise, the argument went, was that there was no alternative to the reforms that would make the country more flexible, more competitive, more dynamic. Just the sort of reforms that allowed Gate Gourmet to sack hundreds of its staff at Heathrow after the sort of ultimatum that used to be handed out by Victorian mill owners. An alternative way of looking at the French "non" is that our neighbours translate "flexibility" as "you're fired".

Finally, take a squint at the United States. Just like Britain a century ago, a period of unquestioned superiority is drawing to

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a close. China is still a long way from matching America's wealth, but it is growing at a stupendous rate and economic strength brings geo-political clout. Already, there is evidence of a new scramble for Africa as Washington and Beijing compete for oil stocks. Moreover, beneath the surface of the US economy, all is not well. Growth looks healthy enough, but the competition from China and elsewhere has meant the world's biggest economy now imports far more than it exports. The US is living beyond its means, but in this time of studied complacency, a current account deficit worth 6 percent of gross domestic product is seen as a sign of strength, not weakness.

The author has used these three examples—of oil Prices, the French referendum and the United States—in order to lead up to his point which you can anticipate will come in the last two paragraphs.

In this new Edwardian summer, comfort is taken from the fact that dearer oil has not had the savage inflationary consequences of 1973–74, when a fourfold increase in the cost of crude brought an abrupt end to a postwar boom that had gone on uninterrupted for a quarter of a century. True, the cost of living has been affected by higher transport costs, but we are talking of inflation at 2.3 per cent and not 27 per cent. Yet, the idea that higher oil prices are of little consequence is fanciful. If people are paying more to fill up their cars, it leaves them with less to spend on everything else, but there is a reluctance to consume less. In the 1970s unions were strong and able to negotiate large, compensatory pay deals that served to intensify inflationary pressure. In 2005, that avenue is pretty much closed off, but the abolition of all the controls on credit that existed in the 1970s means that households are invited to borrow more rather than consume less. The knock-on effects of higher oil prices are thus felt in different ways—through high levels of indebtedness, in inflated asset prices, and in balance of payments deficits.

There is clearly a negative point of view about the casualness exhibited by the world that the author is trying to convey. Notice that in each of the points above, the author gives his opinion by negating the reasons the world is using for being relaxed about its current problems. The author's opinion clearly is that the false security we are living under is not real.)

*There are those who point out, rightly, that modern industrial capitalism has proved mightily resilient these past 250 years, and that a sign of the enduring strength of the system has been the way it apparently shrugged off everything—a stock market crash, 9/11, rising oil prices—that have been thrown at it in the half decade since the millennium. Even so, there are at least three reasons for concern.*

This sentence signals three upcoming reasons for concern. It is clearly an opinion based sentence. Up until this point, he has not explicitly stated his opinion/s, only hinting at them through his three examples in the last three paragraphs. We will get to finally see the author's opinion in these reasons.

First, we have been here before. In terms of political economy, the first era of globalisation mirrored our own. There was a belief in unfettered capital flows, in free trade, and in the power of the market. It was a time of massive income inequality and unprecedented migration. Eventually, though, there was a backlash, manifested in a struggle between free traders and protectionists, and in rising labour militancy.

Second, the world is traditionally at its most fragile at times when the global balance of power is in flux. By the end of the nineteenth century, Britain's role as the hegemonic power was being challenged by the rise of the United States, Germany, and Japan, while the Ottoman and Hapsburg empires were clearly in rapid decline. Looking ahead from 2005, it is clear that over the next two or three decades, both China and India—which together account for half the world's population—will flex their muscles.

Finally, there is the question of what rising oil prices tell us. The emergence of China and India means global demand for crude is likely to remain high at a time when experts say production is about to top out. If supply constraints start to bite, any declines in the price are likely to be short-term cyclical affairs, punctuating a long upward trend.

These last three passages give the heart of the author's opinion. He has drawn up parallels between the Edwardian era—which he refers to as the first era of globalisation—and the current era of globalisation. He has clearly enumerated three reasons which should cause concern.

9. Which of the following best represents the key argument made by the author?

- (a) The rise in oil prices, the flux in the global balance of power and historical precedents should make us question our belief that the global economic prosperity would continue.

This is indeed the key argument that the author is making.

- (b) The belief that modern industrial capitalism is highly resilient and capable of overcoming shocks will be belied soon.

This option is extremely close and confusing. However, what you should realise is that the option goes further than what the author is saying. The author has just mentioned that we should be concerned—he does not go on to predict

that our beliefs will be belied. Hence, this cannot be the answer.

- (c) Widespread prosperity leads to neglect of early signs of underlying economic weakness, manifested in higher oil prices and a flux in the global balance of power.

This is the premise, not the argument.

- (d) A crisis is imminent in the West given the growth of countries like China and India and the increase in oil prices.

Irrelevant answer.

10. What can be inferred about the author's view when he states, 'As Tommy Cooper used to say "just like that"'?

This question is clearly asking about an inference, hence, you need to understand the author's unstated opinion behind using this phrase.

- (a) Industry has incentive to build new production and refining capacity and therefore oil prices would reduce.

This is a clearly stated cause and effect fact. Hence, cannot be an inference about the author's opinion. Thus, this is not the correct answer.

- (b) There would be a correction in the price levels of oil once new production capacity is added.
- (c) The decline in oil prices is likely to be short-term in nature.

This is indeed the author's opinion. This can be deduced from: firstly, the author's writing style: Throughout the passage, he has adopted a strategy of stating the reasons for being complacent with respect to some facts and then he goes on to ask us not to be so complacent. Further, the opinion the author holds about the oil prices, is clearly stated in the last paragraph's last sentence. The sentence '*If supply constraints start to bite, any declines in the price are likely to be short-term cyclical affairs, punctuating a long upward trend*' clearly shows his opinion about what he expects to happen to oil prices.

- (d) It is not necessary that oil prices would go down to earlier levels.

11. What, according to the author, has resulted in a widespread belief in the resilience of modern capitalism?

- (a) Growth in the economies of Western countries despite shocks in the form of increase in levels of indebtedness and inflated asset prices.

This option uses a connection between 'growth in western economies' and 'shocks of increased indebtedness and inflated asset prices'. There is no logical connection defined in the passage between these two factors.

- (b) Increase in the prosperity of Western countries and China despite rising oil prices.

Irrelevant choice.

- (c) Continued growth of Western economies despite a rise in terrorism, an increase in oil prices and other similar shocks.

This is the correct choice, since this according to the author, is what has led to the belief. Clearly stated in the fourth last paragraph.

- (d) The success of continued reforms aimed at making Western economies more dynamic, competitive and efficient.

Irrelevant option.

12. By the expression 'Edwardian Summer', the author refers to a period in which there is

- (a) unparalleled luxury and opulence.

The author has never referred to unparalleled luxury and opulence.

- (b) a sense of complacency among people because of all-round prosperity.

Throughout the passage, the author has explained the term 'Edwardian Summer' explaining the complacency that has set into the people due to all round prosperity. Perhaps, you also need to understand that the author is British – since he calls the French his neighbours, refers to Derby day etc., and summer to the British is a time of brightness, happiness and joy, before the onset of the dull, dreary and depressing winter.

(c) a culmination of all-round economic prosperity. culmination? improbable option.

- (d) an imminent danger lurking behind economic prosperity.

Does not fit in with the term Edwardian.

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# CONTENTS

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- CHAPTER 8: PREVIOUS YEAR QUESTIONS FROM CAT



## SECTION 2

Having gone through the various skills involved in improving your reading skills and your reading comprehension solving skills you are now in a position to test your abilities in solving reading comprehension questions at various levels of difficulty.

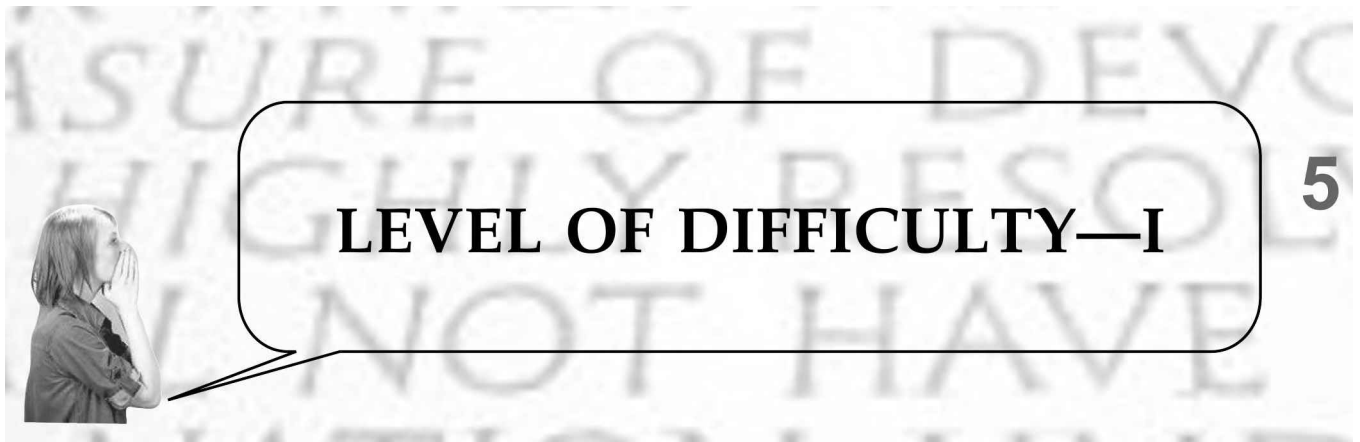
This section comprises of three exercises at:

- Level of Difficulty 1
- Level of Difficulty 2 and
- Level of Difficulty 3

These exercises have been created to help you go through a structured solving and learning experience and get you ready to solve real-life CAT passages at any level of difficulty.







## TEST I

### Passage 1

One of the most successful commercial products ever launched is said to have come about as the result of a mistake. In 1896, Jacob's Pharmacy in Atlanta, Georgia, was selling a nerve tonic known as 'French Wine Cola—Ideal Nerve Tonic'. By accidentally adding fizzy water instead of still water to the recipe, a pharmacist called John S. Pemberton invented what has today become the most popular soft drink in the world: Coca-Cola. Along with its closest rival—Pepsi—which appeared on the market three years later, Coke has enjoyed phenomenal success worldwide, particularly in the past fifty years. Indeed, old Coke bottles and 'limited edition' cans can often fetch considerable sums from collectors, and there are even stores which deal exclusively in Coke products and memorabilia.

What could possibly account for the amazing success of Coca-Cola? How has this combination of carbonated water, sugar, acid and flavourings come to symbolise the American way of life for most of the world? After all, even the manufacturers could hardly describe Coke as a healthy product since it contains relatively high amounts of sugar (admittedly not the case with Diet Coke which contains artificial sweeteners instead of sugar) and phosphoric acid, both of which are known to damage teeth.

One explanation may be found in the name. The original recipe included a flavouring from the coca plant and probably included small amounts of cocaine (an addictive substance), but since the early part of this century, all traces of cocaine have been removed. However, Coke (like all cola drinks) also includes a flavouring from the cola tree; cola extract contains caffeine, which is a stimulant, and the Coca-Cola company adds extra caffeine for good measure. While caffeine is not thought to be an addictive substance in itself, there is considerable evidence that over a period of time, the consumption of caffeine has to be increased in order for its

stimulating effect to be maintained, and so sales of Coke perhaps benefit as a result.

A more likely reason for the enduring popularity of Coke may, however, be found in the company's enviable marketing strategies. Over the years, it has come up with some of the most memorable commercials, tunes, slogans and sponsorship in the world of advertising, variously emphasizing international harmony, youthfulness and a carefree lifestyle. Few other companies (arguably including Pepsi) have been able to match such marketing ploys so consistently or effectively. As suggested earlier, the influences of American culture are evident just about everywhere, and Coca-Cola has somehow come to represent a vision of the United States that much of the rest of the world dreams about and aspires to. Perhaps drinking Coke brings people that little bit closer to the dream.

1. According to the paragraph, 'cans can often fetch considerable sums' means the same as:
  - (a) Coke is quite expensive in some parts of the world Coke.
  - (b) collectors consider carefully how much they are paying for a can of Coke.
  - (c) old coke cans have a lot of value.
  - (d) some collectors will only drink Coke in exclusive stores.
  - (e) certain Coke cans are worth a lot of money as collectable items.
2. According to the paragraph, the author uses 'for good measure' to emphasize the fact that:
  - (a) there is a lot of caffeine in Coke.
  - (b) the amount of caffeine in Coke is carefully measured.
  - (c) the extra caffeine improves the taste of Coke.
  - (d) the extra caffeine balances the amount found naturally in the cola extract.
  - (e) the extra caffeine is healthy for the drinkers of Coke.

3. According to the paragraph, 'Coke has enjoyed phenomenal success' suggests that the author:
  - (a) thinks that the success of Coke is very strange.
  - (b) believes that the success of Coke has been impressive.
  - (c) thinks that the success of Coke is beyond explanation.
  - (d) rather disapproves of the success of Coke.
  - (e) considers the success of Coke to be undeserved.
4. Describing Coke's marketing strategies as 'enviable' in the paragraph, the author means that:
  - (a) the strategies are based on envy.
  - (b) Coke's marketing staff is encouraged to be envious of each other's ideas.
  - (c) people are persuaded to buy Coke because they are envious of others.
  - (d) rivals are envious of the Coke Company's successful methods of marketing.
  - (e) Coke's marketing strategies are enviable.
5. It can be inferred from the last sentence of the passage that:
  - (a) most people would like to live in America.
  - (b) many people wish for a lifestyle like they imagine most Americans have.
  - (c) drinking Coke reminds a lot of people of visiting America.
  - (d) living in the United States is a bit like living in a dream.
  - (e) drinking Coke is part of the American dream.
6. According to the paragraph, all of the following are not true, except:
  - (a) Cocaine and caffeine are addictive substances.
  - (b) At least one of the ingredients of Coke is addictive.
  - (c) The stimulating effect of caffeine is reduced over time unless consumption of it is increased.
  - (d) The Coca-Cola company has gradually increased the amount of caffeine it puts in Coke.
  - (e) All of the above are not true.

### Passage 2

Ask an American schoolchild what he or she is learning in school these days and you might even get a reply, provided

you ask it in Spanish. But don't bother, here's the answer: Americans nowadays are not learning any of the things that we learned in our day, like reading and writing. Apparently, these are considered fusty old subjects, invented by white males to oppress women and minorities.

What are they learning? In a Vermont college town, I found the answer sitting in a toy store book rack, next to typical kids' books like 'Heather Has Two Mommies and Daddy Is Dysfunctional'. It's a teacher's guide called 'Happy To Be Me', subtitled 'Building Self Esteem'.

Self-esteem, as it turns out, is a big subject in American classrooms. Many American schools see building it as important as teaching reading and writing. They call it "whole language" teaching, borrowing terminology from the granola people to compete in the education marketplace.

No one ever spent a moment building my self-esteem when I was in school. In fact, from the day I first stepped inside a classroom, my self-esteem was one big demolition site. All that mattered was "the subject," be it geography, history, or mathematics. I was praised when I remembered that "near", "fit", "friendly", "pleasing", "like" and their opposites took the dative case in Latin. I was reviled when I forgot what a cosine was good for. Generally, I lived my school years beneath a torrent of castigation so consistent I eventually ceased to hear it, as people who live near the sea eventually stop hearing the waves.

Schools have changed. Reviling is out, for one thing. More important, subjects have changed. Whereas I learned English, modern kids learn something called "language skills." Whereas I learned writing, modern kids learn something called "communication". Communication, the book tells us, is seven per cent words, 23 per cent facial expression, 20 per cent tone of voice, and 50 per cent body language. So this column, with its carefully chosen words, would earn me at most, a grade of seven per cent. That is, if the school even gave out something as oppressive and demanding as grades.

The result is that, in place of English classes, American children are getting a course in How to 'Win Friends and Influence People'. Consider the new attitude toward journal writing: I remember one high school English class when we were required to keep a journal. The idea was to emulate those great writers who confided in diaries, searching their souls and honing their critical thinking on paper.

'Happy To Be Me' states that journals are a great way for students to get in touch with their feelings. Tell students they



can write one sentence or a whole page. Reassure them that no one, not even you, will read what they write. After the unit, hopefully, all students will be feeling good about themselves and will want to share some of their entries with the class.

There was a time when no self-respecting book for English teachers would use “great” or “hopefully” that way. Moreover, back then, the purpose of English courses (an antique term for “Unit”) was not to help students “feel good about themselves.” Which is good, because all that reviling didn’t make me feel particularly good about anything.

7. According to the passage, the author implies that
  - (a) self-criticism has gone too far.
  - (b) evaluating criteria are inappropriate nowadays.
  - (c) communication is a more comprehensive category than language skills.
  - (d) this column does not meet the demanding evaluating criteria of today.
  - (e) there is a dumbing down of American education.
8. According to the author, all of the following are true except
  - (a) subjects are no longer taught seriously.
  - (b) academic standards in schools nowadays are no longer high enough.
  - (c) kids nowadays are encouraged to be self-critical.
  - (d) the use of language has changed for the worse.
  - (e) none of these.
9. The style of the author can be best described as
  - (a) academic.
  - (b) critical.
  - (c) analytical.
  - (d) comparative.
  - (e) jovial.
10. The attitude of the author can be best described as
  - (a) progressive.
  - (b) reactionary.
  - (c) liberal.
  - (d) tolerant.
  - (e) critical.
11. How would you describe the author’s attitude towards current learning strategies?
  - (a) distanced.
  - (b) admiring.
  - (c) ironical.

- (d) objective.
- (e) reviling.

12. According to the passage, the author’s intention is to get us to:
  - (a) confirm current trends.
  - (b) rethink educational strategies.
  - (c) think about what constitutes communication.
  - (d) reassure parents.
  - (e) redefine language teaching.

### Passage 3

The first arrival on being introduced, asked me if I was the owner of the hotel. The second arrival shook my hand vigorously, then proclaimed. “Yes, of course, I’ve read your book—No full stops in India.”

“That was Mark Tully”, I said, “He smokes a pipe.”

The third or fourth arrival got it right, but spoilt it all by asking, “Do you still write, Mr. Bond?”

This is like asking a chef if he still makes soup, or a cobbler if he can repair a shoe. I couldn’t be bothered answering his question, but a little boy came to my rescue by asking me to sign my latest book. Nevertheless, the question lingers and sometimes I ask myself: Did I find my dream—the dream of 45 years ago? Do I remember that dream? Most of it, I do believe. To live independently as a fulltime writer, that was part of the dream. And I have done that for most of my adult life. No riches, no houses, no cars, no computers. But independence, certainly.

To live in the place of my choice. While I was away in Delhi in the early 1960s, I decided I was going to live in the hills and work from there. Just as, five years earlier, I had decided that my home was India and not England.

Mussoorie may not have been the perfect choice (there are places more lovely), but in many ways, it has suited me. I’m near the Doon (familiar territory), not too far from Delhi (and my publishers), and just a short walk into the solitude of the mountains. I have lived with the family and companions of my choice—Prem and his children and grandchildren, and many good people on the hillside who have been generous to me over the years.

And have I won the time for leisure, books, nature, love and friendship? Yes, most of these things, for some of the time. Not everything falls neatly into place. How can it? But I think I’ve done most of what I set out to do. I could have done it a little better, and perhaps there’s time to do more. My

faults and limitations are many, but I've always accepted that I'm a most imperfect specimen of humanity, which means I've always been on friendly terms with myself! And yes, Sir, I'm still doing my thing—cobbling shoes, making a tolerable soup, and recording my life and the life around me to the best of my ability. Talking of hotels—most of them, big or small, have one thing in common: the occasional guest who makes off with the linen, the cutlery, and sometime, even a TV set.

Nandu (of the Savoy) tells of how one customer drove off with a mattress rolled up on the luggage rack. When the manager realized what had happened, he phoned the police at the toll-barrier, and they stopped the car and took possession of the mattress. The owner of the car promptly blamed his driver for the theft, but the driver responded—“Sir, you asked me to pick up two mattresses, and now you are blaming me for stealing one!”

Of course there are some tourists who leave their belongings behind; or if not their belongings, their fellow-travelers. The day after a group of jolly, beer-guzzling young men vacated their room, the housekeeper opened a cupboard to have a dead body tumble out on top of her. In a different hotel, a box-bed was found stuffed with a decaying corpse. Both cases went unsolved. Equally enterprising were the young men from Haryana who stabbed to death one of their companions and left the body in the Landour cemetery. But these gentlemen left so many clues behind that they were caught a few days later. Hill-stations are, by and large, peaceful places, but just occasionally, crime rears its ugly head and an old lady is found strangled in her bed or a failed businessman is found hanging in the bathroom. We won't dwell on these tragedies but think instead of the thousands who come here in high spirits and go away in even better spirits—the combination of clean mountain air, breath-taking scenery, and, just occasionally, spirits of the bottled variety having done wonders for their outlook on life.

To me, flowers are the most sensual of living things, or perhaps, it's just that the appeal to the sensuality of my own nature. A rose in bud, the heady scent of jasmine, the unfolding of a lily, the flaunting colour of dahlias and giant marigolds, the seductive fragrance of the honeysuckle, all these excite and entice me.

A wild species of geranium (the round-leaved cranebill, to give its English name) with a tiny lilac flower, has responded to my overtures, making a great display in a tub where I encouraged it to spread. Never one to spurn a gesture of friendship, I have given it the freedom of the shady back verandah. Let it be my flower of the month, this rainy August.

13. What is the author's view towards his own life?
  - (a) He's pretty relaxed about his life.
  - (b) He's pretty satisfied by his life.
  - (c) He's concerned about his life.
  - (d) He's thinking about what the future holds for him & wants to forget the past.
  - (e) He is living in the past.
14. According to the passage, after the beer guzzling young men vacated their room, the housekeeper was shocked by:
  - (a) Not finding the carpet.
  - (b) Finding a box.
  - (c) By finding a dead body of a young man in the cupboard, which tumbled out on top of her.
  - (d) All of these.
  - (e) None of these.
15. Why does the author choose to stay in Mussourie?
  - (a) It suited him in many ways.
  - (b) It was near to Doon; which was familiar to him.
  - (c) It was not too far from Delhi & his publishers.
  - (d) All of the above.
  - (e) None of the above.
16. What has been the author doing for the most of his adult life?
  - (a) Travelling to different places.
  - (b) Living independently as a full time writer.
  - (c) Collecting riches for future.
  - (d) Marvelling at the nature.
  - (e) Living in the place of his choice.
17. What does the author want to imply by saying “Not everything falls into place”.
  - (a) A person cannot have all the things he wants from life.
  - (b) A person cannot win time for leisure, books, nature & love all at once.
  - (c) Life is like a jumble and its very hard to fit the right word at the right place.
  - (d) Life can be cruel at times.
  - (e) None of the above.

#### **Passage 4**

Recent technological advancement in manned and unmanned undersea vehicles, overcome some of the limitations of divers

equipment. Without a vehicle, divers often became sluggish and their mental concentration was limited. Because of undersea pressure that affected their mind, concentration among divers was difficult or impossible. But today, most oceanographers make observations by means of instruments that are lowered into the ocean or from samples taken from the water. Direct observations of the ocean floor are made not only by the divers, but also by deep-diving submarines. Some of these submarines can dive to depths of more than several miles and cruise at depths of 15 thousand feet. Radio equipped buoys can be operated by remote control in order to transmit information back to land-based laboratories including data about water temperature, currents and weather. Some of mankind's most serious problems, especially those concerning energy and food may be solved with the help of observations made possible by these undersea vehicles.

18. With what topic is the passage primarily concerned?
  - (a) recent technological advances.
  - (b) communication among divers.
  - (c) Direct observation of the ocean floor.
  - (d) undersea vehicles.
  - (e) Technological advancement of undersea vehicles.
19. Divers have had problems in concentrating underwater because:
  - (a) the pressure affected their minds.
  - (b) the vehicles they used have not been perfected.
  - (c) they did not think clearly.
  - (d) the pressure destroyed their mental processes.
  - (e) of distractions while diving.
20. This passage suggests that the successful exploration of the ocean depends upon:
  - (a) vehicles as well as divers.
  - (b) radio that divers use to communicate.
  - (c) controlling currents and the weather.
  - (d) removal of the limitations of diving equipment.
  - (e) Development of undersea vehicles.
21. Undersea vehicles
  - (a) are too small for a man to fit inside.
  - (b) are very slow to respond.
  - (c) have the same limitations that divers have.
  - (d) make direct observations of the ocean floor.
  - (e) are technologically primitive.
22. How is a radio-equipped buoy most likely to be operated?
  - (a) By operators inside the vehicle and underwater.
  - (b) By operators outside the vehicle on a ship.
  - (c) By operators outside the vehicle on a diving platform.
  - (d) By operators outside the vehicle in a laboratory on the shore.
  - (e) Cannot be inferred.
23. According to the author, what are some of the problems the underwater studies may eventually resolve?
  - (a) Weather and temperature control.
  - (b) Food and energy shortages.
  - (c) Transportation and communication problems.
  - (d) Overcrowding and housing problems.
  - (e) Resource shortages.

### Passage 5

BOOKSHOPS are piled higher than ever before with lavishly illustrated children's books tricked out to look like instant classics. What to buy?

#### 1. Books for Five-year olds and under

Whether to be read alone or to be read aloud, a good picture book for young children strikes a balance between words, which must not be too plentiful, and images, which must not shout too loudly. "How Many Miles to Bethlehem?" is a deft retelling of the story of the Nativity by an English poet, Kevin Crossley-Holland, with Peter Malone as illustrator. The words are spare and well chosen (every actor in the drama, from the ass to the angel, has a page to present his point of view), while the rich pictures are almost Giotto-like in atmosphere and choice of detail.

Also ringing the changes on a seasonal theme is "Santa's Littlest Helper"—a collaboration between Anu Stohner and Henrike Wilson as illustrator. One of Santa's undervalued assistants stumbles upon a startling fact: animals, unlike children, don't usually get presents.

Alexis Deacon is one of the finest of a younger generation of English illustrators for children. In his third work, "Jitterbug Jam: A Monster Tale", Mr. Deacon collaborates with an American writer, Barbara Jean Hicks, to produce a gentle morality tale about the nature of strangeness. His horned monsters, alarming to look at but gentle in character, seem distantly related to Maurice Sendak's wild things.

The best animal picture book of the season is "Lord of the Forest" by Caroline Pitcher and Jackie Morris. Ms. Morris's

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illustrations are lavish and painterly, and the story—who exactly is the king of the jungle?—holds the reader in suspense until the very last page.

The funniest new picture book is Posy Simmonds's "Baker Cat", the tale of a baker's cat who manages to outwit his owner, a thoroughly punitive and miserable fellow, by forging a cunning alliance with the very mice he is supposed to be keeping out of the bakery. Children will adore the fussy detail and the hilarious dialogue.

New in Britain, "The King of Capri" is a tale by Jeanette Winterson, who is better known for her novels for grown-ups; it is illustrated with panache by Jane Ray. The wind blows away the clothes of a greedy king, but they land on the roof of a tender-hearted woman. The story has all the ease and surprise of an old folk tale.

### 2. Six-to-ten-year olds

Two new editions of classic books head the list for children at the younger end of this age range. Naomi Lewis has produced an excellent new selection from the "Tales of Hans Christian Andersen." All the favourites are here, from "Thumbelina" to "The Little Mermaid" and "The Emperor's New Clothes", along with lesser known stories, such as "The Flying Trunk". Joel Stewart's illustrations bring out the many moods in Andersen's stories—their darkness, their vertigo-inducing strangeness, their wild flights of humour.

From the same publishers comes Martin Jenkins's sensitive abridgement of Jonathan Swift's "Gulliver". The illustrations of Chris Riddell, formerly with *The Economist*, show his characteristic flights of fancy.

Admirers of Philip Pullman for his a "Dark Materials" trilogy, will be pleased to discover that he is no less adept at writing fantasy for younger children. "The Scarecrow and His Servant" has familiar elements of plot and characterisation, from the perky and comical scarecrow himself, to the serendipitous journey he takes in the company of a small, hungry boy called Jack. Yet, the familiar is transformed by the engaging and unpredictable way in which the story unfolds. Sheer delight.

"Magical Children" brings together three short novels by Sally Gardner about children who have magical gifts—the strongest girl in the world, a boy who can fly and another who just happens to be invisible. Ms Gardner's strength lies in her ability to combine the extraordinary with the utterly unexceptional.

"Christopher Mouse: The Tale of a Small Traveller" is a wonderful first novel by William Wise for readers with

growing confidence. It is about the adventures of a mouse who moves from family to family and after much travel and heartache, finds a happy home. The delight of this book is in the deft humour of the first-person storytelling.

Two novels not to be missed at the upper end of the age range are Linda Newbery's "At the Firefly Gate" and Shannon Hale's "Enna Burning". The first is about an unconfident urban boy, newly displaced to rural Suffolk, who makes strangely magical links across the generations. The second is a historical fantasy which circles around the mysteries of fire.

### 3. Eleven and above

Children's fiction for this age group has long been dominated by fantasy published in series. This season, two authors with an excellent record have new titles to their name, Herbie Brennan adds to his "Faerie Wars" series with a new book, "The Purple Emperor". In it, a son has the unenviable task of following in the footsteps of a father who has returned from the grave. Mr Brennan's manner is both brisk and amusing.

Paul Stewart and Chris Riddell have again collaborated on the latest novel—the seventh—in the "Edge Chronicles" series. "Freeglader" is set in foot-slogging, mist-choked Tolkien/Pratchett country. A young knight-librarian, Rook Barkwater, inches his way through peril, meeting ferocious birds, treacherous blowholes and bogs, and much else to keep him on his mettle.

Ursula Le Guin is a distinguished author of fantasies for older children. Her new novel, "Gifts", feels rooted in the folk tales of some distant, mythic tribe. The intricate plot is plainly yet absorbingly written.

Frank Cottrell Boyce has written a delightful and quirky thriller, set in Ireland, just before the introduction of the euro. "Millions" is quite unlike anything else recently written for this age group. The narrator, Anthony Cunningham of Year Six, has a direct and beguiling voice: funny, odd and compulsively readable. This is a story about money—how it arrives out of the blue, and how it needs to be spent, fast.

More poignant and inward-looking is "Private Peaceful", a novel by Michael Morpurgo, Britain's children's laureate. A young private, trapped in the trenches during the first world war, reflects upon his peaceful rural childhood. The closer danger creeps, the more he faces backwards into the past to retrieve some sense of inner tranquility.

24. What should a good picture book for children not contain?

(a) Quantum of words.

- (b) Images should not be blatant.
  - (c) There should be a balance between words and images.
  - (d) Difficult concepts.
  - (e) All of above.
25. In Anu Stohner’s “Santa’s Littlest Helper”
- (a) There is a story on morality about strangeness.
  - (b) There are horned monsters.
  - (c) both a and b.
  - (d) The words are spare and well chosen.
  - (e) None.
26. Which of these books is not listed in the passage?
- I. “Gifts”
  - II. “Privately Peaceful”
  - III. “The Purple Emperor”
- (a) I.
  - (b) II.
  - (c) II & III.
  - (d) I & II.
  - (e) None.
27. According to the passage, which of the following books has humour?
- (a) “Christopher Mouse—The Tale of a Small Traveler”.
  - (b) “Magical Children”.
  - (c) “Gifts”.
  - (d) At the Firefly gate.
  - (e) Enna Burning.
28. Which of the following books has been set in a time just before the introduction of the euro?
- (a) Dark materials
  - (b) Freeglader.
  - (c) Private Peaceful.
  - (d) Millions.
  - (e) At the Firefly gate.

## TEST 2

### Passage 1

For something that was supposed to be the next global gold rush, the Internet sure seems disappointing. True, companies such as America’s Netscape Communications Corporation that sell the technology for setting up shop on Internet’s

World Wide Web, are doing a land-office business and making immense paper fortunes in a bull market dazzled by the Web. But it’s damned hard to find any of the prospectors who use those tools actually hitting pay dirt by selling merchandise and information or running advertisements on the Internet.

The horror stories of money-losing Web ventures are everywhere, including high profile fumbles by some of the premier names in media and communications. The biggest losers so far have been US companies, mainly because they plunged in early with money to burn. But players large and small, are now following in Europe and Asia. They’re likely to hit red ink as well. Take two US leaders, Time Warner and AT&T. Don Logan, the New York-based CEO of Time Inc., last year complained publicly that Pathfinder, Time’s glitzy Web site, gives new definition to the term ‘black hole’. Since then, Pathfinder has gotten new management, a facelift, and a plan to begin charging for some content. Now, Time Warner executives say the site will generate profits ahead of schedule.

Meanwhile, AT&T as part of an overhaul of its Web strategy, ended up killing an ambitious ‘Health Site’ before even finishing testing. MCI Communications Corporation’s Internet shopping mall failed to lure tenants and is shuttered. No wonder the question being asked—ever more nervously by bankers, entrepreneurs, investors and corporate executives is: Can you make money on the Net? The answer is yes, but not a lot of it yet. The number of losers still exceeds the number of money makers by more than 2 to 1. But it turns out that while the corporate giants have been thrashing around noisily in cyberspace, showing how not to make money on the Net, scores of entrepreneurs have been quietly tinkering, creating new business models for retailing, marketing, publishing and advertising that work for them and could perhaps point the way to an Internet payoff. This first wave of profitable companies is proving that electronic commerce can work, that you can sell ads on the Web, and that at least sometimes, people will pay for online information. “Companies that are offering a unique business proposition on the Web can and will be successful,” says San Francisco analyst Betty Lyter of Montgomery Securities.

One example is American jazz fan, Jason Olim. Frustrated by skimpy selections in music shops, he came up with the idea of a cyber store that could offer every jazz album made in the US and 20,000 imports. The beauty of it: no brick-and-mortar costs and no inventory. Shoppers place their orders

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with CDnow, which, in turn, contacts distributors. Most discs are delivered to the customer's door in 24 hours. Add in advertising revenues, and CDnow expects to hit \$6 million in sales in 1997, triple last year's revenue, with 18% operating margins. Says Jason Olim: 'We're dancing as fast as we can'.

In California, Peter Ellis was nearly wiped out by the deep recession of the early 1990s. He lost \$15 million, when he was forced to sell off or close 16 auto dealerships. But last January, he was back in business on the Net. Auto-By-Tel, his new company, makes money by selling sales leads to auto dealers across America. For a monthly subscription fee of \$250 to \$1500, dealers get the names of Web surfers who have checked in at Auto-By-Tel and decided to buy at the listed "no-haggle" price. Some 1400 dealers use the system, and at the current growth rate, Ellis says he will return a profit of \$6.5 million of revenues this year. "This thing is on fire", he says.

In Silicon Valley, veteran entrepreneur Jerry Kaplan thinks he has the right formula this time. His previous startup, a maker of handwriting recognition software called Go, went south in early 1994. In July, he launched ONSALE, an on-line computer auction. For a growing audience of computer-savvy consumers, bidding in the twice-weekly sale has become a ritual: part bargain hunting, part entertainment. By August, each auction was bringing in an average \$445000, putting the company on an annual run rate of \$45 million. What's more, ONSALE, with 10 to 20% gross profit margins, has been profitable since January.

Olim, Ellis, and Kaplan are not the only "Netpreneurs" who are making it big on the Web. In a June survey of 1100 US Web-based businesses, conducted by market researcher ActiveMedia, 31% claimed to be profitable, with 28% more saying that they will be in the next 12 to 24 months. Those surveyed accounted for \$130 million in Web revenues in June alone. And this only reflects the average company on Net rather than the large companies, which are not included.

1. Active media is a firm \_\_\_\_\_
  - (a) in the business of Internet service.
  - (b) using Internet extensively.
  - (c) involved in marketing research.
  - (d) A web marketing firm.
  - (e) None of these.
2. Auto-by-Tel is in the business of \_\_\_\_\_
  - (a) selling auto spares.
  - (b) selling automobiles at the 'no-haggle' prices.
  - (c) selling addresses of people who are interested in buying an automobile.
  - (d) selling addresses of those who have surfed the service on Net.
  - (e) Selling cars on telephone.
3. The term 'Netpreneurs' has been used to address \_\_\_\_\_
  - (a) individuals who have an access to the Internet.
  - (b) entrepreneurs who take assistance from the Net for locating a supplier.
  - (c) entrepreneurs who use the Net for their business advantage.
  - (d) Entrepreneurs who run net businesses.
  - (e) None of these.
4. To be successful on the net, you need to \_\_\_\_\_
  - (a) be a successful businessman.
  - (b) offer a unique business proposition.
  - (c) have massive funds.
  - (d) be renowned in the field.
  - (e) Have an internet sales model.
5. Which of these sentences is true, according to the passage?
  - (a) Netscape, completely robbed off, was back in the business on the net.
  - (b) Peter Ellis, completely robbed off, was back in business on the net.
  - (c) Even average companies are making huge money in business through net.
  - (d) All of the above.
  - (e) None of the above.
6. According to the passage, the MCI was looking for \_\_\_\_\_
  - (a) shoppers.
  - (b) electronic tenants.
  - (c) physical tenants.
  - (d) Customers.
  - (e) None of these.
7. Which of the following sentences is incorrect, according to the passage?
  - (a) Recession of the early 90s caused severe economic damages around the world.
  - (b) Pathfinder's management got an upstart with the new definition of the term 'black hole'.
  - (c) There is a sort of cacophony on the net because of the presence of a notion how to make money through the Internet.

- (d) There are netpreneurs apart from Olim, Ellis and Kaplan.
- (e) None of these.

**Passage 2**

Proton and Daewoo bid for Lotus and after a fierce battle, Proton bought Lotus, lock, stock, and sports cars for a total of \$51 million. Why? Stop before you dismiss this as an irrelevant question and turn to the next story. The answer could have a link with India's much-won muddle at its largest car-maker, Maruti Udyog Limited (MUL). To understand why, you need to know about Proton and what Lotus means to it. Proton is Malaysia's number one car manufacturer, and it has announced an all-new product range that will be on the road by the turn of the millennium. Proton was set up by the government of Malaysia, in cooperation with Japan's Mitsubishi. The first Proton, fitted with the most modern Japanese technology, rolled off the production line in 1985, a year after MUL rolled out its first car. At present, its production capacity is over 180,000 vehicles, whereas MUL is nearly 300,000.

By 2000, Proton plans to increase production to over 400,000 cars a year. In just two years after the first Proton rolled out, the company started exports. Proton now exports to 32 countries, has sold over 80,000 cars in the UK and is easily one of the most successful importers there. Impressive? Yes. But can Proton sustain the growth? And whatever happened to Mitsubishi, the Japanese partner? The most important difference between Proton and MUL is that while the government of Malaysia wanted to build a national car and was ready to support it for as long as it was needed, MUL was the creation of a lobby of politicians. But first, let us concentrate on what the government of Malaysia did to ensure Proton's future. To start with, the Japanese never had more than 30 per cent stake in the company. Instead, the Malaysian government, which held the majority stake through a company called Hicon Holdings, was always ready to pay the Japanese any royalties they wanted. Mitsubishi began losing interest and now holds only a marginal stake.

But last year, Proton got a new owner. The 50-year old Tan Sri Yahaya Ahamad is the son of a forestry official who trained at Loughborough University as an automotive engineer, then returned to Malaysia to sell cars. He went from one success to another, and when the Malaysian government decided to sell the state owned Hicon Holdings, Yahaya was its man. He is now one of the biggest players in the rapidly

growing Malaysian economy. A true technocrat, he saw no growth for Proton unless investments were made in research and development. The timing was perfect. Lotus, the legendary sports car maker and research firm that designs everything from Olympic medal winning cycles to Corvette engines, was up for sale.

It would take Yahaya and Proton lots of money to buy Lotus—in fact, fully double of what the previous owner Romano “Silver Fox” Artioli paid General Motors for the ailing firm just a few years ago. Too much was at stake for Artioli and with bailiffs knocking at the door, he was willing to part with 80 per cent of Lotus. The seeming simplicity of the deal may have had something to do with the size of the offer. For a company grappling with terminal cash-flow problems, an offer for 80 per cent amounting to roughly double the company's value three years earlier, was irresistible. Yahaya guaranteed Artioli a seat on the board of the new Lotus, committed himself to doubling the production of the Elise sports car, and expanding the contract engineering business.

The last was actually Yahaya's trump card. And now that Mitsubishi link was weakening every day, Proton needed all the services Lotus could offer. And Yahaya would try to maximize every penny of the \$80 million that he had spent acquiring that controlling stake. A glimpse of things to come was seen at the Frankfurt International Auto Show '97, where Proton launched the stylish 1800cc coupe, combining high performance, responsive handling and lavish standard specifications. The concept is to explore the market developed by the South Korean giants by playing their own value-for-money game. So Proton, a former government owned company is emerging as a credible player on the competitive global car market. There are lessons in this for MUL. The problem with MUL was that the desire to make a national car came from the ruling Congress party. It wanted to pay homage to Sanjay Gandhi whose dream was an affordable automobile for the masses and one that was built in India. And those who worked feverishly to achieve that can be proud because MUL does make an affordable quality automobile in large volumes in India. But once the company was created, the need to protect it became so paramount that competition was not on the agenda in the start up period. To Suzuki, the partner, this was something new. Financially speaking, no partner can be better than a government and whatever difficulties Suzuki had to face were erased easily by government sops. So what started for Suzuki as a minor overseas operation, soon became its largest car plant outside

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Hamamatsu. And India became a good money earner for Suzuki outside Japan, with 74.6 per cent of its global profits coming in from the Rs. 800 crore profit made by MUL in 1996–97.

The Maruti 800 became the benchmark car in India and a shooting yen prevented MUL from swapping the model from Alto nee Zen, the same car made an entry in India as a classier hatchback and a replacement market car. And the 800 cc continued to reign supreme. Credit must go to MUL and Suzuki for indigenising the car and making it one of the cheapest in the world—it retails well under US \$10000 mark. But Suzuki fast became complacent and with the stake of the company raised to 50 per cent from a mere 26 per cent in 1992, it became ever more so. Nowhere in all this did the government think of setting up an R&D wing big enough to develop newer designs or at least revamps, without going to Hamamatsu. To be fair, Suzuki never voiced the need for an in-house MUL R&D.

8. Which of the following sentences is correct, according to the passage?
  - (a) Lotus was taken over by Proton so as to be able to offer a new product range.
  - (b) Lotus was taken over by Proton for increasing its cash balance.
  - (c) Lotus was taken over by Proton for contract engineering expertise.
  - (d) (a) & (b) both.
  - (e) a, b & c.
9. Which of the following statements is correct, according to the passage?
  - (a) Hicon Holdings was a Malaysian Government owned company.
  - (b) Maruti Udyog Ltd. belongs to the joint sector.
  - (c) Proton is an internationally competitive company today.
  - (d) a & b.
  - (e) None of these.
10. As per the passage, Maruti Udyog Ltd. has been successful because:
  - (a) It was created by a lobby of politicians.
  - (b) It had the protection of government regulations.
  - (c) It catered to 70% of the Indian market.
  - (d) It created a national car for the requirements of the common Indian.
  - (e) It was technologically superior than its competitors.
11. As projected by the passage, the MUL has nurtured the interest of \_\_\_\_\_
  - (a) Indian polity
  - (b) Indian economy
  - (c) Suzuki's profits
  - (d) India's growth story
  - (e) None of these
12. The major difference between the Proton and MUL has been
  - (a) the political backing.
  - (b) the Japanese Collaboration.
  - (c) the emphasis on R&D efforts.
  - (d) The use of technology.
  - (e) None of the above.
13. Which of the following sentences is incorrect, according to the passage?
  - (a) The realization of Maruti cars in India is in consonance with the dream of the late Sanjay Gandhi who desired to have an affordable automobile for the masses.
  - (b) The contribution of Suzuki Motors towards indigenising the car is noteworthy.
  - (c) A high performance & efficient 1800 cc coupe was launched to explore the South Korean market.
  - (d) The Maruti 800 became the benchmark car in India.
  - (e) None of the above.

### Passage 3

Sheepish scientists now admit that the first and most famous cloned animal, Dolly, is probably growing old before her time. It is reported that Dolly suffers from arthritis in one of her hind legs. Created from a cell taken from an adult ewe's mammary glands by Ian Wilmut and his team of scientists at the Roslin Institute in Scotland five years ago, Dolly created ripples in frontier biotech research. Hundreds of such cloned animal foetuses created before Dolly were found to be either abnormal or incapable of survival or both. Now, sceptics point out that Dolly's arthritis at so young an age is proof of the untenability of the cloning technique itself. In Dolly's case, they say, the issue at hand is premature ageing; in others, however, the consequences could be much more



complicated and serious. Anti-cloning activists are quick to point out that the dangers of serious side-effects would be similar in human clones—making the entire technology highly questionable. Dolly’s limping back into the limelight has opened up a fresh debate on the pros and cons of using cloning techniques to create new embryos, stem lines and tissues, whether animal or human. “The cloning process still has some problems producing a true copy of donor animals”, admits a Japanese scientist based in Tokyo. He also concedes that the animals might indeed develop health problems in the future.

Dolly’s creator, however, is optimistic. According to him, only systematic studies could help us overcome all these difficulties as there is no way of knowing whether Dolly’s arthritis is due to cloning, or whether it is an unrelated occurrence. Scientists say that it is unusual but not unknown for a five-and-a-half year-old sheep to develop arthritis. “It should keep a lot of us in business for a long time,” he says. Dr. Wilmut had earlier come out strongly against extending cloning to human embryos, as he felt that the nascent technique ought to be perfected and understood in animals before being extended to humans. Dolly’s premature ageing, however, was not entirely unexpected as it was revealed—soon after her birth—that she had very short telomeres for a newborn. Produced during embryonic development, telomeres are the nubs that cap the ends of chromosomes rather like shoe-lace ends. As the cells mature and divide with growth, the telomeres crumble and eventually, when the erosion is complete, the cell dies. Dolly’s shortened telomeres are attributed to the fact that she was made using genetic material taken from a six-year-old ewe, making her technically as old as her ‘Mom’. As such, Dolly’s ageing should not be taken as a representative example of how cloning technology can go wrong. The case should be treated as pointer to the complexities involved and could provide guidance for the future. The therapeutic value of cloning to create stem cells and tissues to treat terminally ill patients is too important to be dismissed summarily. An independent assessment of the long-term health of cloned animals worldwide would be a step in the direction towards greater understanding of the effects of the new technology.

14. Which of the following statements about Dolly is correct?
- (a) The cell taken from the ewe’s mammary gland in Scotland created ripples, as the famous clone Dolly was born.

- (b) Dolly’s body being prone to disease attests the unfeasibility of the cloning technique.
- (c) Premature aging could be the factor causing Dolly’s abnormalities.
- (d) Dolly’s arthritis is a proof of the fact that cloning is untenable.
- (e) All of these.
15. Which of the following sentences matches with the opinion of the scientist about the newly cloned sheep?
- (a) The cloning process is completely impeccable.
- (b) The cloning process has got many side effects.
- (c) Medical science failed to detail any clarification with respect to the abnormalities besetting Dolly.
- (d) The cloning process is still not impeccable.
- (e) None of these.
16. Which of these sentences relates to the opinion of Dr. Wilmut?
- (a) Dolly’s premature ageing was revealed after a long time after its birth.
- (b) Cloning has to be first perfected in animals before being extended to human beings.
- (c) Dolly’s premature ageing was due to short telomeres.
- (d) b & c both.
- (e) None of these.
17. With of which of these subjects is the passage related?
- (a) Science.
- (b) Zoology.
- (c) Genetics.
- (d) Medicine.
- (e) Social & Medical effects of cloning.

**Passage 4**

A new US study has warned that adolescents who take performance enhancing anabolic steroids are more likely to have adverse neural and behavioural consequences, like aggression and moodiness because of the steroids affect on the underdeveloped brain and the nervous system. The study, by Northeastern University in the US, centred around a brain chemical called serotonin, which is linked to mood. Lower levels of serotonin are associated with depression and aggression. For the study, experiments were carried out on a

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strain of Syrian hamsters. This breed has similar neurological circuitry to humans, so experts felt it might be a good model for humans in this respect. The hamsters were given a high dose of anabolic steroids over the course of a month—which corresponded to five years, repeated dosage in humans. The researchers found that the hamsters were more aggressive than those not given steroids and these aggressive tendencies were mellowed if Prozac—a drug which boosts serotonin “uptake”—was given. However, subsequent analysis showed significantly lower than normal serotonin levels in the neural connections of the hamster’s brains. This suggests there may be a longer-term effect of taking steroids while the brain is still developing. Professor Richard Melloni, who helped run the study, was quoted as saying by BBC: “We know testosterone or steroids affect the development of serotonin nerve cells, which, in turn, decreases serotonin availability in the brain. The serotonin neural system is developing during adolescence and the use of anabolic steroids during this critical period appears to have immediate neural and behavioural consequences.”

18. Why do adolescents develop neural disorders?
  - (a) The effect of steroids hampers the growth of the brain.
  - (b) Prozac, if taken in excess by adolescents, makes them aggressive.
  - (c) Due to a decrease in the level of serotonin in the blood.
  - (d) Steroids effect the under developed brain more.
  - (e) None of these.
19. Which of the following sentences is true, according to the passage?
  - (a) Adolescents are more likely to have neural and behavioral disorders.
  - (b) Depression and aggression are caused by a lower intake of serotonin.
  - (c) Those taking steroids are likely to face long-term neural and behavioral implications.
  - (d) Higher serotonin intake is good for brain function.
  - (e) None of these.
20. The drug that boosts serotonin uptake is \_\_\_\_\_ .
  - (a) Prozac.
  - (b) Melanin.
  - (c) Erythrocytes.

- (d) Penicillin.
  - (e) None of these.
21. Upon which breed of mammals were the experiments carried out?
  - (a) Sicilian gangsters.
  - (b) Italian hamsters.
  - (c) Syrian hamsters.
  - (d) Adolescents.
  - (e) None of these.
22. The thrust area of the research mentioned in the passage was \_\_\_\_\_ .
  - (a) The effect of serotonin on the human brain.
  - (b) The effect of high doses of anabolic steroids.
  - (c) The immediate neural & behavioral consequences of the use of anabolic steroids.
  - (d) The development of the serotonin nerve cells.
  - (e) All of the above.
23. Why were Syrian hamsters considered for the experiments?
  - (a) They were similar to humans in their metabolic function.
  - (b) They were easily available.
  - (c) They have a similar neurological circuitry as Human beings.
  - (d) The effect of steroids on them is similar as on human beings.
  - (e) a, c & d.
24. The passage could be best described as
  - (a) Curative.
  - (b) Scientific.
  - (c) Instructive
  - (d) Suggestive.
  - (e) Speculative.

**TEST 3**

**Passage 1**

No Less a person than Mr. N. Vittal, Central Vigilance Commissioner, has observed about this book as follows: “Mr. K. L. Malhotra who had worked in the Central Vigilance Commission has rendered an immense service to all those connected with the administration of vigilance in Government Organisations”.

As observed by the author in his introduction “one of the main functions of the state is maintenance of law and order, right of equality before law and to prevent abuse of power given by law and ensuring correct application of law. This can be ensured by watchfulness, caution and vigilance. As such, the Central Government has enacted a number of laws dealing with corruption and has also constituted the central vigilance commission.”

Quoting Kautilya, the author says: “Just as a fish moving deep under water cannot be possibly found out either as drinking or not drinking water, so, government servants employed in government work may not be found out while taking the money for themselves. It is possible to ascertain the movement of birds flying high up in the sky but it is not possible to ascertain the movement of government servants or their hidden purposes. Kautilya, in his *Arthashastra*, further says just as it is impossible not to taste a drop of honey or poison that is placed at the tip of the tongue, so it is rather impossible for the government servant not to eat up at least a bit of the king’s revenue.”

The introductory paragraph gives out not only the facets of corruption but also the facets of vigilance. It also deals with the functions and powers of the Central Vigilance Commission, constituted by a recent Ordinance passed by the Government of India. The author takes us through the Central Vigilance Commission Ordinance 1999, its constitution, working, function and other features. According to the author, vigilance means watchfulness or to bring awareness. It is an integral part of all government institutions.

The consultation with the commission, according to the author, ensures that a public servant who is guilty will not escape punishment and no innocent public servant will be punished. It provides independent and unbiased advice after making the proper assessment of the cases. Also, the functions of the commission are purely advisory. Final decision as to whether advice should be accepted or not rests with the competent authority. However, whenever there is any departure from the commission’s advice, the reasons for doing so should be promptly intimated to the commission. The proceedings will be reflected in the annual report of the commission.

Cases will be referred to the commission at the level of the CVO, who is normally of the status of deputy secretary and above in respect of ministries and departments. The author, by giving out the full details of the functions of the commission, has helped the staff of the government commission attorneys and lay public.

Normally, according to the author, the commission’s advice is required in all matters having a vigilance angle in which a public servant of the Central Government or the administration of a Union Territory or an employee of a public sector undertaking or a nationalised bank or an autonomous body or a registered society is involved. The author has categorised what is vigilance angle.

The role of the CVO has been succinctly explained. He is accountable to the secretary of the department and high-level officers of other institutions covered by the Act. As prevention is better than cure, the commission has the power to call for reports, returns and statements from all ministerial departments, institutions categorised in the ordinance and the commission advises the ministry, based upon exigencies and circumstances. Lot of paper work is involved in maintaining registers as listed by the author.

The second chapter and chapter 24 of the book deal with the institution that has become very famous, indispensable and much sought after. When and how the CBI was set up, its composition, its powers and jurisdiction, are explained threadbare. Discussions on the above aspects reveal the deep study and pains taken by the author in disclosing to the readers the importance of the CBI. The features of the Prevention of Corruption Act have been furnished in this chapter. The strength, functions, jurisdiction and achievements of the chief technical examiners’ organisation and that of the chief vigilance officers, including their role and other aspects are given in chapter four. The chief vigilance officers are the eyes and ears of the Central Vigilance Commission. In fact, a CVO is an extended arm of the commission, says the author.

Supported by case laws, he gives a clear picture of as to what constitutes misconduct in chapter five. An exhaustive list is there. Further, in the chapter captioned “Conduct rules—a comparative study,” he again deals with misconduct where cases of moral turpitude, sexual harassment, demonstration of strikes, criticisms of the government, gifts and acceptance of dowry are discussed in detail. Comparative study of misconduct by employees in government service, public sector institutions and banks, all about complaints, investigations, investigation techniques and disposals of complaints can be found in chapters six, seven and eight.

Delays in disposals of files are everywhere. How the delay occurs in this field and what dilatory tactics are adopted makes interesting reading. “Suspension” is an administrative action. It is not a recognised penalty but it leaves a deep stigma on the government servant’s entire service career,

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even though he may be exonerated afterwards. “No show cause notice is necessary to make a speaking order” so observed the Supreme Court in a case. A separate chapter has been assigned to explain how the CBI works to catch corrupt officials by laying traps. This chapter, apart from being interesting, is instructive to the staff of the persons involved in investigation of crimes. A separate chapter dealing with white-collar crimes discloses that it is the educated who commit more crimes in ingenuous manner. I will be failing in my duty if I do not refer to a case referred to by author. “Once a senior officer was approached by a contractor to show favour in the award of a particular contract, in his favour, on consideration. His P.A. had shown the file to the contractor where the officer had written ‘approved’. The contractor was pleased that the work was got done with the fraction of the ‘settled amount.’ The officer did not release the file, as the settled amount had not been paid. He called back the file and recorded ‘not approved’. The contractor again approached the officer with the plea that he had gone out of station, due to the death of his mother-in-law. When the amount was paid, he (the officer) added one ‘e’, ‘Note approved’. When that note sheet was tested in CSFL it could be easily proved that ‘Not’ was added afterwards, and ‘e’ was entered subsequently, by ultra violet rays”.

Chapters 27 to 33 are additions to this edition of this book. Features of the Information Technology Act are given in chapter 28, which gives full details of cyber fraud and abuse. He says “Cyber space is regarded as lawless Wild West for investment swindlers.” Instances of certain crimes are given.

The next chapter, “Computer fraud prevention and detection and Internet fraud—how to avoid Internet scam” is very important which no reader can miss. Days are not far off as cyber crime will be the prime crime in our country. There are 103 appendices as against 65 in the previous edition. Though the author has captioned the book as “Facets of vigilance — prevention to prosecution”, it is an exhaustive study of the subject.

1. According to the passage, government servants are
  - I. fishes and birds.
  - II. fish and poison.
  - III. birds and poison.
  - (a) Only I is correct.
  - (b) Only II is correct.
  - (c) Only III is correct.
  - (d) None is correct.
  - (e) I & III are correct.
2. According to the author, vigilance is the duty of \_\_\_\_\_ .
  - (a) the Central Vigilance Commission.
  - (b) the central government.
  - (c) the central government and all state governments.
  - (d) all government institutions.
  - (e) All government institutions & the public at large.
3. It can be inferred from the passage that
  - (a) it is not impossible to predict the true character of government servants.
  - (b) the author doesn’t believe that government servants are not corrupt.
  - (c) government servants eat up a large share of government revenues.
  - (d) the behaviour of government servants are similar to the behaviour of birds.
  - (e) Corruption is an integral part of governance.
4. According to the passage, all of the following are not true, except:
  - (a) CVC can punish public servants who are guilty.
  - (b) The discretion of accepting or rejecting the recommendations of the CVC lies with the government.
  - (c) In certain circumstances, CVC’s advice is binding for the government.
  - (d) The government cannot take action on its own, against a government servant who is guilty.
  - (e) None of these.
5. According to the passage, the term “the institution” refers to
  - I. CVC
  - II. CVO
  - III. CBI
  - (a) Both (I) and (II).
  - (b) Only (I).
  - (c) Only (III).
  - (d) Only (II).
  - (e) (I), (II) and (III).

### Passage 2

AMONG the several citrus fruits, acid lime is one of the most prolific yielder, and this crop can be profitably grown in the tropical plains and hillslopes with scant water resources. It

comes up well in sandy loam rich in organic residues and endowed with adequate drainage. Good quality grafts are ideal for raising a healthy and productive lime garden. The grafts yield true-to-parent plants of high yielding potential, and are early bearers. They also bear big fruits all through the year. However, the longevity of the grafts is less as compared with the trees developed from the seeds, according to experts. Seeds extracted from healthy fruits from proven mother plants will develop into robust plants with longer life. The main field should be thoroughly tilled, and ripe farmyard manure should be incorporated well with the final ploughing and land levelling. Green manuring will also help in increasing the soil's organic matter content, and in improving the soil structure.

A spacing of 6 m by 6 m is recommended for raising acid lime plantation. Pits of 90 cm by 90 cm are to be dug, and filled up with adequate quantities of vermi-compost, coir-pith compost and small amounts of powdered neem cake and bio fertilizers. About 250 plants can be accommodated in a hectare. Regular irrigation is essential in the early stages of crop establishment. Drip irrigation, pitcher irrigation and micro-sprinklers have been found to give good results, besides saving considerable quantities of water and energy.

In the initial months after planting, sufficient shade should be provided to protect the tender seedlings and grafts from harsh sun. Planting *Sesbania* (agathi) around the young plants will be effective in ensuring the required shade, besides enriching the soil. Several annual crops such as pulses and vegetables, can be raised as intercrops in the initial years. The plants should be trained to grow vertically by discouraging the lateral shoots and other growths. Regular pruning to get the desired dome-shape should be done when the plants are still young.

The field should be kept free of weed and other unwanted vegetation. Regular manuring should be done twice annually. The nutrients mostly organic in nature, should be incorporated at the base of the plants, and watered immediately.

The plants particularly respond well to liberal application of organic amendments. The micro-nutrient deficiencies will not be noticed in acid lime plantations raised with rich organic nutrients. Plant protection is an important aspect in acid lime cultivation. The plants should be sprayed with cow's urine, vermi-wash and other botanical insecticides to ward off leaf-munching caterpillars and other sucking and chewing pests.

Need-based application after monitoring the field for pest incidence will be rewarding. Spraying should be taken up at an interval of ten days, and it will also improve the fruit

setting and fruit development. The plants will establish well and start yielding from the second year of planting. Though the fruits can be had all round the year, some major flushes can be harvested in December–January and July–August seasons.

A well nurtured grown-up tree can yield as high as 3000 fruits a year. The profit for the growers depends on the season and the prevailing market rate. With an average price of Rs. 0.35 a fruit, a farmer can realize about Rs. 2.5 lakhs from a hectare of a healthy and well-tended acid lime garden.

6. It can be inferred from the passage that
  - I. The quality and size of fruits depend upon the longevity of the plants.
  - II. The yield of grafts is less as compared to the trees developed from the seeds.
  - III. There is not much of a difference between grafts and the trees developed from the seeds, except in life.
  - (a) (I) and (II)
  - (b) Only (II)
  - (c) Only (III)
  - (d) Only (I)
  - (e) (I), (II) and (III).
7. For a good growth of acid-lime crop, all of the following are essential except,
  - (a) rich residues of organic nutrients;
  - (b) good irrigation with adequate drainage;
  - (c) water-logged tropical plains;
  - (d) hill slopes with poor water resources.
  - (e) None of these.
8. The author of the passage could be
  - (a) a farmer.
  - (b) an agricultural expert.
  - (c) an agricultural activist.
  - (d) an analyst.
  - (e) An environmentalist.
9. Which of the following is necessary for the nascent crop?
  - (a) sufficient shade.
  - (b) regular irrigation.
  - (c) regular manuring and application of organic nutrients.
  - (d) Sufficient sunlight.
  - (e) Both (a) and (b).

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10. The most appropriate insecticide for acid-lime crop is
- (a) vermi-compost.
  - (b) powdered neem.
  - (c) cow's urine.
  - (d) organic residue.
  - (e) Cow dung.

**Passage 3**

Mohammed Akber Ali and Shrikanth Sriram, the London duo known as Badmarsh & Shri, don't do scenes. They figured that out soon after the release of their first CD, *Dancing Drums*, in 1998. The duo was waiting to play at a London night spot packed with would-be hipsters desperate to get a hit of a new music genre—dubbed “Asian underground” but often consisting of little more than DJs sampling Indian folk music over drum-‘n’-bass beats—that was then the rage in U.K. clubs. “There was a band on before us,” Sriram remembers. “And a couple of Asian guys came on with sitars. They didn't even know how to hold them. They twanged one note, and the crowd goes, ‘Yeah, this is Asian underground.’”

After two notes, they put down the sitars and out came the rock guitars.” To Sriram, a 32-year-old Bombay native who grew up surrounded by classical Indian music, it was too much to bear. “I thought, this doesn't make any sense,” he says. “I'm not a part of this movement. The further we stay away from it the better.”

They made the right choice. Since distancing themselves from the manufactured sounds and styles of London's Asian club scene, the duo has created its own, highly original kind of music. It's a sonic masala of traditional tablas, sitars, flutes and strings stirred together with just about every spice in the Western pop pantry, including drum ‘n’ bass, garage, funk and reggae. All the elements are on display on *Signs* (Outcaste), their thrilling second CD. “This music works as well in Norway as it does in London or New York,” Sriram says. “People like to get their heads blown apart.” Says Ali: “We're not making music in a particular genre for a particular group.”

In that sense, Badmarsh & Shri belongs to a generation of young British-Asian acts, from Nitin Sawhney to Cornershop, who have emerged from the ethnic underground to make music that bends—and transcends—traditional pop categories. South Asian culture suffuses almost every facet of modern British life: Bollywood movies outdraw West End musicals, and curry is the national cuisine. Now, with the

novelty of the “Asian underground” fading, Asian musicians are demanding recognition as mainstream British artists with global appeal. Talvin Singh, the critically acclaimed London-based DJ and tabla virtuoso, says British-Asian pop “is the music of today. Whether it's underground or overground, it's creating a new spirit and science of making music.”

Badmarsh & Shri are an unlikely team: the Yemeni-Indian Ali, 34, grew up in East London listening to black dance music before becoming a DJ; Sriram, who moved to London from India in 1997, plays bass and has tastes that range from Rush to Herbie Hancock. After meeting in 1998, they decided to record together—Ali spinning and mixing, Sriram laying down bass lines and melodies—and within a month they had finished *Dancing Drums*. “Shri became my human sampler,” Ali says. “Instead of sampling from vinyl, I sampled from him.”

*Signs* closes with Badmarsh & Shri's sparest song to date: *Appa*, which features Sriram's father, T.S. Sriram, playing a delicate sitar raga, backed by the Strings of Bombay. Sriram included the song on the album not only as a homage to his father but also as a retort to those pretenders—the guys who couldn't hold their sitars properly—who once populated the so-called Asian underground. “I thought I'd show people what real sitar can sound like,” he says. “Even my father says he never knew he could sound that good.”

11. According to the passage, what does “Asian Underground” stand for?
- (a) Indian folk music.
  - (b) A music group formed by Asians.
  - (c) A band.
  - (d) A type of music.
  - (e) An Indian curry.
12. According to the passage, the appeal of Sriram's music seems
- (a) universal.
  - (b) limited.
  - (c) selective.
  - (d) localized.
  - (e) limited to the Asian British.
13. According to the passage, which of the following is true?
- (a) The duo has created a totally original kind of music.
  - (b) The duo has totally abandoned the manufactured sounds.

- (c) The new music is totally devoid of any traces of Indian folk music.
  - (d) The current trend in music is a mixture of two kinds of music.
  - (e) The new music is liked only by Asians.
14. According to the passage, the duo Badmarsh and Shri can be said to be
- (a) totally compatible to each other.
  - (b) totally incompatible to each other.
  - (c) a totally unlikely combination.
  - (d) a successful pair.
  - (e) An eccentric couple.
15. It can be inferred from the passage that
- (a) British culture no more influences the modern British life.
  - (b) British culture is now less influential than the Asian culture.
  - (c) South Asian culture has now defeated British culture on its own soil.
  - (d) South Asian culture is becoming more and more a part of the British society.
  - (e) Both b & d.

**Passage 4**

Room 46 in the West Bengal legislative assembly complex is called the 'Bejoy Kumar Banerjee Hall.' Few would recognise his name today but for 38 years he made the headlines in every Indian newspaper. What he said and did in 1967 are relevant to the events of today.

The West Bengal of 1967 presented as confused a picture as the Goa, Jharkhand, and Bihar of today, no party having won a clear majority in the assembly election. Ajoy Kumar Mukherjee, leader of a group of Congress defectors, joined hands with the Marxists to form the United Front. The coalition ministry was involved in a running battle with Governor Dharam Vira from the first. It did not last very long, the exasperated governor kicking out the United Front to install the Progressive Democratic Alliance that was led by Dr P C Ghosh.

It was at this point that Speaker Bejoy Kumar Banerjee entered the picture. The Speaker refused to recognise the new regime, ruling it was the exclusive power of the House to make and unmake ministries. Efforts to do so behind the back of the assembly were, he declared, unconstitutional and

invalid. The P C Ghosh ministry threw in the towel, there was a bout of President's Rule, and the Ajoy Mukherjee-led United Front returned in 1969.

Many think that politicians should be barred from becoming governors. It may interest them to know that Dharam Vira was no politician, he had been one of India's most distinguished civil servants, efficient and incorruptible. He was genuinely concerned about the deteriorating situation in West Bengal; the Ajoy Mukherjee ministry was so spectacularly incompetent that the chief minister once sat on a *dharna* outside Writers Building against his own government! But the Speaker was equally correct in upholding the authority of the assembly.

Both Dharam Vira and Bejoy Kumar Banerjee could legitimately claim that they were working in West Bengal's best interests. Nobody would buy that excuse from Governor S C Jamir, the former Speaker Vishwas Satarkar, and Speaker Pro-tem Francisco Sardinha. Does anyone think S C Jamir had no role to play in the fall of the BJP-led Manohar Parikkar ministry? Speaker Satarkar sought to counter this by disqualifying an MLA just before a crucial vote in the assembly.

Finally, Speaker Pro-tem Sardinha stretched the powers of his post to the limit by ordering the ouster of an MLA from the BJP side.

The sad part is that it was actually politics as usual up to the point where Francisco Sardinha entered. S C Jamir is scarcely the first governor to be partial to one party. There are even precedents of a Speaker playing fast and loose with the rules. (The governor would have been justified in recommending President's Rule after Satarkar's timely disqualification of the pro- Congress Philip Neri Rodrigues.) But what the Speaker Pro-tem did was in a class of its own. It opened the door to manipulation on a different scale.

Every assembly—even the Lok Sabha come to that—starts proceedings with a Speaker Pro-tem being nominated. That nomination is the gift of the executive wing, not of the legislature. Imagine what might happen if other Speakers Pro-tem follow Sardinha to disqualify 'inconvenient' members. You could face a situation where an electoral verdict is overthrown before all the legislators have time to read the oath.

A governor serves at the pleasure of the President. A Speaker is elected by the legislature over which he presides, and he may be removed by its members. But who is to check abuse of power by a Speaker Pro-tem? Sitaram Yechury says

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the Left disapproves of all legislative problems being dumped into the judiciary's lap. In principle he is correct, but who else can lay down the law to prevent the disgusting antics we saw in Goa?

The Supreme Court stepped in to tell Governor Syed Sibtey Razi that it was setting a date for the vote of confidence in the Jharkhand assembly. It told 'Chief Minister' Soren that he could not have one of his pets sitting there as a nominated Anglo-Indian member. I pray that it also lays down broad guidelines on the powers of a Speaker Pro-tem.

But what of those Speakers, properly elected and not serving pro-tem, who act as tools of the executive wing? The position of a Speaker was spelt out on January 4, 1642 when King Charles I came in person to arrest five MPs from the House of Commons. Not finding them, he asked the Speaker where they were. William Lenthall, famously replied, 'I have neither eyes to see nor tongue to speak in this place but as this House is pleased to direct me, whose servant I am here.' Speaker Bejoy Kumar Banerjee was a man cast in the same iron mould; others, I am afraid, have been far more accommodating to the executive branch.

I recall something Dr Ambedkar said long ago. After pointing several perceived flaws in the Constitution, his interlocutor asked Babasaheb how long such a body of laws could last. He replied soberly, 'Good men can make even bad laws work to the common benefit, but bad men will abuse even the best Constitution.' In the ultimate analysis, it is for us voters to see that only the best people get elected. If we are swayed by prejudice, then let us resign ourselves to more Satarkars and Sardinhas.

16. Governor Dharmavira was \_\_\_\_\_
- prejudiced with the existing government.
  - trying to save the interest of West Bengal.
  - against the then speaker Bijoy Kumar Banerjee.
  - trying to gain political favours.
  - a shrewd politician.
17. Who had to sit on a Dharna outside Writer's Building against his own government?
- Bijoy Kumar Banerjee
  - Dr. P.C. Ghosh
  - Ajoy Kumar Mukherjee
  - Vishwas Satarkar
  - None of these.
18. According to the passage which of the following is correct?
- The P.C. Ghosh ministry was inefficient right from the start.
  - The left approves of all powers being held by the judiciary.
  - Dharam Vira had worked for the interest of his political bosses.
  - The Supreme Court has given directives about all speakers Pro-tem.
  - S.C. Jamir is not the first governor to be partial towards a particular political party.
19. The ultimate fate of Indian Democracy is in the hands of \_\_\_\_\_
- the speaker of Lok Sabha.
  - the president of India.
  - we, the people of India.
  - the Supreme Court of India.
  - The politicians & the bureaucrats.
20. The style of working of William Lanthall of the house of Commons was similar to the style of which of the following Indian politicians?
- Sitaram Yechury.
  - Ajoy Kumar Mukherjee.
  - Vishwas Satarkar.
  - Francisco Sardinha.
  - None of these.
21. Who holds the exclusive power to make and unmake ministries?
- The Executive.
  - The Legislature.
  - The Judiciary.
  - All of the above.

### TEST 4

#### Passage 1

Samar Elhamalawy didn't know what was wrong with her little son. But when Mahmood was nine months old, he suddenly lost interest in walking. He reverted back to crawling, from standing and cruising along the couch. "He just started to deteriorate," the Hamilton mother of two recalls. A few months later, she worriedly asked her family doctor why he had so few teeth. Then, at 14 months old, the little boy took two steps, fell down and broke his arm.



Within a month, Hamilton bone specialists diagnosed Mahmood with rickets, a bone-weakening disease caused by vitamin D deficiency.

Looking back a century, the slums of New York and London teemed with children whose weak, spindly limbs and bowed legs testified to their D deficiency. (Tiny Tim, the character in Charles Dickens's *A Christmas Carol*, was a likely case.) The disease all but disappeared after the 1920s, when doctors realized it could be cured by sun exposure and fanners began fortifying milk with vitamin D.

But lately, the malady has been making a comeback. That's bad news, and not just for kids: Nowadays scientists are linking low levels of D to cancer, hypertension, diabetes, multiple sclerosis, osteoporosis and inflammatory bowel disease.

"More and more evidence is mounting that vitamin D plays an absolutely pivotal role in all aspects of human health," says Michael Holick, a Boston University medical-school professor who has spent the past 30 years researching the subject. He believes we're living amid an unrecognized epidemic of vitamin D deficiency. One of Canada's leading vitamin D researchers, Reinhold Vieth, a clinical biochemist at Mount Sinai Hospital in Toronto, speculates, "In the next ten years, vitamin D will knock C and E off the shelves."

Researchers used to think D's main value was in building strong bones. But new research shows that this humble nutrient is far more versatile. Unlike other vitamins, D isn't found in much we eat—aside from fortified milk and cold-water fish such as cod. Instead, most of it is supplied by the sun. The process begins when a molecule in the skin called 7-Dehydrocholesterol reacts to ultraviolet light and turns into vitamin D. It then travels to the liver, where it picks up extra molecules of oxygen and hydrogen. This process transforms the skin molecule into a potent prehormone called calcidiol.

Scientists now think many tissues in the body—not just the liver—can convert the calcidiol to make their own calcitriol, the active disease-fighting compound of vitamin D.

Let the sun bake your unprotected arms and face for a few minutes a day and you'll make all the D you need—it sounds simple. But combine Canada's short summers, indoor lifestyle, sun-blocking pollution and the fact that even sunscreen with an SPF of 8 reduces D absorption to virtually nil, and many of us end up falling short. A study conducted by Vieth of 435 young women found that one third of them

had low enough levels of vitamin D in their blood over the winter to reduce the amount of calcium in their bones. While you can get some D in the spring and fall, summer in Canada is the best time to stock up (your body can store D for several months). Forget about winter. "From early October until late March, the ultraviolet light you get in a city such as Edmonton is not enough to generate vitamin D," says Vieth.

People who live in the northern reaches of Canada, where the sun barely makes an appearance all winter, run the highest risk of vitamin D deficiency because they have short, cool summers. (You'll absorb more D wearing a swimsuit than you will sporting long pants and long sleeves.) Native people living at high latitudes are even worse off. The vitamin is absorbed through the skin, and people with darker skin types tend to be more deficient. Dr. Leanne Ward, an Ottawa pediatrician with an interest in rickets, is surveying pediatricians across Canada to find out how prevalent the condition is. Her preliminary results suggest it's more common in dark-skinned babies. Meanwhile, the elderly tend to be at higher risk for D deficiency because they tend to avoid sunshine.

One result of the growing D deficiency is more and more rickets cases each year. Doting parents are doing exactly what they should: breast-feeding their infants and keeping them out of the sun. But experts recommend that breast-feeding mothers should consult their pediatricians about D supplements. "Mahmood was born in January and wasn't exposed to a lot of sunlight," says his mother, Samar. His dark skin probably didn't help. But after a month on vitamin therapy, the little boy bounced back and started walking. By 22 months of age, seven months after starting treatment, tests showed no trace of bone problems.

What really worries D experts, though, is what Mahmood's deficiency may represent: huge chunks of the world's population living with a chronic lack of D, which boosts the risk of serious illnesses. At the top of the list?

Cancer. The cancer theory got its legs in 1980 after Frank and Cedric Garland, epidemiologists and brothers, were struck by maps showing that the rate of colon cancer was about twice as high in the cloudy northeast United States as in the south. The pattern could not have been clearer, recalls Cedric Garland, now a professor at the University of California, San Diego. The Garlands and their colleague Edward Gorham were the first to suggest that differing D levels might account for the phenomenon. Later studies supported their hunch: People who consumed the most

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vitamin D or had the highest levels of D in their blood had a lower risk of colon cancer.

Researchers are also probing links between prostate, breast and ovarian cancer and a lack of sunshine and vitamin D. Julia Knight, an epidemiologist at Mount Sinai Hospital in Toronto, is currently working on a survey asking women with breast cancer about their diet and sun-exposure history. “We know sunnier places have lower breast-cancer rates compared with more northern countries,” she says. “But we want to see if dietary sources, particularly vitamin D supplements, have a protective effect.”

The idea that cancer and D are linked makes sense biologically, explains Gary Schwartz, an epidemiologist at Wake Forest University School of Medicine in North Carolina who has studied the role of D in prostate cancer. Prostate cells, he has shown, produce the hormone calcitriol, which can act as a brake on cell growth. When the cells can’t get enough calcitriol to make calcitriol, it’s as if the brake lines are cut, he reasons. The cells can multiply uncontrollably, and cancer results.

Other experts are not convinced. “If there’s a mechanism that retards cell division, you could see that might stop the division of some early cancer cells,” says Michael Archer, chair of the Department of Nutritional Sciences at the University of Toronto. “But I believe we need more studies to verify the link between cancer and vitamin D.”

Still, Schwartz is convinced enough by the data that he is not only administering but also participating in a study in which healthy men are taking high doses of vitamin D to see if it prevents prostate cancer.

Next, Diabetes. People in Finland, where the sun shows its face for only a few hours a day during winter, have the world’s highest incidence of Type 1 diabetes. But Scandinavian researchers there have found that giving infants, or even pregnant women, vitamin D reduces their risk for the disease. In one study tracking 10,000 children, researchers found that those who got regular doses of vitamin D as infants were about 80 percent less likely to later develop Type 1 diabetes than those who did not get enough.

Animal studies offer support: Mice bred to develop diabetes are far less likely to get it if they are given vitamin D from birth. It’s not clear how D does the job. But Type 1 diabetes is an autoimmune disease, and in research, D can suppress certain immune cells. So the vitamin may help by preventing destruction of the cells that produce insulin.

Next, Hypertension. It’s long been known that a population’s average blood pressure rises the farther the

country is from the equator. That’s not just a matter of the laid-back tropics versus the urban grind, according to Boston University’s Holick. He recruited 18 volunteers with mild hypertension and put them under ultraviolet lights for at least six minutes, three times a week. After six weeks, the amount of D in their systems had more than doubled and their blood pressure had dropped significantly—to normal for some. The lights may work, says Holick, because they boost calcitriol production by the kidneys, and calcitriol clamps down enzymes that cause blood vessels to constrict, a major cause of high blood pressure.

Next on the list, Osteoporosis. In the intricate ballet of calcium regulation that goes on in our bodies, when D goes missing, another hormone, parathyroid hormone, builds up and starts pulling calcium out of the skeleton. One result is the bone-brittling disease osteoporosis. If people don’t get the right balance of both calcium and D throughout their lives to help build up bone strength, their bones can weaken and easily fracture in their senior years.

“Something that’s probable, but not proven, is that there’s an inverse relationship between your need for calcium and your need for D,” says Mount Sinai’s Vieth. “We need calcium because we’re really deprived of vitamin D. If we had enough D, we wouldn’t need so much calcium.” Eventually, prevention of osteoporosis—which should start in childhood—may involve people taking vitamin D supplements and basking in the sun.”

Next on the list, Multiple Sclerosis.

Getting lots of vitamin D from sun exposure might also reduce your risk of developing multiple sclerosis, a degenerative neurological disease. One Australian study found that people who had more sun exposure as children were much less likely to develop the disease. It’s been suggested that taking high doses of D might both prevent the disease and aid in its treatment.

Next, Inflammatory Bowel Disease. Experts have already noted that Crohn’s disease and ulcerative colitis—both of which fall under the category inflammatory bowel disease (IBD)—are both more common in northern nations and are associated with vitamin D deficiency.

However, a recent study at Pennsylvania State University suggests that low D could be a contributing factor to IBD. Margherita Cantoma, associate professor of nutrition and immunology at Penn State, recently studied vitamin-D-deficient mice with IBD. Those she left alone started to die in a few weeks, while those she treated with calcitriol had dramatically fewer symptoms and didn’t die.

“Of course, it’s not clear what would happen in humans,” says Cantorna. “But our results were pretty striking.” Anyone with IBD, she adds, should get their D levels checked and consider a supplement for their overall health.

The dangers of not getting enough vitamin D are so great that experts say people should take a blood test for D levels once a year—just as they check their cholesterol regularly. Your doctor can order this test for you at any time. Current Health Canada recommendations for vitamin D suggest people under 50 get 200 international units (IU) a day; people aged 51 to 70 should get 400 IU a day; and those over 70 should aim for 600 IU. But

Vieth doesn’t think that’s enough. In his study of young Canadian women, he found that those who took 400 IU a day had the same deficiency rate as those who didn’t. “These women were taking double what the government said they should and it had zero consequence on their blood-vitamin-D levels.”

Studies suggest it takes about 800 IU daily to impact bones, but Vieth and other top experts recommend buying a 1,000 IU supplement to get real health benefits. (It is possible to get a toxic buildup of calcium in the bloodstream, but only if you take megadoses of vitamin D. Some recommendations suggest that 4,000 IU a day could be toxic. However, the new data Vieth has collected suggest you’d have to take 40,000 IU a day for long stretches, for the vitamin to be dangerous.)

You can also combine a supplement with getting D elsewhere. A 250-millilitre cup of milk contains almost 100 IU. For those who are lactose intolerant or who don’t like dairy products, look for D-fortified brands of soy beverages. Better still, soak up the rays on warm, sunny days or when you’re on a winter vacation. “Fill up your vitamin D bank with ten minutes a day,” says Vieth, “without sunscreen.”

1. Tiny Tim would have been a good example to illustrate which of the following options?
  - (a) That children with spindly limbs and bowed legs are deficient in Vitamin D.
  - (b) That children affected with cancer would benefit from doses of Vitamin D.
  - (c) That children living in slums were more prone to getting deficient in Vitamin D.
  - (d) That children living in cold climate are more deficient in Vitamin D than children living in warm climates.
  - (e) That children getting lesser sun had greater Vitamin D deficiency.
2. In which of the following diseases do the bones get brittle?
  - (a) Hypertension
  - (b) Diabetes
  - (c) Cancer
  - (d) Osteoporosis.
  - (e) Multiple Sclerosis.
3. Which of the following is the active disease fighting compound of Vitamin D?
  - (a) 7-Dehydro cholesterol
  - (b) Calcitriol
  - (c) Calcidiol
  - (d) 10-Dehydrocholesterol.
  - (e) Both b & c.
4. Which of the following is true according to the passage?
  - (a) Using a sunscreen hampers proper absorption of Vitamin D from sunlight.
  - (b) Sunnier places have lower breast-cancer rates.
  - (c) We are living amid an unrecognized epidemic of Vitamin D deficiency.
  - (d) Deficiency of Vitamin D is likely to lead to a lot of diseases.
  - (e) All of the above.
5. Which of the following is a disease in which the brain starts perishing slowly?
  - (a) IBD
  - (b) Multiple Sclerosis
  - (c) Rickets
  - (d) Prostrate cancer.
  - (e) Hypertension.
6. When Vitamin D is less or deficient in our system, then which hormone starts pulling out calcium from our bones?
  - (a) Parathyroid hormone
  - (b) Thymus Hormone
  - (c) Insulin
  - (d) Glucagon.
  - (e) Calcidiol.

### Passage 2

Predict where fire will start—then strike first. That’s the new strategy in protecting forests—and humans—from one of nature’s most powerful forces.

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“Grab a helicopter with a helitorch,” says the voice on the phone. “Head north. Fast!” That’s all the instruction Kelly Sawchuk needs. He hangs up, hails a pilot and runs to a chopper at the fire base in Weyakwin, in central Saskatchewan. Moments later they are lifting above a sea of spruce and pine.

A veteran firefighter, Sawchuk knows that a lightning strike on a windy day in a dry boreal forest is like dropping a match into a streak of gas. The trick is to nail the blaze while it’s still small.

“We saw the fire as soon as we got above the trees,” says Sawchuk. Catapulted by the furious south winds into the parched tree crowns three kilometres from Weyakwin, the fire is growing in mass and momentum. “It had to be doing 20 metres a minute. We could hardly catch up to it.”

Slung beneath the chopper on five-metre-long cables is a 205-litre drum packed with gelled fuel and linked by hose to a burner nozzle. The helitorch is used to fight fires with fire, to set backfires that can slow or redirect a speeding forest blaze away from buildings or timber tracts in its path.

The Dragon, as this recent fire was dubbed by firefighters for its sudden, furious character, is rushing at a cluster of cottages on Weyakwin Lake. It threatens to leap the only road into the subdivision, burn out the power lines and spread into a large forest.

Sawchuk is well trained in the science of predicting fire behaviour, in the flammability of different tree species and in the telltale colors of foliage at different moisture levels.

He scans the forest for a target, a tactician looking for an opening.

What he needs is a natural barrier to work with, a stream or swamp. He spots a small piece of muskeg. It’ll have to do. Quick words are exchanged, and the pilot dips the chopper beneath the smoke, flying directly ahead of the onrushing fire.

Northern Saskatchewan’s forests were tinder dry that June, with 95 blazes burning in the province, nine out of control. How well equipped are we today to deal with such blazes?

Broad tendencies in forest fires have long been known. Blazes accelerate amid evergreens, but sputter in leafy stands. They speed naturally downwind and uphill, and grow fiercer and faster in the late afternoon than at night. Such truths have traditionally dictated fire-fighting tactics.

In the past, however, gaps in the knowledge were huge. Who knew where lightning would touch off a fire or how dry a forest was?

Where exactly are the coniferous and deciduous stands in Canada? These unknowns limited firefighting strategy.

But over the past two decades, there has been a revolution in Canadian fire fighting. Mere response is now obsolete, replaced by a new model of predicting fires and putting people and gear in place *before* the fire breaks out. Helicopters, water bombers and ground crews are shifted daily, if necessary, to stay ahead of the changing threat. It was no accident that Sawchuk’s helicopter was near the Dragon outbreak. It had been pre-positioned because of that day’s fire risk.

The revolution in fighting forest fires includes weather satellites that show the approach of lightning storms. Fire weather stations report moisture, temperature, humidity and wind speed by satellite, radio or telephone. Computer memories are stockpiled with maps documenting forest types, communities and other areas of value across the province. And 30 years of research into fire behaviour tells duty officers whether a particular fire is likely to flare or fizzle, to threaten a town or burn itself out harmlessly.

Canada’s forest-fire-fighting agencies are now world leaders in predicting fire outbreaks and behaviour. And Saskatchewan’s system is no exception. Its nerve centre is an island of buildings and helipads at the northern outskirts of Prince Albert. Here, Lyle Prokopetz, a regional duty officer, keeps watch on a bank of computers that are the guts of the early-warning system, working alongside specialists in geographic-information systems, fire science and logistics. A full-time summer staff of 1,000 and a part-time emergency crew of more than 5,000 stands ready.

Prokopetz opens a window on his computer monitor and a colourful sunburst of concentric rings around a red core appears. If the computer could talk, it would say “If a fire breaks out here, a ground crew must attack it within four minutes to keep it from spreading beyond ten hectares.” The computer gathers information from provincial and federal weather stations, overlays it on geographic-information-system maps of the forest, and links the data to the burn behaviour established by forest-fire research.

Prokopetz opens another window that says in effect “If your fire spreads into this region, its intensity will hit 10,000 kilowatts per metre—the amount of energy being given off by a section of a flame front one metre wide.” In this case, the fire would be too hot for crews to approach. Other windows show lightning storms approaching from Alberta, digital photographs of live fires e-mailed in over the past 24 hours from patrol planes and dollar values of specific forests.

“The first thing I do when I get in every morning is see if any lightning struck during the night,” says Prokopetz. “That tells us where to concentrate initial helicopter patrols. We had some lightning last night, and now I’m waiting for the patrols to call in if they spot smoke.” Sensors on the forest floor detect strikes as disturbances in the planet’s magnetic field and relay the information—an instant after it happens—to the Prince Albert Fire Centre, where it pops up on Prokopetz’s monitor.

On any summer day, the dry forests in northern Saskatchewan may be hit by thousands of lightning strikes, sparking up to 100 new fires. Duty officers like Prokopetz must anticipate this, and move water bombers and truckloads of ground crews and equipment, like chess pieces, to head off danger.

Sawchuk’s helicopter is being buffeted by wind and enveloped in smoke from the Dragon as it speeds towards the patch of muskeg. Lighting a backfire with a helitorch is an art: It must be set in the path of a moving fire, near enough to be sucked in by the powerful draw of the main fire, but distant enough to prevent damage to the chopper. When the two fires collide, the larger fire’s momentum is slowed by the lack of fuel in its path. As well as slowing the advance of a fire, a helitorch can “steer” the blaze into a lake or river, or clear smoke away to give water bombers a clear view of the target.

Sawchuk spots his target: a stand of evergreens on the southern edge of the muskeg patch. The muskeg would create a wider firebreak, stalling the fire for as long as possible. If the water bombers arrive in time, they would have a nearly stationary target. He grips the trigger, and the helitorch starts streaming flaming fuel.

As the helicopter completes its pass, Sawchuk looks up at a welcome sight: Two water bombers are preparing to take a run at the Dragon as soon as the backfire does its work. The timing is almost unbelievable.

Unless forest fires threaten a community or a site of notable value, they are allowed to burn naturally in the northern third of the province, the “modified-response zone.” Here, wildfire is as natural as sunshine or rain, and while fire is destructive, it rejuvenates forests, cleaning up disease and old wood.

Most of Saskatchewan’s forestry and tourism industries are in a belt of boreal forest that girds the centre of the province. In this “full-response zone,” all fires are attacked. Here, the initial-attack teams prevent all but six to eight percent of fires from spreading over an area larger than ten hectares.

When fires do escape, they are fought by teams of several hundred men and women on the ground, labouring with hand tools. In late May 2002, initial-attack teams didn’t have a chance at what would become a 19,000-hectare fire near Tobin Lake, east of Prince Albert. Winds up to 50 kilometres an hour had seized a lightning-caused blaze and driven it into highly flammable spruce and parched aspen.

By June 4, the fire had slowed to a creep, largely within the containment lines scoured by bulldozers down to mineral soil and pieces of bedrock. During the night of June 5, a light rain fell, but fire-behaviour analyst Bill Droog was far from relaxed. His own rain gauges, set around the fire, showed only a fraction of the predicted rain had fallen.

Concern mounted on June 6, when a satellite-based weather program showed a fast-approaching system with a tornado warning and a threat of two rapid wind shifts. They seemed likely to push the fire around the end of the bulldozer line and into a 40-kilometre stretch of mature white spruce worth millions of dollars.

Droog sat down with suppression boss Dave Brown and worked out the implications of the imminent wind shift. “Bill predicted that the fire would move at 14 metres a minute into this zone of spruce by about 2 p.m.,” Brown recalls. “That’s the peak time of day for burning conditions.”

Brown knew he had to create a new firebreak quickly. But there was no time to send in bulldozers, and the fire was too intense for ground crews to get near. So he called in water bombers to drop fire retardant, a rusty-red water-and-chemical mixture deposited in a line that can impede a fire if the winds aren’t too strong. It was a gamble. In the end, they got lucky.

A thunderstorm generated powerful winds and rain that kept the fire away from the retardant lines. It was a close call, just one of many aided by forest-fire science.

The near future in technological firefighting promises a model of fire growth so realistic that fire managers can ask “What if” questions such as: Would water bombers be effective on this fire? Would containment lines hold along this ridge? The computer system called Prometheus—recently brought to fire centres across the country—combines fire-growth equations, daily weather modelling and the fire-behaviour conditions outlined by the Canadian Forest Fire Danger Rating System.

Tinkering with the design of the forest itself will probably be one of the next steps in the smart revolution in fire fighting. “Adjusting the composition of the forest will be an important facet in the future of fire suppression,” says Prokopetz. “That

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future also includes fuel breaks around communities and resources at risk.”

Essentially, this approach is to equip the forest with barriers, like fire doors in a building. After harvests and fires, replanted stands of fast-burning pine and spruce would be broken up with aspen, poplar and other species that burn slowly in normal conditions. Fires that hit such slow-burning fuels lose their intensity and can be fought with traditional tools, such as shovels, pumps and axes, whose usefulness will be given sharper focus, but never eclipsed, by the new technology.

Sawchuk’s respite is brief. The Dragon pauses after the first helitorch burn and a dousing from the water bombers. But the wind quickly stirs the blaze again, laying the smoke down and obscuring the flames. Sawchuk’s new assignment is to channel the smoke up in a column from the fire, giving the water bombers a clear target.

He picks a patch of spruce about 400 metres southwest of the blaze. “It looked as if it would light up hotter than the head of the fire,” he says. “That’s important—it must be hotter, more intense, to draw the smoke away.”

The aerial teamwork—helitorch dropping fire, bombers dropping water—lasts almost two hours. When the fire is finally brought under control, it is only about five kilometres from the cottages. As the air operation finishes up, bulldozers reach the smouldering woods and loop them with a containment line.

The Dragon was a helitorch operation blessed with perfect timing and an able tactician. The fire-prediction system had shifted helicopters and water bombers to that day’s danger zone, and Sawchuk’s training in fire science and helitorch technique was up to the task. Yet, he still marvels at how it all worked out.

“I’ve never seen another fire like it,” says Sawchuk.

“The way that patch of muskeg appeared, and then the tankers showing up just in time. Timing was everything.”

7. What does a sea of spruce and pine signify?
  - (a) A forest of spruce and pine.
  - (b) A sea levied by spruce and pine.
  - (c) A sea made of spruce and pine.
  - (d) An inflammable forest of spruce & pine.
  - (e) None of these.
8. Which characteristics does the skilled fire fighter look for in the forest to predict or thwart fires?
  - (a) The prediction of fire behaviour.
  - (b) The flammable quality in the various trees.
  - (c) The colour of the leaves which are indicative of the dryness levels.
  - (d) Wind speeds & lightning strikes.
  - (e) All of the above.
9. Which of the following are true according to the passage?
  - (a) Fires are stronger in the sun than during the dark.
  - (b) Lofty trees are not conducive to fires.
  - (c) Fires have a natural tendency to rush uphill.
  - (d) Fires have a natural tendency to rush downhill.
  - (e) All of the above.
10. What could be the possible functions of a helitorch?
  - (a) To clear smoke away.
  - (b) To light a back fire.
  - (c) To alter the path of the fire.
  - (d) To slow a fire.
  - (e) All of the above.
11. Which of the following is not likely to be true with reference to the passage?
  - (a) The dry forest can be hit by thousands of lightning strikes which can start up to a hundred new fires.
  - (b) The fires re-energies the forests.
  - (c) Wild fire is not a natural phenomena.
  - (d) Fires that escape are fought on the ground.
  - (e) Fire can be predicted.
12. Which according to the passage is not a false statement?
  - (a) Traditional tools are not needed now due to the new technology in fire fighting.
  - (b) Prometheus is a skilled fire predicting computer scientist.
  - (c) Aspen and poplar are slow burning variety of trees.
  - (d) A fire-retardant can reduce the speed of fire when the winds are strong.
  - (e) Uphill fires more slowly.
13. What is the tone of the passage?
  - (a) Critical.
  - (b) Narrative.
  - (c) Hilarious.

- (d) Speculative.
- (e) Descriptive.

14. The Dragon according to the passage, was \_\_\_\_\_
- (a) A mythical creature giving out fire.
  - (b) A very big fire.
  - (c) A technique which started the fire.
  - (d) A story that was conceptualised into a famous novel.
  - (e) Cannot be inferred.

### Passage 3

It was a blustery fall day when John D’Rosa, a mobster in his late 40s, walked into a downtown Toronto welfare office and told the clerk that he had come from Montreal for a job, but it had fallen through. “Don’t worry,” said the clerk, instructing D’Rosa to return in the morning. “We’ll take care of you.”

The next day, a young woman was behind the counter. D’Rosa signed for the cheque he was given, having provided a fake address, and headed out the door. “Wait a minute,” she called after him. D’Rosa froze, then fumed around gingerly. “You have to sign again,” she said and handed him another envelope.

Out on the street, he opened the first envelope. It contained a cheque for \$700. He opened the second: It contained the same amount. *Canada’s a beautiful country*, he thought. *And Toronto’s a beautiful city*.

A man of modest stature, with a roundish face and a warm smile, D’Rosa had worked for two decades in New York’s criminal underworld but had said goodbye to all that in the early 1990s after the murder of his good friend and mobster associate, Tommy DeBrizzi, the man who ran Connecticut for the Gambino family.

D’Rosa arrived in Toronto knowing no one and took up residence at a hotel on Gerrard Street. He intended to stay only a few months (he thought the city was too small and too slow) but soon changed his mind. “I found out how easy it was to make money up here.”

I met John D’Rosa in 1995 when I interviewed him for a story on organized crime. He loved to talk, and we kept in touch. Over the course of many conversations, he told me the story of his life—the life of a professional con man.

He was born in New Haven, Conn. His parents and younger brother are dead, and he’s estranged from his only sister. For the past 20 years, he has operated under many

identities. “If you lived to be 104,” he once told me, “you wouldn’t meet anybody who’s used more aliases than me.”

D’Rosa once had five driver’s licences, issued by New York, Connecticut, Massachusetts and Florida, none in his real name. He also got rid of everything that might identify him—his real driver’s licence, birth certificate, social-security card and credit cards.

He went a step further: He tried to wipe out his public record by paying an employee of Rikers Island jail in New York, where he was once incarcerated, to destroy his file. A few years later, he had lunch with a clerk in the New Haven Office of Vital Statistics—a man who had racked up gambling debts. He slipped the clerk a wad of bills and said, “Make me disappear.”

D’Rosa first earned easy money while serving with the U.S. Marine Corps. He enlisted in 1961 after turning 17 and for four years was a member of a guard detachment that controlled access to and from U.S. naval bases in the Pacific. He and several like-minded soldiers earned their military salaries many times over by collecting commissions on goods smuggled in and out of the facilities.

Back in New York, he began hanging out with boyhood friends in organized crime who found him a place with a gang that hijacked trucks leaving JFK International Airport—if necessary, at gunpoint. His next racket was at Yonkers Raceway, where he teamed up with a bunch of Genovese-connected guys who fixed harness races.

They would pay four or five drivers in a seven-sulky race to hold their horses, and then bet on the others—an activity that yielded quick cash, gobs of it at times. One day he’d take home \$27,000; another just under \$30,000. Two or three weeks later, the money would be gone—spent on high living. All that ended when D’Rosa got involved in an extortion racket, was arrested, convicted and sentenced to four to eight years in prison.

After his release in 1980, he met a pilot named Joe who flew marijuana from Colombia to the eastern seaboard. Joe advanced D’Rosa 3,000 capsules of Dilaudid, an opiate, and D’Rosa found a buyer in Detroit, where it fetched up to \$30 a cap. In return, he helped Joe buy a \$180,000 aircraft, and together they travelled to Colombia. There Joe became embroiled in a dispute over a missing drug shipment. “He met his demise over the Caribbean,” D’Rosa says. “The Colombians threw him out of an aircraft.”

D’Rosa, meanwhile, became friends with the Colombians and, with the help of his old mob associate DeBrizzi, established a cocaine-trafficking network, moving hundreds

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of kilos from Nicaragua to Seattle via Vancouver. He estimates that he and DeBrizzi earned \$500,000 from cocaine, though it may have cost DeBrizzi his life. He was shot: four bullets in his back and chest.

D’Rosa thinks John Gotti of the Gambino family must have ordered the hit because he suspected DeBrizzi was holding back money. Fearing he might be next, D’Rosa fled north to Toronto.

D’rosa had about \$15,000 when he got here, the last of his cocaine money. He avoided Canadian mobsters for fear they might make inquiries about him in New York. Instead, he connected with a variety of petty crooks and eventually met up with a Quebecer named Yves.

“Yves dealt in counterfeit money and fake IDs, and D’Rosa was in the market for the latter. Yves brought along blank baptismal certificates and an official seal of the Province of Quebec. He filled out four or five of these documents by hand, supplying Quebecois names, places, dates of birth, as well as baptismal parishes and priests, and stamped them with the provincial seal. They could be used to apply for social-insurance numbers, driver’s licences or medicare cards. For a few extra dollars, he threw in the baptismal certificate and social-insurance card of a Montrealer named Joseph. Taking on Joseph’s identity, D’Rosa was ready to go to work. But he needed an address. He acquired one through an acquaintance named Roman, who managed several Toronto rental properties for a Serbian immigrant. For a small fee, he provided D’Rosa with a fake receipt for a deposit on a bachelor apartment in a building Roman managed. This was the address he provided the Toronto welfare office with the day he received his first two cheques.

Over the next couple of years, D’Rosa sold addresses in Roman’s buildings to 40 or 50 others, collecting fees of \$100 to \$150 for each one. He also put his baptismal certificates to work, collecting welfare under as many as seven different names and filing for unemployment insurance.

The Ontario Student Assistance Program provided another source of easy money. On consecutive days one spring, D’Rosa filled out two applications for admission to George Brown College’s human resources program as a mature student. He used different aliases and fabricated employment histories.

After completing the admission papers, he applied for student loans, and in late August he was informed that the loans had been approved. In September, he turned up at a gymnasium full of noisy, backpack-toting students. That day

he collected two loan certificates, each for \$4,500. The certificates were distributed from three different tables marked A to F, G to L, and M to Z. The two last names he was using landed at different tables, so he could collect his certificates without being noticed.

With his loans safely deposited at the bank, a teller asked him if he needed overdraft protection. “I said, ‘Good idea. I might need some text books.’ She makes it for \$500. Then in early January, to and behold, a loan certificate for \$1,500 arrives in the mail. I didn’t even know I had more loan money coming. Happy New Year!”

D’Rosa is a little embarrassed by his Toronto scams but not because of any ethical qualms. “Ham and eggs stuff,” he calls them—low-yield, low-risk activities, not up to his usual standards. In 1996, he did something even more uncharacteristic. He took his first legitimate job since leaving the marines—fund-raising for a major hospital foundation.

To get the job, he used a birth certificate and social-insurance number he had acquired from Georgie, an IRA man “over here illegally, raising money or buying guns for them.”

D’Rosa found he liked the job and reeled in so many large donations that he earned the praise of the president of the foundation. He stayed at it for four years. Then, he says, “I got complacent.” He returned from a break one day and a colleague told him someone from Revenue Canada had phoned. D’Rosa had recently filed a return after a friend said he could get a refund. He suspected the government had questions about it. He finished his shift and never went back. He left his live-in girlfriend at the same time, moved to Scarborough and adopted a new identity.

Later, he received correspondence from Revenue Canada indicating that someone was filing returns under the same name. “Georgie told me the ID was clean, the guy was dead,” D’Rosa says. “It turns out he’s still kicking.”

Even without his job, though, he had reason to stay: He had developed a need for Canada’s health-care system. He awoke one night with heartburn so severe that he had a friend drive him to Scarborough General Hospital. Eventually, he was referred to a cardiologist, who found a blocked artery and sent him to St. Michael’s for an angioplasty. “When I found out the government pays for everything up here, I was shocked,” he says. “The Canadian health-care system is truly amazing.”

D’Rosa suffered a second attack in 2000 and was hospitalized for ten days, undergoing angioplasty, courtesy of Canadian taxpayers. Two years later, in November 2002, he



experienced the same symptoms. Doctors detected another blocked artery, installed a stent and kept him in hospital for a week.

Without the fund-raising job, D’Rosa resorted to what had been a lucrative sideline when he was younger—taking falls and filing personal injury claims. He’d first filed a claim in the early 1970s after he took what he claims was a legitimate spill at a bowling alley and came up with a sore back. When he learned that the alley had no mob connections, he sued and got an \$11,000 settlement.

There is an art to the business of taking a fall. The first step is to look for opportunities. D’Rosa has tripped over bricks left on a sidewalk by City of Toronto employees. He has “slipped” on ice cubes from a soft-drink machine, on rice spilled on the floor of a Loblaws and on plastic wrappers in the lampshade section of Zellers.

The second rule of thumb is to look for an audience and react properly after the fall. “You just make sure somebody’s around to serve as a witness and—boom—you go down,” he explains. “You don’t come up screaming. You act surprised. ‘What the hell? Did someone hit me?’ The witness says, ‘There’s something here on the floor. Yes, it’s water or whatever. Then you get the manager.

‘I’ll say to the witness, ‘Listen, it was my own stupidity. I should have been looking down. But just in case, would you mind if I had your name and number?’ They usually say, ‘No, of course not. That stuff shouldn’t have been on the floor.’”

Several days later, he visits a doctor and complains about back pain. “A doctor in the States told me that nobody could ever prove or disprove a back injury,” he says.

With a witness and a physician in his corner, he approaches the insurance company, which usually settles within days, sometimes for as much as \$3,000.

Last summer, D’Rosa began making plans to return to the States. He had a yearning for a warmer climate, even though his future south of the border was uncertain at best. Before his departure, he felt the time had come to tell his story. Had always wanted to talk about his life, he said, and at last felt safe in doing so. He was gone by the time this article appeared.

Why would a career criminal spill his guts? D’Rosa’s a vain man who thinks his life would make an entertaining movie, a cross between *GoodFellas* and *Catch Me If You Can*, but he says he had another, more important reason for talking to me. He believes that Torontonians, and Canadians in general, are far too lax about the security of their borders and institutions.

“If I can come up here and do what I have done, imagine what a well-organized group could do.”

15. What for D’Rosa, was a lucrative sideline to earn money?
  - (a) Hijacking people at gun point if necessary.
  - (b) Getting fake identities and social grants.
  - (c) Falling over things and claiming insurance settlements.
  - (d) Selling drugs and illegal things.
  - (e) All of these.
16. What did Yves deal in?
  - (a) Selling fake identities.
  - (b) Selling arms and ammunitions.
  - (c) Fund-raising.
  - (d) Setting insurance claims.
  - (e) None of these.
17. Why was D’Rosa embarrassed by his Toronto scams?
  - (a) Because he got caught for one of them.
  - (b) Because he thought they were unethical.
  - (c) Because he got publicly humiliated.
  - (d) Because he thought they were below his usual standard.
  - (e) Both (a) & (c).
18. Why did D’Rosa think of Canada and Toronto beautiful?
  - (a) Because he liked to visit places with scenic beauty.
  - (b) Because it was easy to fool the government and make money.
  - (c) Because the place had a lot of good looking people.
  - (d) Because actually the place was not beautiful at all.
  - (e) None of these.
19. On what things did D’Rosa “slip”?
  - (a) Banana Peels and lampshades.
  - (b) Dirty laundry bags.
  - (c) Lentils and soup from a vending machine.
  - (d) Ice cubes from a soft drink machine.
  - (e) None of these.
20. Which according to the passage is a true statement?
  - (a) D’Rosa confessed to his crime since he thought it would make a good script for a movie.

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- (b) He was a vain man and wanted his escapades to be known.
- (c) He wanted to expose the lax security system of Canada.
- (d) D’Rose thought Canada and Toronto were beautiful.
- (e) All of these

### Passage 4

One day in 1987, Malcolm Jefferson, a 37-year-old Ottawa carpenter, put his one-year-old son, Devon, into the child’s bike seat secured over his rear wheel and pedalled off for a ride. They didn’t get far. Devon was soon screaming his head off, calming down only when Jefferson took him out of the bike seat. The two ended up walking home.

Jefferson didn’t blame Devon; he blamed the bike seat. Not only could Devon not see where he was going, “he couldn’t communicate with his father”.

That night Jefferson went into his workshop, made a small wooden platform with handlebars, and bolted it onto the bike’s crossbar behind the handlebars. The next day, father and son headed out again. This time Devon was all smiles. He could see ahead, connect with his dad and even put his head down on a special platform for a nap.

Everywhere they rode, bike riders bombarded Jefferson with questions. “One day, I was even pulled over by an RCMP officer who wanted to know all about the seat,” he says.

Jefferson raised \$30,000 from friends and family and, over the next nine months, handcrafted 100 seats. He soon signed a deal with a manufacturer eager to license his design, but that quickly turned into a legal battle. The company balked on paying Jefferson the agreed sum, threatened to slash his royalty rate and tried to sue him for \$80,000. “They knew I didn’t have the money to fight them,” he recalls.

A lawyer advised Jefferson not to let himself be scared off, and the company backed down. But it wasn’t a complete victory. While Jefferson got everything back, he received no money.

He decided to make and market the seat himself. It took another five years just to engineer a seat that could be manufactured. Along the way, he had to raise some \$3 million—the molds alone cost about \$500,000.

Jefferson gave a big chunk of the company to his backers, leaving himself as the third-largest shareholder.

His stick-to-it determination served him well. The bike seat made by his company, Centric-Safe Haven, was put in the 2001 Sears catalogue, and in 2002, was stocked by some Home Hardware and Toys “R” Us stores. In 2003, Zellers came on board, and Jefferson began selling over the Internet, targeting markets in the United States and Europe.

It has always been an uphill climb, and Jefferson never earned more than a meagre salary for his efforts. What kept him going is his faith in himself and his invention, and the support from backers, friends, family and satisfied customers. “If it wasn’t for their positive feedback,” he says, “I would have given up long ago.”

In the inventing world, getting there is what it’s all about. Good ideas are a dime a dozen: What is rare are people with the drive to bring them to life and build a business around them.

Inventing is no quick way to riches, because the world won’t beat a path to your door. Typically, inventors spend far more time, money and energy than planned. But they thrive on solving the endless problems that arise and are sustained by the thrill of seeing their ideas turned into products that find approval with the public.

Here are four more success stories.

#### 1. Helping the home renovator

As long as he can remember, Andrew Dewberry has been dreaming up new and better ways to do things. He recalls lying in bed one night and, unable to fall asleep, contemplating the car industry and how it would be more efficient if the steelmaker was located next door to the car plant.

Not your normal way of counting sheep—especially since Dewberry was just 11 at the time. “I’ve always been a lateral thinker,” says the 43-year-old native of England. “I just can’t stay still mentally.”

In 1991, Dewberry, an architect, immigrated to Vancouver with his wife, Jayne, a criminologist. While renovating the bathroom in their new home—the third he’d done in his life—Dewberry decided there had to be a better way to apply the caulking that seals and waterproofs the edges around a tub. He’d also noticed workers on job sites he’d visited, smoothing silicone caulking with their fingertips—even though the caulking comes with a warning against contact with skin.

Dewberry started tinkering and soon came up with the Caulk-Rite—a short, plastic handle with an arrow-head-shaped end which holds a triangular piece of soft, rubber like material that does the smoothing. In 1996, the couple spent

\$8,000 to have 3,000 units made and invited friends over for a pizza-and-beer bash and an evening of assembling and packaging the Caulk-Rite tools.

At first, they thought they would simply license the design, but there were no takers. And when they called hardware store buyers, “they wanted to know who we were, how many we had sold, what other products we had to sell, and what our track record was,” recalls Jayne, “We were terribly naive.”

Undeterred, they pushed ahead, and over the next two years, while Andrew kept his day job to pay the mortgage, Jayne made the rounds of Home Hardware stores, happy to sell a half dozen at each stop. “Every time I got a sale, I phoned up the head buyer for the company and said, ‘Guess what? I’ve sold another six!’”

The strategy worked. At the Canadian Hardware and Building Materials Show in 1997, Home Hardware agreed to list their product.

Meanwhile, the couple had also landed accounts with Sears, Wal-Mart and Canadian Tire.

They also became a hit on an American home-shopping television channel, packaging a Caulk-Rite tool with a tube of silicone, gloves, instructions and their new tool—a caulking remover called Caulk-Away—for \$20 U.S. The orders flooded in—at one point, 7,000 kits were sold in seven minutes.

Today, the couple are busy growing their business—which supports them both full-time and enjoying the challenges that continue to crop up. “We make mistakes,” says Dewberry, “but we’re somewhat pigheaded, and eventually, we get there.”

## **2. A rink in every yard**

Scott Byberg’s regular job is running two construction companies in Toronto. But the energetic 43-year-old father of two is more than happy to be known as the inventor of The Rink Rake.

When Byberg was a teenager, his family spent winter weekends at their lakeside cottage. Although they had the postcard-perfect ice rink to skate on, it took a lot of effort to make and maintain it.

Then Byberg had an idea. He attached a big copper pipe drilled full of holes at a right angle to a hose, and dragged it back and forth. His invention remained a one-off cottage contraption until one night in 1996. Watching Hockey Night in Canada, Byberg went outside between periods to flood his backyard rink. Back inside, he began thinking how families in

North America have so little time to build rinks anymore. “I thought if it was easier to make rinks and the ice was better, kids would have more ice time and learn new skills faster.”

So he began producing The Rink Rake. He made 700 Rink Rakes out of PVC (polyvinyl chloride) in his basement, drilling the holes in the T-shaped tubes and assembling them by hand.

Over the past seven years, he has sold more than 11,000 of the rakes in Canada and the northern United States at \$49.95 apiece. It has been a long, costly journey. Still it’s the feel-good—not the financial—returns that drive Byberg. “I believe it’s a right of every Canadian to build a rink. I just give people a way to do it better and faster.”

## **3. A better way of walking**

Born and raised on the same Ontario farm he now runs with his parents, Lance Matthews was fixing the barn roof one November day in 1997 when he slipped, fell two storeys and fractured his heel on the frozen ground. After hobbling around on crutches for a few days, he decided there had to be a better walking aid.

In his basement workshop, Matthews designed a hands-free crutch. The device featured a small shelf—on which to rest a flexed knee—supported on a stick attached to his upper leg with Velcro straps. With his weight supported on his knee, he had both hands free, could carry out daily tasks, and was spared the aches, pains, and falls that often accompany crutches.

He wore his invention at his next checkup at the Sunnybrook and Women’s College Health Sciences Centre’s trauma unit in Toronto. “You’ve got to develop this!” enthusiastic doctors and technologists told him.

With their help, Matthews refined the crutch, now made out of aluminum and plastic, raised nearly \$1 million from family, friends and venture capitalists, and today, is busy marketing the iWALKFree.

“I did everything—made cold calls, drove everywhere, made tons of presentations,” he says. “I don’t have a business degree, so I had to wing the whole thing.”

His big bet is paying off. At \$599 U.S. (\$349 in Canada), he’s already sold almost 2,000 to happy customers around the world, and hopes to set up a charitable foundation to provide the iWALKFree to amputees in war-torn countries.

He admits that if he’d known just how much work it would take, he might never have begun. “But once I start something, I stick with it. And you have to stick with it if you want to succeed.”

#### 4. Helping Handles for the elderly

In the late 1990s, Alexandra Levy got a contract with the Quebec branch of a U.S. company that sells everything from carts to trays, for institutional meal delivery. Her mother, Sarah, worked at the same company.

The two soon discovered that many people—particularly seniors in nursing homes—had trouble using standard plates, cups and utensils. Arthritic patients often found cutlery handles too small to grasp, while those suffering the trembling of Parkinson’s disease risked burning themselves when drinking hot beverages. The ill-suited supplies made eating so difficult that some patients became undernourished.

When Alexandra and Sarah approached their employer with the idea of making ergonomically friendly insulated dishes, cutlery and other meal-related items, the company wasn’t interested, so they decided to develop a line of products themselves. If they could be made at a reasonable price, and be made aesthetically pleasing, the line could turn into a money saver. “Nursing home and hospital operators are always looking for cost-saving measures,” reasoned Alexandra. “If patients can feed themselves, that frees up an attendant.”

It was a great idea, but costly. It took 18 months to come up with the right designs, and then they had to raise \$250,000 for molding and tooling, tapping two banks and two government funding programs.

But their faith in their new endeavour, Ergogrip, is paying off. By 2002, their annual sales had tripled to almost \$1 million-in Quebec alone.

They are now busy expanding across Canada and into the United States, and adding to their line of products—which today stands at 17 items.

“Everybody is being paid, but we’re not living lives of luxury,” says Alexandra. Despite their debt, she and Sarah are happy. “We’re building the company and doing what we want to do—and the way we want to do.”

Andrew Dewberry, the Caulk-Rite inventor, would agree. “The whole process, from coming up with the idea to actually seeing it used, gives you a fantastic sense of self-worth.”

21. Why did Devon not like his first bicycle ride with his father?
  - (a) The seat was too high and very hard.
  - (b) He was feeling sleepy and wanted to take a nap.
  - (c) He could not talk to his father while riding and could not see where they were going.
  - (d) He did not want to ride and wanted to walk instead.
  - (e) He felt unsafe.
22. What is rare in the world of inventions?
  - (a) Good ideas for inventions.
  - (b) People with the drive and initiative to make the ideas work into sound businesses.
  - (c) Inventors who are not successful.
  - (d) Access to money.
  - (e) All of the above.
23. Why was Dewberry not able to sleep?
  - (a) He was having problems counting sheep.
  - (b) His car industry was not doing a good business.
  - (c) He was eleven years old and was very excited about a new idea.
  - (d) He wanted to set up a new industry.
  - (e) He wanted to set up a steel plant next to the car plant.
24. What prerequisites did the Hardware store ask Dewberry to furnish before they accepted his product?
  - (a) They wanted to know who they were.
  - (b) They wanted to know how many products they had sold.
  - (c) They wanted to know what was their track record about this product and other products.
  - (d) They wanted to know what other products he had to sell.
  - (e) All of the above.
25. What was the method that the workers employed for caulking before Dewberry’s invention?
  - (a) They used a brush for the purpose.
  - (b) They used their fingertips for the work.
  - (c) They used a nozzle for caulking.
  - (d) They used a felt pen like device to do the work.
  - (e) None of these.
26. What problems were encountered by people who used the traditional crutches?
  - (a) Their hands used to be occupied and they were unable to use their hands for anything else.
  - (b) The side effects of the use of crutches was associated with aches and pains.
  - (c) Some people also used to fall while using crutches.
  - (d) The weight was supported on the hands.
  - (e) All of the above.

**ANSWER KEY**

**Test I**

**Passage 1**

1. (e)    2. (a)    3. (b)    4. (d)    5. (b)  
6. (c)

**Passage 2**

7. (b)    8. (c)    9. (d)    10. (b)    11. (c)  
12. (b)

**Passage 3**

13. (b)    14. (c)    15. (d)    16. (b)    17. (a)

**Passage 4**

18. (d)    19. (a)    20. (d)    21. (d)    22. (c)  
23. (b)

**Passage 5**

24. (a)    25. (e)    26. (e)    27. (a)    28. (d)

**Test II**

**Passage 1**

1. (c)    2. (c)    3. (c)    4. (b)    5. (b)  
6. (b)    7. (a)

**Passage 2**

8. (a)    9. (b)    10. (d)    11. (c)    12. (c)  
13. (c)

**Passage 3**

14. (a)    15. (d)    16. (b)    17. (c)

**Passage 4**

18. (a)    19. (c)    20. (a)    21. (c)    22. (b)  
23. (c)    24. (b)

**Test III**

**Passage 1**

1. (a)    2. (d)    3. (c)    4. (c)    5. (b)

**Passage 2**

6. (c)    7. (c)    8. (b)    9. (e)    10. (c)

**Passage 3**

11. (d)    12. (a)    13. (a)    14. (c)    15. (d)

**Passage 4**

16. (b)    17. (c)    18. (e)    19. (c)    20. (e)  
21. (b)

**Test IV**

**Passage 1**

1. (a)    2. (d)    3. (b)    4. (e)    5. (b)  
6. (a)

**Passage 2**

7. (a)    8. (e)    9. (e)    10. (d)    11. (c)  
12. (c)    13. (b)    14. (b)

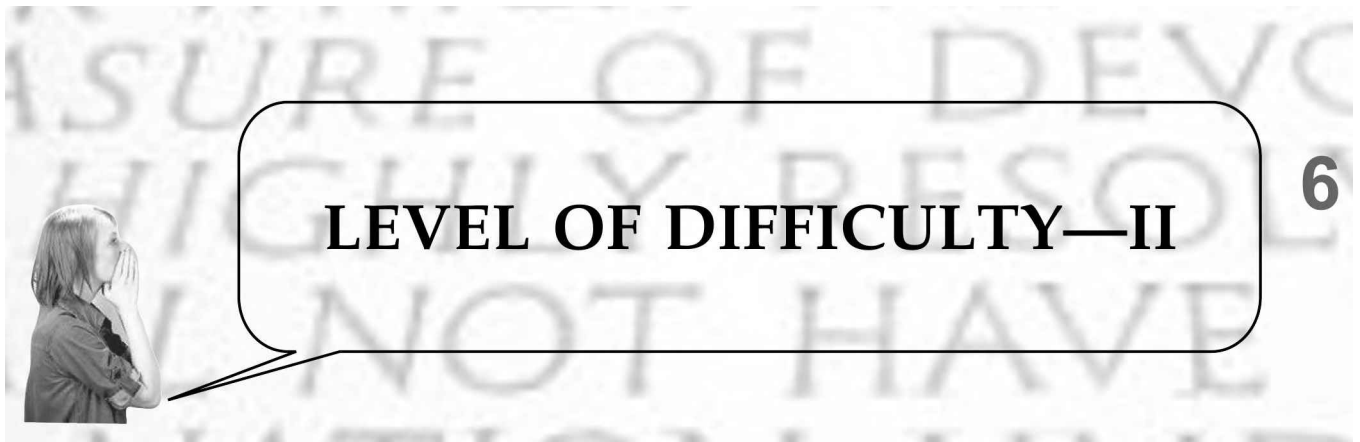
**Passage 3**

15. (c)    16. (a)    17. (d)    18. (b)    19. (d)  
20. (e)

**Passage 4**

21. (c)    22. (b)    23. (c)    24. (d)    25. (b)  
26. (e)





## TEST I

### Passage 1

Astrologers habitually prone to goof-ups now have an excuse for why their predictions have been going haywire, the emergence of newer and newer planets that have caused their calculations to go awry. For the international team of astronomers who recently discovered eight new planets, the arrivals are, however, a cause for excitement. Indeed, even as the rest of the world continues to be consumed by a morbid passion for shiny new war machines, deadly chemicals and sinister war tactics, astronomers have been doggedly searching the heavens for more heavenly bodies in the belief that the search will take us closer to a more exalted goal—that of knowing the truth about us and the universe. “Reality is much bigger than it seems... the part we call the universe is the merest tip of the iceberg” one scientist remarked. How true. In the beginning, skeptics wouldn’t accept that the earth actually moves, let alone that it revolves around the sun because of an unshaken belief that the earth was the centre of the universe. We’ve come a long way. Today, scientists have spotted nearly 80 extra-solar planets using sophisticated instruments. What’s more, our universe may not be the only universe in the cosmos; there could well be several parallel universes teeming with many galaxies, solar systems and planets, although none of this may be perceptible to the naked eye. Perhaps sages who say that truth is not easily perceptible, mean just this—what is evidently before us is not the whole truth.

Scientists say that “everything in the tangible universe has its shadowy counterpart in other, parallel universes”. In fact, it is by observing the play of cosmic light and shadow through powerful devices that scientists have been able to ‘feel’ shapes or ‘see’ shadows that indicate the existence of other heavenly bodies without actually seeing them. The international team of scientists involved in the present discovery conducted their search through telescopes in Australia,

Belgium, UK and the US. Two of the newly discovered eight planets are believed to have circular orbits very like the Earth’s, while the others have well-defined elliptical orbits much like Pluto’s. This is significant because a planet with a circular orbit would more likely be hospitable to life forms than would one with an elliptical orbit. In the latter, the planet experiences extreme temperatures depending on whether it is proximate to or distant from the energy-giving star it’s circumambulating. As in the case of other recent discoveries—such as finding traces of microbes in a meteorite—this too strengthens the belief that we’re not alone in the universe. So would we be exchanging inter galactic e-mails soon? Perhaps not as yet, given that our closest neighboring galaxy is millions of light years away. What is within our immediate grasp, though, is exploring the viability of establishing human settlements in space—an endeavor that has assumed urgency what with biological terrorism and the like threatening humankind on earth. As Stephen Hawking recently said, “I don’t think the human race will survive the next thousand years unless we spread into space. There are too many accidents that can befall life on a single planet”.

1. According to the author’s belief, it can be inferred that all of the following are not true except
  - (a) It is unlikely that the human race can survive the next thousand years.
  - (b) It seems quite likely that the human race can survive the next thousand years.
  - (c) Accidents will wipe out the human race from this planet by accidents within the next one thousand years.
  - (d) Earth is the only planet with life.
  - (e) The age of human race is one thousand years.
2. According to the passage it can be inferred that:
  - (a) Finding traces of microbes in a meteorite proves the existence of life on other planets.

- (b) Finding traces of microbes in a meteorite converted the belief into truth that we are not alone in the universe.
  - (c) Finding traces of microbes in a meteorite would make it possible to exchange galactic e-mails in future.
  - (d) Finding traces of microbes in a meteorite made us think about exploring the viability of establishing human settlements in space.
  - (e) None of these can be inferred.
3. According to the passage it can be inferred that
- (a) A planet with a circular orbit is more likely to be hospitable to life than would one with an elliptical orbit because the latter experiences very low temperatures.
  - (b) A planet with a circular orbit is more likely to be hospitable to life form than would one with an elliptical orbit since the latter is proximate to the energy-giving star it is circumambulating.
  - (c) A planet with a circular orbit is more likely to be hospitable to life forms than would one with an elliptical orbit because the latter experiences extreme temperatures.
  - (d) Both (a) and (c).
  - (e) (a), (b) & (c).
4. According to the passage, we can infer that
- (a) Parallel universes are half truth and half truth is not perceptible
  - (b) Parallel universes are not easily perceptible because they are not the whole truth.
  - (c) Parallel universes are not easily perceptible and what we perceive is not the whole truth.
  - (d) Truth is always easily perceptible.
  - (e) Parallel universes do not exist.
5. After the discovery of new planets, according to the passage, scientists are
- (a) euphoric.
  - (b) jubilant.
  - (c) enthusiastic.
  - (d) elated.
  - (e) joyous.

### **Passage 2**

In those days, there was no forum in DRDL where issues of general importance could be openly discussed and decisions debated. Scientists, it must be remembered, are basically emotional people. Once they stumble, it is difficult for them to pull themselves together. Setbacks and disappointments have always been and always will be an inherent part of any career, even in science. However, I did not want any of my scientists to face disappointments alone. I also wanted to ensure that none of them set their goals when they were at a low ebb. To avoid such eventualities, a Science Council was created—a sort of panchayat where the community would sit together and take common decisions. Every three months, all scientists—juniors and seniors, veterans and freshers—would sit together and let off steam.

The very first meeting of the council was eventful. After a spell of half-hearted enquiries and expressions of doubt, one senior scientist, MN Rao, shot a straight question: “On what basis did you select these five Pandavas (he meant the Project Directors)?”

I was, in fact, expecting this question. I wanted to tell him I found all these five Pandavas married to the Draupadi of positive thinking. Instead, I told Rao to wait and see. I had chosen them to be in charge of a long-term programme where new storms would arise everyday.

Every tomorrow, I told Rao, will give opportunities to these enthusiastic people—the Garwals, Prahlads, Iyer and Saraswats—to gain a fresh perspective on their goals and a strong hold on their commitment.

What makes a productive leader? In my opinion, a productive leader must be very competent in staffing. He should continually introduce new blood into the organization. He must be adept at dealing with problems and new concepts. The problems encountered by an R&D organization typically involve trade-offs among a wide variety of known and unknown parameters. Skill in handling these complex entities is important in achieving high productivity. The leader must be capable of instilling enthusiasm in his team. He should give appropriate credit where it is due; praise publicly, but criticize privately.

One of the most difficult questions came from a young scientist: “How are you going to stop these projects from going the Devil’s way?” I explained to him the philosophy behind IGMDP—it begins with design and ends in deployment. The participation of the production centres and



user agencies right from the design stage had been ensured and there was no question of going back till the missile systems had been successfully deployed in the battlefield.

While the process of forming teams and organizing work was going on, I found that the space available at DRDL was grossly inadequate to meet the enhanced requirements of IGMDP. Some of the facilities would have to be located at a nearby site. The missile integration and checkout facility built during the Devil phase consisted only of a 120 sq. meter shed thickly populated with pigeons. Where was the space and the facility to integrate the five missiles which would arrive here shortly? The Environmental Test Facility and the Avionics Laboratory were equally cramped and ill equipped.

I visited the nearby Imarat Kancha area. It used to be the test range for anti-tank missiles developed by DRDL decades ago. The terrain was barren—there were hardly any trees—and dotted with large boulders typical of the Deccan plateau. I felt as if there was some tremendous energy trapped in these stones. I decided to locate the integration and checkout facilities needed for the missile projects here. For the next three years, this became my mission.

6. It can be inferred from the passage that
  - I. emotions are a drawback for scientists.
  - II. scientists fail to pull themselves together when they stumble.
  - III. scientists should be helped by fellow scientists to overcome setbacks.
  - (a) I, II and III
  - (b) I and II
  - (c) II and III
  - (d) III and I
  - (e) III only
7. It can be inferred from the passage that goal setting should not be done when one is at a low ebb because
  1. disappointments are likely to retard a person's thinking capacity.
  2. setbacks limit a person's perceptions about his potential.
  3. a person on his own can't think on reasonable terms.
  - (a) All three
  - (b) 1 and 2
  - (c) 2 and 3

- (d) 1 only
  - (e) 2 only
8. It can be inferred from the passage that the science council
    - I. served its purpose.
    - II. was an excellent platform for interaction.
    - III. meetings were jeopardized by every member flinging accusations against each other.
    - (a) II and III
    - (b) I and III
    - (c) I and II
    - (d) I only
    - (e) II only
  9. The author selected the five Pandavas because
    - I. they had exemplary positive thinking traits.
    - II. he had faith in their capacity to meet unforeseen challenges.
    - III. he wanted the Pandavas to grow from the difficulties that could pose ahead.
    - (a) All three
    - (b) II and III
    - (c) I and II
    - (d) I only
    - (e) II only
  10. According to the passage a productive leader should have the following traits:
    - I. Should have an open mind, enabling him to tackle problems from new avenues.
    - II. Should recruit greater number of young people as compared to old people.
    - III. Should be adept at handling his subordinates.
    - (a) I and III
    - (b) I and II
    - (c) I, II and III
    - (d) II and III
    - (e) III only

**Passage 3**

The 1983 re-organization was done with the objective of renewal; it was indeed a very complex exercise handled deftly by A.V. Ranga Rao and C.R. Swaminathan. We created a team

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of newly joined young scientists with just one experienced person and gave them the challenge of building the strap down inertial guidance system, an on-board computer and a ram rocket in propulsion system. This exercise was being attempted for the first time in the country and the technology involved was comparable with world-class systems. The guidance technology is centered around the gyro and accelerometer package, and electronics, to process the sensor output. The on-board computer carries the mission computations and flight sequencing. A ram rocket system breathes air to sustain its high velocity for long durations after it is put through a booster rocket. The young teams not only designed these systems but also developed them into operational equipment. Later, Prithvi and then Agni used similar guidance systems, with excellent results. The effort of these young teams made the country self-reliant in the area of protected technologies. It was a good demonstration of the 'renewal factor'. Our intellectual capacity was renewed through contact with enthusiastic young minds and had achieved these outstanding results.

Now, besides the renewal of manpower; emphasis had to be laid on augmenting the strength of project groups. Often, people seek to satisfy their social, egoistic and self-actualization needs at their workplaces. A good leader must identify two different sets of environmental features. One, which satisfies a person's need and the other, which creates dissatisfaction with his work. We have already observed that people look for those characteristics in their work that relate to the values and goals which they consider important as giving meaning to their lives. If a job meets the employees' need for achievement, recognition, responsibility, growth and advancement, they will work hard to achieve goals.

Once the work is satisfying, a person then looks at the environment and circumstances in the workplace. He observes the policies of the administration, qualities of his leader, security, status and working conditions. Then, he correlates these factors to the interpersonal relations he has with his peers and examines his personal life in the light of these factors. It is the agglomerate of all these aspects that decides the degree and quality of a person's effort and performance.

The matrix organization evolved in 1983 proved excellent in meeting all these requirements. So, while retaining this structure of the laboratory, we undertook a task-design exercise. The scientists working in technology directorates were made system managers to interact exclusively with one

project. An external fabrication wing was formed under P.K. Biswas, a developmental fabrication technologist of long standing, to deal with the public sector undertakings (PSUs) and private sector firms associated with the development of the missile hardware. This reduced pressure on the in-house fabrication facilities and enabled them to concentrate on jobs which could not be undertaken outside, which in fact, occupied all these three shifts.

11. The author's choice of the team indicated his
  - I. lack of faith in the older generation to achieve things.
  - II. bias towards younger scientists.
  - III. perception of the level of difficulty of the project.
  - (a) Only I
  - (b) I and III
  - (c) II and III
  - (d) I, II and III
  - (e) Only II
12. From the passage it can be inferred about the project that:
  - I. India had attained nothing of the ilk before.
  - II. project components were developed indigenously.
  - III. laudable efforts were made by the team members.
  - (a) III only
  - (b) II and III
  - (c) III and I
  - (d) I, II and III
  - (e) II and III
13. It can be said about the renewal factor that
  - (a) It was responsible for the project's success.
  - (b) The young were rejuvenated on coming in contact with the experienced.
  - (c) The old scientists were refocused on their job.
  - (d) The young intellectually stimulated the experienced.
  - (e) The young and old gelled together.
14. The following traits of a good leader are evident from the passage:
  - I. Should be able to identify the contradicting environmental features to which a person reacts.
  - II. Should keep a tab on a person's individual need fulfillment.

III. Should well understand the external factors which dissatisfy a person.

- (a) All three
- (b) I and II
- (c) II and III
- (d) I and III
- (e) Only I

15. From the passage it can be inferred that

- I. social, egoistic and self-actualization needs could be catastrophic at the workplace.
  - II. social, egoistic and self-actualization needs are catastrophic at the workplace.
  - III. social, egoistic and self-actualization needs should be eliminated.
  - IV. social, egoistic and self-actualization needs should be taken care of.
- (a) I and III
  - (b) I and IV
  - (c) II and III
  - (d) IV only
  - (e) II and IV

#### Passage 4

Not even a three-day brainstorming session among top psychologists at the Chinese University could unravel one of the world's greatest puzzles—how the Chinese mind ticks. Michael Bond had reason to pace the pavement of the Chinese University campus last week. The psychologist who co-ordinated and moderated a three-day seminar in Chinese psychology and most of the participants came a long way to knock heads. “If a bomb hits this building,” muttered Bond, half-seriously, “it would wipe out the whole discipline.” But the only thing that went off in the Cho Yiu Conference Hall of Chinese University was the picking of brains, the pouring out of brains and a refrain from an on-going mantra: “more work needs to be done” or “we don't know”. Each of the 36 participants was allowed 30 minutes plus use of an over-head projector to condense years of research into data and theories. Their content spilled over from 20 areas of Chinese behaviour, including reading, learning styles, psychopathology, social interaction, personality and modernisation. An over-riding question for observers, however, was why, in this group of 21 Chinese and 15 non-Chinese, weren't there more professionals from mainland

China presenting research on the indigenous people? Michael Philips, a psychiatrist who works in Hubei Province, explained: “The Cultural Revolution silenced and froze the research,” said the Canadian-born doctor who has lived and worked in China for more than 10 years. “And 12 years later, research is under way but it is too early to have anything yet. Besides, most of the models being used are from the West anyway.” In such a specialised field, how can non-Chinese academics do research without possessing fluency in Chinese? Those who cannot read, write or speak the language usually team up with Chinese colleagues. “In 10 years, we won't be able to do this. It's a money thing,” said William Gabrenya, of Florida Institute of Technology, who described himself as an illiterate gweilo who lacks fluency in Chinese. He said that 93 per cent of the non-Chinese authors in his field cannot read Chinese. Dr. Gabrenya raised questions such as why is research dependent on university students, why is research done on Chinese people in coastal cities (Singapore, Taiwan, Shanghai and Hong Kong) but not inland? “Chinese psychology is too Confucian, too neat. He's been dead a long time. How about the guy on a motorcycle in Taipei?” Dr. Gabrenya said, urging that research have a more contemporary outlook. The academics came from Israel, Sweden, Taiwan, Singapore, United States, British Columbia and, of course, Hong Kong. Many of the visual aids they used by way of illustration contained eye-squinting type and cobweb-like graphs. One speaker, a sociologist from Illinois, even warned her colleagues that she would not give anyone enough time to digest the long, skinny columns of numbers. Is Chinese intelligence different from Western? For half of the audience who are illiterate in Chinese, Professor Jimmy Chan of HKU examined each of the Chinese characters for “intelligence”. Phrases such as “a mind as fast as an arrow” and connections between strokes for sun and the moon were made. After his 25-minute speech, Chan and the group lamented that using Western tests are the only measure available to psychologists, who are starving for indigenous studies of Chinese by Chinese. How do Chinese children learn? David Kember of Hong Kong Polytechnic University zeroed in on deep learning versus surface. Deep is when the student is sincerely interested for his own reasons. Surface is memorising and spitting out facts. It doesn't nurture any deep understanding. If the language of instruction happens to be the children's second language, students in Hong Kong have all sorts of challenges with English-speaking teachers from Australia, Britain and America with accents and colloquialisms. Do

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Westerners have more self-esteem than Chinese? Dr. Leung Kwok, chairman of the psychology department of Chinese University, points his finger at belief systems: the collectivist mind-set often stereotypes Chinese unfairly. The philosophy of “yuen” (a concept used to explain good and bad events which are pre-determined and out of the individual’s control) does not foster a positive self-concept. Neither do collectivist beliefs, such as sacrifice for the group, compromise and importance of using connections. “If a Chinese loses or fails, he has a stronger sense of responsibility. He tends to blame it on himself. A non-Chinese from the West may blame it on forces outside himself,” Dr. Leung said. By the end of the three-day session, there were as many questions raised as answered. It was agreed there was room for further research. To the layman, so much of the discussion was foreign and riddled with jargon and on-going references to studies and researchers. The work of the participants will resurface in a forthcoming Handbook of Chinese Psychology, which will be edited by Dr. Bond and published by Oxford University Press.

16. According to the passage the author suggests that:
  - (a) the building is in danger of attack.
  - (b) not many people study Chinese psychology.
  - (c) Chinese psychology is a difficult subject to study.
  - (d) Chinese psychology is a difficult subject to organize.
  - (e) Chinese psychology is outdated.
17. It can be inferred from the passage that:
  - (a) the cultural revolution was a dangerous period for Chinese psychology.
  - (b) the cultural revolution was a productive period for Chinese psychology.
  - (c) the cultural revolution was an unproductive period for Chinese psychology.
  - (d) the cultural revolution was a new beginning for Chinese psychology.
  - (e) the cultural revolution renewed Chinese Psychology.
18. According to the passage, William Gabrenya refers to himself as an ‘illiterate gweilo’. This suggests that:
  - (a) he feels secure in his illiteracy.
  - (b) he feels defensive about not speaking and reading Chinese.
  - (c) he is representative of other westerners active in this field.
  - (d) he can operate perfectly well without learning Chinese.
  - (e) He does not know to read and write Chinese.
19. According to the passage, all of the following are true except:
  - (a) the conference attracted a very professional standard of presentation.
  - (b) the visual aids were not very easy to understand.
  - (c) the visual aids were not very tidy.
  - (d) the presenters were under time pressure.
  - (e) All of these.
20. According to the passage, which of the following is not true?
  - (a) It is difficult to come to a conclusion about western and Chinese intelligence.
  - (b) Chinese characters are very difficult for westerners to master.
  - (c) It is difficult to measure Chinese intelligence with western tests.
  - (d) More tests are required that are conducted by the Chinese for the Chinese.
  - (e) None of these.
21. Which of the following sources does the writer quote from in this passage?
  - (a) Confucius
  - (b) Chinese and Western academics
  - (c) Oxford University Press
  - (d) Journalists
  - (e) All of these.

**Passage 5**

The violence in Nepal, which has claimed over 280 lives in the last few days, has New Delhi worried for more reasons than one. For starters, instability has a way of spilling over international borders as India is only too well aware after what has happened in Afghanistan, Pakistan and Kashmir. India can also not ignore the fact that the Maoists in Nepal have strong ties with the Maoists Communist Centre (MCC) in Bihar, with which Nepal has an open border, and Jharkhand and with the People’s War Group in Andhra Pradesh and Chhattisgarh. Not only does that increase the chances of spillover of the violence into India, it also means that any “success” that the Nepali Maoists achieve is likely to

embolden their counterparts in this country. Little wonder then that New Delhi is keeping a close watch on developments in the Himalayan kingdom. After all, the leader of the Nepal communist Party (Maoist), Pushpakamal Dehal alias Comrade Prachand, had only a few months back told his cadres that the real battle, after the NCP (M) defeated the police and the Royal Nepal Army would be to overthrow the constitutional monarchy and proceed to establish cross border linkages with their counterparts in India. New Delhi, thus would be forced to intervene if the NCP(M) succeeded in overthrowing the constitutional monarchy.

That assessment may be an overstatement, but there is little doubt that India can't be a silent spectator to the destabilization of Nepal, particularly by forces that are as openly hostile to India as the NCP(M). The climate of hostility against the regional "big brother" has already heated up of late, with the Bangladeshi Nationalist Party (BNP) winning the elections in Bangladesh and the fallout of the Afghan conflict likely to heighten anti-India sentiments in Pakistan. Whether India can do anything much about this in the immediate context is a moot point. However, it can make a serious attempt at setting things right in the medium to long term. The answer must lie in giving our neighbours an economic stake in friendly relations with India. SAARC, which has been a failure to date, must also be looked at afresh in this perspective.

22. According to the passage, India might face a rise in turbulence in view of:

- (a) the nexus between NCP (M) and MCC.
- (b) the link between NCP (M) and PWG.
- (c) failure of SAARC.
- (d) the nexus between the MCC & PWG.
- (e) (a) and (b).

23. According to the passage, all of the following are not true except:

- (a) There are some forces within Nepal which are more hostile to India than NCP(M).
- (b) There are forces within Nepal which are less hostile to India than NCP (M).
- (c) There are forces within Nepal which are equal in their hostility towards India with NCP (M).
- (d) There are no forces within Nepal which are hostile to India.
- (e) The Maoists have lost steam in Nepal.

24. India is closely monitoring the developments in Nepal because:

- (a) they might tense the ties between the two countries.
- (b) they might force India to intervene.
- (c) Maoist forces may strengthen such forces in India.
- (d) Developments in Nepal have economic repercussions for India.
- (e) All of the above.

25. According to the passage, it would be in the long term interest of India to:

- (a) suppress the anti India sentiments in Nepal.
- (b) extend economic benefits to its neighbours.
- (c) counter the influence of BNP in Bangladesh.
- (d) Quell insurgency in neighbouring states.
- (e) All of the above.

26. According to the passage

- (a) anti-India sentiment in Pakistan existed previously also.
- (b) anti-India sentiments in Pak emerged only after the Afghan conflict.
- (c) anti-India sentiments in Pak broke out after the victory of BNP in Bangladesh.
- (d) (b) and (c) both.
- (e) All of a, b & c.

## TEST 2

### Passage 1

It is a measure of our obsession with the K-word and Pakistan, that the six-day state visit of Chinese premier Zhu Rongji to the Indian shores has barely created a ripple in the media. Apart from the odd ministerial statement and the mandatory picture of Mr. Zhu and his wife in front of the Taj, one could almost be excused for thinking that the Chinese premier—the second most powerful leader from the Middle Kingdom—was in India to pay a casual private visit. Let's face it: Beijing has emerged as a major world player in economic and strategic terms. If the long 20th century belonged to America, then the new millennium probably belongs to the oriental dragon. Part of the lukewarm Indian response has its roots in our genuine lack of knowledge of and interest in matters Chinese. Most of what we know about

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China is second-hand, mediated by the cares and concerns of the West. From policy institutions to strategic think tanks to swadeshi centres of higher learning, there is little Indian premium on first-hand information about our powerful eastern neighbour. The few images we have are inexorably bound up with bitter memories of the 1962 border war, namely, Beijing's betrayal in the face of Nehru's idealistic cries of "Hindi-Chini bhai bhai". In the four decades since, Indian Marxists might have kept their tryst with Mao and his market successors, but the mainstream political establishment has veered between paranoia and bouts of wistful envy about the economic miracle that is China.

The skeptic would argue that given the special ties that bind Beijing to Islamabad, there is little realistic possibility of a serious Indo-Chinese engagement. But that would be to misunderstand China's recent policy record both at home and abroad. From foreign affairs to economy, post-Mao China has displayed, barring political and human rights aberrations, a profound sense of pragmatism and a willingness to change. This is exemplified as much as in a steady improvement in our bilateral relations—notwithstanding a long-standing border dispute and the continued irritant of New Delhi's support for the Tibetan cause—as in Beijing's refusal to toe Islamabad's line on the all-important Kashmir issue. Post-September 11, there is also a shared concern on the issue of terrorism: Like New Delhi, Beijing too is haunted by the spectre of "terrorism", albeit on a smaller scale, in Xing Xiang province. Add to that Beijing's fears about Pax Americana, now including a potentially permanent US military presence in South Asia through Pakistan, and it gives policy wonks in New Delhi more than enough to chew on. Aside from strategic concerns and cooperation, Beijing today is a global economic player of exceptional strength and depth. India has so far, largely failed to learn or benefit from Beijing's brand of hardheaded market economics. While trade and investment between the two countries has increased in recent times, it is a mere pittance if viewed in the light of Beijing's annual trade of half-a-trillion dollars. If Mr. Zhu's visit can help re-focus the relationship between the two Asian giants, from sporadic suspicion and long-term indifference to sustained economic cooperation, then he will have done much to bring down the Chinese wall.

1. It can be inferred from the passage that Indo Chinese relations have traditionally been:

- (a) warm and mutually supportive.

- (b) cold and uncaring.  
(c) beset with mutual suspicion and indifference.  
(d) both (b) and (c).  
(e) None of these.

2. According to the author of the passage,
- (a) there is no possibility of a serious Indo-Chinese engagement.  
(b) there is a serious lack of desire in China for a closer engagement with India.  
(c) there cannot be a realistic and serious Indo-Chinese engagement given, the close ties between China and Pakistan.  
(d) the Chinese have demonstrated that they are ready to move forward.  
(e) There is a serious desire in China for a closer engagement with India.
3. According to the passage:
- I. India was never interested in learning from the Chinese experience of market economics.  
II. India couldn't recognize the importance of learning lessons from the Chinese experience of market economics.  
III. India has rejected the Chinese model of market economics.
- (a) I and III are correct  
(b) Only III is correct  
(c) Only II is correct  
(d) I & II only  
(e) None of these is correct.
4. According to the passage, potential meeting point(s) between China and India is/are
- (a) Kashmir and Xing Xiang issues.  
(b) The Terrorism issue.  
(c) Pax Americana fear.  
(d) Fears about American dominance.  
(e) (b), (c) and (d).
5. According to the passage, Zhu Rongji is the
- (a) Premier of China.  
(b) Prime Minister of the oriental dragon.  
(c) Prime Minister of the Middle Kingdom.  
(d) President of the Middle East.  
(e) All of the above.

**Passage 2**

It is not time yet to wear the national flag on your sleeve, but signs are that we might be getting there soon. Thanks to the passion of one citizen, it has become legally possible for ordinary Indians to freely fly the Tricolour. In 1993, Naveen Jindal thought that flying the national colours atop one's place of work gave everyone a "sense of belonging" but the authorities would not agree. Eight years later, having petitioned three prime ministers and waged a long legal battle, Mr. Jindal has at last been granted his wish. The archaic flag code has been changed. The Union cabinet has decreed that the citizen shall now have the right to fly the flag on any day. In India, unlike in western democracies, the flag had thus far been treated by the political class as a zealously-guarded emblem of the state. From ministers to bureaucrats to higher-level judiciary, all arms of the state were allowed the automatic privilege of flaunting the flag, but not so the common people. Citizens wanting to express their identity or indeed their loyalty in a world becoming increasingly globalised and homogenized had, ironically, to seek the government's prior blessings to do so. Even this grudging nod was granted only for the duration of special days, namely, Independence Day, Republic Day and the Mahatma's birth anniversary. The thinking behind this 'saving the flag from the citizen' was a throwback to the days of the Raj when carrying the Tricolor was often regarded as an unacceptable symbol of defiance by our political masters. As has often happened in our history, however, this legacy was thoughtlessly upheld in the vastly changed post-Raj scenario.

In other words, even as India became a democratic republic, the state continued to treat the people's right to bear their national colors with suspicion. Under the obsessive pretext of preserving the honor and dignity of the flag, the assumption survived that the ordinary citizen of the realm could not be trusted to respect it. Wisely, the powers that be, have recognized the anachronism of such a mindset. But there is a further danger which must be guarded against. In time, as flag-waving is exploited commercially by the forces of the free market, puritans will cry foul at the crassness of the spectacle. But this is not a matter, primarily, of aesthetics. At the same time, the detractors should note that countries where the national flag has long been an accepted currency of civil passion, have hardly been buried in an avalanche of flag-abuse. The post-September 11 boom in the state of stars-and-stripes might have been a dream come true for the shopping malls of America, but it was also a symbol of a

people hanging together in the hour of their greatest grief. Of course, there are those whose will argue that the flag code debate does not go far enough. That, in fact, it's time to go further by questioning the central assumption on which it is premised: The primacy of the European idea of nation-state and its antiquated symbolism. But till such time as we continue to inhabit the fragile nationalist dream, the flag will remain an evocative totem. And, as with America, patriotism will continue to be the preferred refuge of scoundrels, citizens and the marketplace.

6. According to the passage, the denial of the people's right to fly the flag on any day was
  - (a) totally justified.
  - (b) without any reason.
  - (c) the violation of fundamental rights.
  - (d) arbitrary and against the spirit of freedom.
  - (e) Totally unjustified.
7. According to the passage, carrying and flying the national flag has always been
  - (a) regarded as an act of contempt.
  - (b) viewed as an act of defiance.
  - (c) looked at with suspicion.
  - (d) Derided
  - (e) Both (a) and (b).
8. All of the following cannot be inferred from the passage, except:
  - (a) The flag occupies the same place both in democracies and dictatorships.
  - (b) The flag occupies a far more significant place in western democracies than it does in India.
  - (c) The attitude of India towards the flag is in total contrast with the attitude of western democracies towards the flag.
  - (d) Indian bureaucrats are very zealous about the existing rules.
  - (e) The nation-state idea is limited to Europe.
9. It can be inferred from the passage that—
  - I. Before the decision of the Union Cabinet, any citizen could fly the national flag, but not without taking permission prior to that from the government.
  - II. It has always been illegal to fly the national flag without taking prior permission from the government.

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- III. It has always been the special privilege of the ruling class to fly the national flag.
- (a) Both II and III
  - (b) Only II
  - (c) Only III
  - (d) Both I and III
  - (e) All three
10. The author's attitude towards the issue can be termed as
- (a) very critical.
  - (b) passionate.
  - (c) indifferent.
  - (d) objective.
  - (e) pecuniary.

**Passage 3**

Alcohol doesn't often get billed as a brain food, but new research suggests that booze offers at least one cerebral benefit. It may reduce aging drinkers' risk of developing Alzheimer's disease and other forms of dementia.

Although extreme alcohol consumption kills brain cells, there's contradictory evidence about whether long-term drinking has permanent effects on cognitive abilities such as reasoning and memory. Prolonged, excessive drinking can lead to the liver disease cirrhosis and may contribute to breast cancer risk, however. Drinking is also responsible for many accidental injuries and deaths.

Nevertheless, alcohol in moderation promotes cardiovascular health by boosting concentrations of good cholesterol and inhibiting the formation of dangerous blood clots. Additional compounds in red wine seem to benefit the heart and blood vessels. Drinking also appears to guard against macular degeneration, an incurable eye disease.

Now, the brain joins the list of organs that seem to benefit from alcohol.

From 1990 to 1999, Monique M.B. Breteler and her colleagues at the Erasmus Medical Centre in Rotterdam, the Netherlands, observed 5,395 individuals aged 55 and older, who didn't initially show signs of dementia. Of these participants, 1,443 "moderate drinkers" reported having one to three alcohol beverages of some sort each day, while 2,674 said they consumed less than one drink and 165 acknowledged having four or more drinks per day. Another 1,113 participants abstained altogether.

Over an average follow-up period of 6 years, 146 participants developed Alzheimer's disease and another 51 got some other form of age-related dementia. That put the overall risk for dementia at 3.7 per cent. The risk was about 4 per cent among nondrinkers, light drinkers, and heavy drinkers, but only 2.6 per cent of the moderate drinkers developed dementia.

Once the researchers adjusted their data to account for participants' sex, age, weight, blood pressure, use of tobacco, and other factors that influence dementia, moderate drinkers showed only 58 per cent the risk of dementia calculated for nondrinkers, Breteler's team reported.

Moderate drinkers had an even more marked decrease in vascular dementia, a condition in which blockages in blood vessels in the brain cause recurring, minor strokes that gradually erode cognitive ability. The researchers hypothesize that since vascular disorders are linked to dementia in elderly people, alcohol's benefits to blood vessels might indirectly sustain brain function.

Jean-Marc Orgogozo, a neurological epidemiologist at the University of Bordeaux in France hails the study. He and his colleagues have found that French wine drinkers over the age of 65 have a reduced risk of dementia. The new research supports that finding, shows that beer and hard liquor—not just wine—are protective, and establishes the effect in somewhat younger people, he says.

John R. Copeland, a psychiatrist who's retired from the University of Liverpool in England, calls the Dutch finding "very interesting but not unexpected." Although Copeland's research suggested that heavy, long-term drinking reduces cognitive ability in elderly men, people who show benefits in the new study consumed alcohol in more modest, "therapeutic quantities," he says.

However, Orgogozo questions exactly what quantity constitutes a happy-hour medium. His own past research suggests three to four drinks per day are required to help ward off dementia. The lower threshold for benefit in the Dutch study may reflect participants' underreporting of alcohol consumption in a country that, unlike France, attaches a stigma to drinking, Orgogozo says.

11. Which of the following can be inferred from the passage?
- I. Sometimes, alcohol is considered as brain food.
  - II. Alcohol reduces the development of Alzheimer's disease.
  - III. Alcohol may be a cure for dementia.



- (a) Only II and III  
 (b) Only III  
 (c) Only II  
 (d) I only  
 (e) None of these
12. According to the passage, alcoholism can lead to all of the following except  
 (a) macular degeneration  
 (b) breast cancer  
 (c) death of brain cells  
 (d) cognitive problems  
 (e) liver cirrhosis
13. According to the passage, alcohol may have some beneficial effects on all of the following except,  
 (a) brain.  
 (b) liver.  
 (c) eyes.  
 (d) cardiovascular health.  
 (e) None of these.
14. The observations of M.B. Breteler do not include which one of the following?  
 (a) Moderate drinking reduces the risks of vascular dementia.  
 (b) Vascular disorders are linked to dementia in elderly people.  
 (c) Alcohol is highly beneficial for brain function.  
 (d) Heavy drinking is advised to reduce the risks of dementia and Alzheimer's disease.  
 (e) All of these observations have been made by Breteler.
15. According to the passage, the term "therapeutic quantities" is used to indicate that  
 (a) alcohol acts as a medicine.  
 (b) moderate drinking is advisable.  
 (c) moderate drinking has some medicinal values.  
 (d) small quantities of alcohol is being prescribed as a medicine.  
 (e) moderate drinking is advisable for everyone.
16. The attitude of the author towards the benefits of alcohol in reducing the risk of dementia in elderly people can be described as:  
 (a) skeptical.  
 (b) radical.

- (c) positive.  
 (d) prejudiced.  
 (e) indifferent.

**Passage 4**

IS there a plant that eats animals? And if I were to eat that plant, will I become a non-vegetarian, albeit once removed? After all, such a plant is technically a non-vegetarian!

This question is not just coffee-table chatter. There are insect eating plants in nature. The Venus fly trap is an often-quoted example. Now comes the startling information about a member of the pitcher plant family, which has a particular preference for termites, and eats thousands of them at one go. Drs. Marlis and Dennis Merbach and their associates from Germany report on such a plant in the 3rd January issue of *Nature*.

Our general opinion about plants is that they are truly ascetic, demanding little from other life forms. Much of what they need comes from whatever there is in the ground below, sunlight, some water and air. They make carbohydrates out of this spartan set of ingredients and store them in their bodies. Animals like us pluck these and feed ourselves.

Many of us humans pride ourselves by declaring that we eat nothing but plants, and that we do not eat meat since that amounts to harming animals. The truth is plants are life forms too; furthermore, such interdependence and "big fish eat small fish" is an inescapable part of existence. Wanton hurting of other life forms is what we should not be practising.

The relation between insects and plants has always been intimate and mutually beneficial. Many plants need insects such as bees to help in propagation. For this purpose, they have put out elaborate structures in their flowers, which entice the bee. The colour attracts the insect while the nectar offers a meal. For its part, the insect carries the pollen across to another plant, helping the latter to propagate through such dispersal. In many instances, this mutualism has become so one-to-one as to be finicky or specific. For example, it is a particular legume plant alone that the insect called psyllid (or the jumping plant lice) will go to and none other: an example of "made for each other".

It is all very well, as long as it is the flower and the nectar that the insect is interested in. But if the insect were to start eating any other part of the plant, say the leaf or the seed, it has had it! The plant puts up a strong reaction. Its defence

or self-protection can be pretty offensive. The plant releases chemicals that can stun or even kill the insect. The neem tree is an example. It synthesizes and stores a chemical called azadirachtin. When the insect takes a bite at the plant, the released chemical kills all further desire in the insect to take any more bites. As a result, the insect dies a slow death of starvation. Azadirachtin is therefore called an insect antifeedant. Other plants use other strategies aimed at the same defensive purpose. For example, why are all fruits two-faced? The pulp in them is entirely tasty and nutritious. But the kernel and seed are at best indigestible (they actually can give you a stomach upset), and at worst poisonous (recall the desperate poor tribals of Orissa who suffered eating mango kernels). The pulp is the enticement, the come-hither. The seed should not be destroyed but simply dispersed, so that the next generation plant can grow.

We know that all plants are not passive bystanders in the theatre of life. Several of them are activists that seek out their food and nutrition beyond air, water, soil and sunlight. There is a whole bunch of tropical plants that are carnivorous. Yes, they gobble up insects for food! The Venus Fly Trap mentioned above is the famous one. Its leaf has two lobes, edged with interlocking “teeth”. On the surface, they have many trigger hairs. When a hapless insect were to disturb these hairs, the leaf snaps shut. Upon this, the plant secretes some digestive juice into the enclosure, which dissolves much of the insect. The food so mashed up into a puree or soup is absorbed by the plant. The chitinous outer layer of the insect is all that is left, which is discarded later. Here is a twist—the leaf of the plant holds its stomach!

What Dr. Merbach and co-workers found in the Southeast Asian country Brunei was an even more striking example of a non-veg plant. Called “Monkey’s Rice Pot” in West Australia, it is technically known as *Nepenthes albomarginata*. The family *Nepenthes* has many subspecies. The name is Greek in origin and means banisher of sorrow. One account has it that the plant was used by the ancient Greeks to banish sorrow and induce restful sleep. Obviously, its nectar or some other component has a sedative influence. (Parenthetically, Dr. Dennis Merbach writes to me that he doubts this since not even Alexander the Great came far enough east to find this plant).

The genus *Nepenthes* is found in Southeast Asia, Seychelles and Madagascar, and Australia, but *N. albomarginata* is abundant in Peninsular Malaysia, Sumatra, Borneo and Brunei. The German work was done in

Brunei. *Albomarginata* literally means white border, and is so named because the pitcher that it presents at its leaf tips is rimmed with white hair—like protrusions. It is a slender, heat-loving plant that has attractive green-red pitchers rimmed white, and does very well in a stovehouse or heated frames.

*N. albomarginata* is quite different from its cousins of the pitcher plant genus *Nepenthes*. Others are not choosy about their prey. They catch any insect that is careless enough to step on their slippery, toothy appendage. Monkey’s Rice Pot, or *N. albomarginata* is picky—it loves to eat termites! In order to do so, it presents its pitcher to the prey, luring them with its colour and distinctive smell. The white hairs that fringe the rim of the pitcher are edible. Termites seem to love the hair and come to it in hordes. The scientists usually found not one or ten, but thousands of termites trapped in a single pitcher!

All the termites they found in one pitcher belonged to the same species and were in the same state of decomposition. This led the researchers to conclude that a whole battalion was caught over a short period of time. The termites caught and gobbled up were largely from no more than three genera, with one particular genus called *Hospitalitermes* predominating. It thus seems that these fellows are picky about *N. albomarginata*, and the latter returns the compliment. In fact, the plant pretty much starves when termites are not around. Over the six-month-lifespan of the pitcher, it gets by with a few dozen ants, beetles or flies (while neighbouring pitcher plants of other provenance, not being so picky, get along much better). For its part, the termite genus mentioned above too gets by usually with live fungi and algae, but upon sensing the plant, it forages in massive columns, and meets its death by the thousands at the teeth of the pitcher plant. Extraordinary, till death do them apart!

It is the white hairs that the termites go for. Pitchers with no hair are ignored. When the researchers placed near a termite marching column, both pitchers with hair and pitchers shaven off, the lead termite sensed the white hair, went back and called his mates for the forage. They came in numbers, started gobbling up the edible hairs and making food pellets out of them to carry home. In the process, they fell into the pitcher and could not escape. The fall-in rate was one every three seconds (could be even faster with a bigger marching band). After an hour, when all the hairs were gone, the pitcher was no longer of any interest to the termites. What it is in the hairs that attract the termite is not clear yet. It could be some volatile molecule, but the researchers could not detect any

smell in their study. As of now, it appears that contact happens by chance. To date, *N. albomarginata* appears to be the only one known plant that offers up its own tissue as bait, and the only one too that specialises on a single prey.

Reading the article, it occurred to me that here is a clean and green way to rid your house of termites—plant a hedge of *N. albomarginata* around your house, and it will do the rest. Alas, when I raised this point, Dr. Merbach disappointed me with his e-mail message, stating that this group of termites does not feed on wood, since they feed over ground. The wood-eater termites feed underground, while the plant presents its pitchers above. There goes another of my brilliant solutions!

I wonder whether *N. albomarginata* is seen in India, since there are other members of *Nepenthes* that grow in our subcontinent. It will also be interesting to check whether some of these are pest-gobblers. One plant, called *N. khasiana*, is found in the Khasi hills of Assam, but its termite-preference has not been tested so far, to the best of my knowledge. This pitcher plant is an undemanding highland species that grows slowly to a height of about two feet. It is able to tolerate low humidity and temperatures and thus, should be cultivable in other chosen areas of India. And it better be soon, since this plant is already in the endangered list because of encroachment by farmers who have cleared up land in that area for agriculture.

17. According to the passage, which of the following is facing the threat of extinction?
- N. albomarginata*.
  - Azadirachtin.
  - N. Khasiana*.
  - Hospitalitermes*.
  - The pitcher plant.
18. According to the passage, where does the digestion in plants take place?
- stem.
  - leaf.
  - flower.
  - roots.
  - fruits.
19. Accordingly to the passage, azadirachtin
- kills the insect.
  - acts as a poison.
  - acts as a repellent.
  - has the effect of starving the insect to death.
  - induces the death of the insect.
20. It can be inferred from the passage that
- tropical plants are omnivorous.
  - tropical plants are carnivorous.
  - tropical plants depend upon insects for food.
  - some tropical plants absorb the insect soup.
  - Some tropical plants are carnivorous.
21. According to the passage, all of the following can be inferred to be not true except:
- N. albomarginata* is completely different from the *Nepenthes* genus.
  - N. albomarginata* is very intelligent.
  - N. albomarginata* catches insects inadvertently while others do it in a planned manner.
  - Termites love the hair of the pitcher very much.
  - Plants of the *Nepenthes* genus eat termites for food.
22. According to the passage, *Hospitalitermes*
- is a termite genus.
  - is the main food of *N. albomarginata*.
  - loves to eat the white hairs that fringe the rim of the pitcher.
  - is mainly attracted to the *N. albomarginata* plant.
  - All of the above.

### Passage 5

Global climate change pundits have for long been blowing hot and cold over melting ice caps, rising ocean levels and unusually hot summers on the one hand and receding deserts, shrinking biodiversity and colder winters on the other. Climatologists are, however, unanimous in their opinion that regional variations notwithstanding, the Earth as a whole is becoming warmer—and largely due to the increased human activity. And yet, as a continent, Antarctica would seem to be bucking the trend. Recent reports quoting American scientists from the South Pole say that while temperatures in every other continent have risen over the past century, Antarctica has become appreciably colder over the past 35 years and continues to cool, becoming the only one of Earth's seven continents to react differently to global warming. The world's average temperature over the last 100 years has risen by 0.06°C a decade, and the average actually went up to 0.19°C between 1979 and 1998. In the Antarctic, on the other hand, temperatures fell on an average by 0.7°C a decade. Traditional theories of climate change have held

that the effects of global warming ought to be magnified at the Poles. Nonetheless, recent research points out that while the Arctic is indeed getting warmer, the Antarctic is definitely getting cooler. This will mean that previous estimates of rising sea levels that included the melting ice caps of both the North and South Poles will have to be suitably revised. So what is the mystery behind the cooling of the White continent?

Since most of the inhabited and industrialised countries are clustered close to the Arctic, polluting emissions waft across to the North Pole, creating a greenhouse effect, warming the air and loosening the ice sheets. Complex interplay of ocean currents appears to have changed temperatures, cooling the southern Ocean around the Antarctic and transforming the Pole's temperature profile. Antarctica's harsh desert valleys are turning cooler, setting off a series of ecological consequences in the region. Meanwhile, here's another contradiction; reports from New Zealand describe how there is a surfeit of global warming—induced break-away icebergs in the Southern Hemisphere.

23. According to the passage, all of the following are not true, except:
- (a) Traditional theories failed to calculate the effects of global warming.
  - (b) Fall in temperatures in the Antarctic is in accordance with the traditional theories.
  - (c) Effect of global warming is the maximum at the Poles.
  - (d) Effect of global warming on Antarctica is on unexpected lines.
  - (e) Effect of global warming on Antarctica is on expected lines.
24. According to the passage, it can be said that
- (a) Antarctica has become colder than the other continents of the world.
  - (b) Antarctica has become colder than the Earth over the last 35 years.
  - (c) The decade growth in temperature is much higher for Antarctica than the Earth itself.
  - (d) The average temperature rise for the decade 1979–1998 was more than the average rise in temperature over the last 100 years.
  - (e) Both the Arctic and Antarctic are getting cooler with global warming.

25. It can be inferred from the passage that:
- (a) Our knowledge and our theories about global climate change fails to explain what is happening across the globe.
  - (b) It is a matter of great contradiction that we failed to understand the full import of global climatic change.
  - (c) We could not understand the importance of global climatic change.
  - (d) It was difficult for us to understand the full implication of global climatic change.
  - (e) The threat of global warming is accentuated due to what is happening in Antarctica.
26. According to the passage, factors affecting the temperature profile of Arctic do not include
- (a) ocean currents.
  - (b) greenhouse effects.
  - (c) atmospheric pollutions.
  - (d) loosening of the ice sheets.
  - (e) Global warming.
27. According to the passage, the most important factor for global warming is
- (a) hot summers.
  - (b) increased human activity.
  - (c) shrinking biodiversity.
  - (d) increasing pollution levels.
  - (e) polluting factories.

### TEST 3

#### Passage 1

“SINCE wars begin in the minds of men,” so runs the historic UNESCO Preamble, “It is in the minds of men that the defences of peace must be constructed.” Wars erupt out when the minds of men are inflamed, when the human mind is blinded and wounded, succumbs to frustration and self-negation. War is the transference of this self-negation into the other-negation. The three Indo-Pak wars and the persisting will to terrorise have emanated from this savage instinct of other-negation that is the legacy of the partition carnage and its still-bleeding and unhealed wound.

Truncated from its eastern wing in 1971, Pakistan ever since has suffered from a sense of total existential self-negation. Plus the scars left by the two previously lost wars

to India and Kargil fill the Army and the Pakistan psyche with a seething urge to revenge: that India has to be negated, destroyed—in a deep psychological sense, another Hiroshima in the subcontinent is imaginable and possible. Terrorism in Kashmir springs from such deep negating existential grounds. Like the former Soviet Union, Pakistan came into being as a result of a grand delusion and massive perversion of reality—the so called two-nation theory. Like the former Soviet Union, it stands in danger of crumbling unless it modifies its reality perception and comes to terms with its post-Bangladesh identity within the prevailing subcontinental equation. Failing this, Pakistan is bound to break up, nudging the region to a nuclear nightmare, including possible South Asian Hiroshimas.

With ‘hot pursuits’ and ‘surgical operations’ freely making rounds among the policy elite and the public at large, the national atmosphere looks ominously charged. “On the brink,” headlines *The Week* (Jan. 6) adding, “As men and machines are quickly positioned by India and Pakistan, the threat of war looms real.” To which Gen. Musharraf counters, “If any war is thrust on Pakistan, Pakistan’s armed forces and the 140 million people of Pakistan are fully prepared to face all consequences with all their might.” According to *Indian Express*, “Pakistan has deployed medium range ballistic missile batteries (MRBBs) along the Line of Control (LoC) near Jammu and Poonch sectors in an action that will further escalate the tension between the two countries.” And India’s Defence Minister ups the ante, “We could take a (nuclear) strike, survive and then hit back, Pakistan would be finished.” (*Hindustan Times*, December 30, 2001). Mr. Fernandes’s formulation is certainly a tactical super shot, even a strategical super hit inasmuch as this is the very logic of India’s ‘No-first-strike’ doctrine. The Defence Minister obviously has no idea of the ethical, phenomenological implications of abandoning chunks of the Indian population to ransom for potential Hiroshimas and then ‘finishing’ the neighbouring country of 140 million in what could be nothing short of an Armageddon. Forget these horrendous scenarios. But does this not repudiate the grain of truth for which India’s civilisation stood for and vindicated across the untold millennia of its history? Yet, Mr. Fernandes, the pacifist and Gandhian, is no warmonger. As Defence Minister he had to react at a level with the Pakistanis, with their proclivity to drop the nuclear speak whenever that suited them, could have registered the message.

1. According to the passage, Pakistan is bound to dis-integrate
  - I. and it will throw the subcontinent into a nuclear backlash.
  - II. if it refuses to accept its present identity.
  - III. if it does not stop fuelling terrorism in Kashmir.
  - (a) I, II and III are correct
  - (b) II and III are correct
  - (c) I and II are correct
  - (d) I and III are correct
  - (e) Only I is correct.
2. It can be inferred from the passage that
  - (a) Soviet Union also came into being as a result of the two nation theory.
  - (b) Soviet Union crumbled as a result of the grand delusion of the two nation theory.
  - (c) Soviet Union’s disintegration was due to her failure to accept the reality.
  - (d) The ideological basis of creation of Soviet Union and Pakistan was the same.
  - (e) Soviet Union came into being as a result of a grand perversion of reality.
3. According to the passage, the reason for terrorism in Kashmir is
  - (a) Pakistan’s blind faith in terrorism.
  - (b) Pakistan’s perception of two-nation theory.
  - (c) Pakistan’s sense of self-negation.
  - (d) Both (a) and (c).
  - (e) Pakistan’s urge for self destruction.
4. According to the passage, all of the following about the defence minister are not true, except:
  - (a) He is not logical.
  - (b) He is not a Gandhian.
  - (c) He is a pacifist.
  - (d) He is not a warmonger.
  - (e) Both c and d.
5. “No-first-strike” doctrine suggests that
  - (a) India will never strike with a nuclear weapon
  - (b) India would not initiate a nuclear strike.
  - (c) India will effectively deter a nuclear strike with its nuclear weapons.
  - (d) If Pakistan strikes first, India would finish it.
  - (e) Both b and c.

**Passage 2**

It is said that the British ruled India with the help of just two laws, the Revenue Recovery Act and Section 144 of the Criminal Procedure Code, whereas the present governments in India, with hundreds of laws on the statute book, are unable to either recover their revenues or control law and order! It is true that the British Government's strength was its unfaltering commitment to the collection of revenues and enforcement of the law. It is not, however, my case that the country should now be run the way it was run by the British or that governments should do nothing but collect revenues and maintain law and order. But does one build a house without any mason to lay the foundation and by concentrating only on plans for interior decoration?

In post-Independence Indian public administration, there has always been a controversy, if not a conflict, relating to the roles of specialists and generalists. The former feel that the latter are cornering jobs for which they are not suitable and the latter feel that the former do not have breadth of perception and are blinkered by their narrow specialist knowledge. The IAS, especially, has been in the eye of this storm, so to say. I have heard my colleagues in functional departments say that the IAS was fit only for collecting revenues and maintaining law and order. The implication was that, apart from being unglamorous and pedestrian, these jobs were only for the unintelligent or the unscrupulous!

In the post-Independence era, the IAS too, presented with opportunities in the economic development sector and with the vanishing of land revenue as an important source of revenue for the States, began to regard tax collection and law and order jobs as not being promising enough from the job satisfaction or career points of view. With greater politicisation of the people and the spread of the populist cult, these activities came to be regarded as not merely non-developmental and feudal but almost as anti-people. No wonder that, while premier civil servants distanced themselves more and more from taking them seriously, the politicians seized the opportunity to undermine their importance and effectiveness.

An oversimplified, naïve and misunderstood version of development economics that public finance has nothing in common with private finance and that for a sovereign, especially democratic government, expenditure and income could be independent of each other, has contributed to a dangerously complacent view of poor tax recovery. A government's sovereignty, alas, does not extend to the laws

of arithmetic! A divine faith in the seductive comfort of the Laffer Curve and the emerging philosophy of privatisation and liberalisation have made strict enforcement of any rule or law appear not merely rigid and bureaucratic but almost retrograde and reactionary. (At the same time, the government is accused of not enforcing the law strictly against one's competitors!)

Today, immunity from payment and prosecution and the impunity with which both can be evaded—even defied—are the most coveted symbols of political importance, and the prime goal of coming to power is to do this on a scale of ever-increasing magnitude and frequency. Immunity from law and impunity of violation have become the modern political equivalents of the ancient sceptre and the crown. Kaleidoscopic coalitions in which the constant goal is to stay in power but the members keep changing almost randomly, have made every politician with at least one other member in his party a potential MLA/MP/Minister! This has made the tax collection and law enforcing agencies diffident and unwilling to stick their necks out. Political scientists who wax eloquent over how the emergence of the concept of coalition is a sign of the maturing of Indian democracy have completely missed, or slurred over, its adverse impact on administration (which includes tax enforcement as well as law and order) and how a coalition is a convenient, indirect and legal way of defection—defecting from principles without defecting from the party!

6. According to the passage, it can be said that:
  - (a) British rule in India was very effective in collecting revenues.
  - (b) British rule in India was based on the rule of law.
  - (c) The existing laws are not sufficient for the recovery of revenues.
  - (d) Collection of revenues is of supreme importance for the government.
  - (e) The British were in India only to collect revenues.
7. It can be inferred from the passage that:
  - (a) IAS is fit only for collecting revenues and maintaining law and order.
  - (b) IAS is responsible only for collecting revenues and maintaining law and order.
  - (c) IAS is only for unintelligent people.
  - (d) Maintaining law and order and collecting revenues are the responsibilities of IAS.
  - (e) IAS is for the super intelligent.

8. According to the passage, emergence of the concept of coalition politics:
- has allowed and encouraged ideological defection.
  - has made political defection legal.
  - has strengthened Indian democracy.
  - is a sure sign of the maturing of Indian democracy.
  - None of these.
9. According to the passage:
- Public finance has nothing in common with private finance.
  - Sovereign democratic government should keep expenditure and income completely separate.
  - Development economics has not helped to correct the poor-tax recovery system.
  - The spirit of the development economics has not been understood.
  - The spirit of the development economics has been well understood.

### Passage 3

Fifty three years since our tricolour fluttered atop Red Fort. Fifty three years of freedom and only a handful of us have succeeded in bagging a Nobel prize. Why has human resource development taken a backseat? Why have we, 1/6<sup>th</sup> of the world's population, done so moderately in the international arena? Questions! Questions! Before we try to seek answers, let us look at ways in which we have stood out in the international arena.

Nobel laureates apart, Time magazine has identified a few Indians amongst 100 heroes and icons of the 20th century. Mother Teresa needs no introduction. J. Krishnamurthy is known for his theological ideas. Gandhi is why we are India. And amongst these personalities is a person who has put the Indian system of healing on the global map. Deepak Chopra, "Lord of immortality", the new age guru and an endocrinologist by training is the poet-prophet of alternative medicine.

The ancient view of medicine was essentially a holistic one, i.e., an intimate interaction of body, mind, environment and spirit. The human being and the whole of society and nature for that matter, was viewed as being intelligent, conscious and ordered. Nature had laws and in order to stay well or to treat illness, one had to work with those laws. The

physical world was believed to be underpinned by the mental world—by the spiritual. As these 'worlds,' move 'inwards' they become more subtle and difficult to measure. A lot of work has nevertheless gone into developing measurement tools for physical and psychological parameters and through their combination, we are able to test if such relationships exist. This field of study is called mind-body medicine, probably the most comprehensive and reliable scientific examination of holism. Mind-body medicine focuses on the interactions between mind and body and the powerful ways in which emotional, mental, social and spiritual factors can directly affect health. It regards as fundamental, an approach which respects and enhances each person's capacity for self-knowledge, self-care and emphasizes techniques which are grounded in this approach. These techniques include self-awareness, relaxation, meditation, exercise, diet, biofeedback, visual imagery, self-hypnosis and group support. It explores and integrates the healing practices of other cultures, such as acupuncture and accupressure, meditation and yoga, as well as alternative Western approaches, including herbalism, massages, musculoskeletal manipulation and prayer. It views illness as an opportunity for personal growth and transformation and health care providers as catalysts and guides in this process. Consciousness, being primary, illuminates thoughts, desires and emotions in the mind and these in turn affect behaviour and physiology. Consciousness gives life to mind and body.

Over recent times, there has been an explosion of knowledge in the physical sciences. In medicine, the emphasis has tended to focus on the human body, but it has often ignored a holistic perspective, that is the body's interaction with mind, emotions, social environment and spirit. This more mechanistic and materialistic way of viewing the human being and illness has often times been at the expense of more traditional holistic models, which placed great emphasis on these more subtle elements of human experience. Mind-body medicine and its kindred fields of study, such as psycho-neuro-immunology and psychooncology, are opening our awareness and require more communication and cooperation across the scientific community than ever before. Thus far we can say that the potential of mind-body medicine for promoting health, both physically and psychologically, seems to be great. Its costs are relatively low and the 'side-effects' seem to be generally low. It may well be that the next major break-throughs in clinical medicine will involve the re-integration of contemporary physical sciences with traditional wisdom.

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10. Which of the following is not a characteristic of mind–body medicine?
- (a) It is a field that has been developed by Deepak Chopra.
  - (b) Deepak Chopra is the only proponent of mind–body medicine.
  - (c) It emerges out of the ancient view of medicine as a holistic one.
  - (d) It focuses on the interactions between mind and body and how social, mental, emotional and spiritual factors affect health.
  - (e) None of these.
11. According to the passage, which of the following is/are vital for the mind?
- I. Illuminations
  - II. Visual imagery
  - III. Meditation
- (a) II and III
  - (b) Only I
  - (c) Both I and II
  - (d) Only II
  - (e) Only III
12. It can be inferred from the given passage, that:
- (a) modern medicine totally rejects the need of harmonizing the human body interaction with the human mind.
  - (b) Modern medicine does not accept the traditional holistic models.
  - (c) Modern Medicine is more mechanistic and materialistic in its approach than that of the traditional holistic models.
  - (d) Traditional holistic models attach greater importance to mind, emotions, social environment and spirituality.
  - (e) Modern medicine is superior to traditional holistic models.
13. According to the passage, mind–body medicine is the most comprehensive and scientific examination of holism because
- I. It developed measurement tools for physical and psychological parameters.
  - II. It tests the relationships between physical and psychological parameters.
  - III. In it, the physical world, the mental world and the spiritual world move inwards to become one.
- (a) Only III is correct
  - (b) Only I and II are correct
  - (c) I, II and III are correct
  - (d) Only I and III are correct.
  - (e) None of these
14. Which of the following professions is the most likely one to which the author could belong?
- (a) a psychologist
  - (b) a physician
  - (c) a sociologist
  - (d) an economist
  - (e) a scientist
15. According to the passage, consciousness does not affect
- I. thoughts, desires and emotions.
  - II. behavior and physiology.
  - III. mind and body.
- (a) II and III only
  - (b) III only
  - (c) I and II only
  - (d) Only I
  - (e) None of these

**Passage 4**

Treatments for heart failure—implantable heart devices and cell-grown tissues—are among the top 10 research advances in heart disease and stroke for 2001, says David Faxon, president of the American Heart Association.

Other major milestones include drug-eluting stents and the use of stem cell transplants to repair stroke-damaged brains. Created in 1996, the ‘Top 10’ list highlights major gains in heart disease and stroke research.

In what could become one of the biggest breakthroughs in treating cardiovascular disease, scientists used drug-coated stents to prevent the reblockage of the stented section of a coronary artery.

Reblockage occurs in about 15 per cent to 30 per cent of angioplasty patients who receive stents. Researchers involved in several clinical trials have found that stents coated with a drug prevent the overgrowth of cells that typically causes the stented artery to reblock. A number of other drug-eluting stent trials are under way.

Heart failure patients treated with a left ventricular assist device (LVAD) lived longer and better than patients who did not receive the device.



Surgeons implanted the pump, which is the size of a compact disc player, into the upper part of the abdominal wall or in the peritoneal lining. A tube on the device enters the left ventricle and drains blood from the ventricle into the device.

The pump sends the blood to the aorta. Another tube attached to the pump extends outside the body and is attached to a videotape-sized battery pack, which is worn on a shoulder holster. Patients wear a beeper-sized control system on a belt.

The device assists the heart's left ventricle, which becomes weakened in heart failure. The LVAD lets blood pass from the left ventricle to the aorta, which supplies oxygen-rich blood to the brain and the rest of the body.

On July 2, 2001, 59-year-old Robert Tools became the first person to receive the AbioCor implantable heart. He lived for 151 days.

To be accepted, patients must have severe heart failure, affecting both the left and right ventricles of the heart and have a life expectancy of no more than 30 days. The heart is implanted in the chest and mimics the function of the human heart by circulating blood through the body. It is battery-operated and weighs only about 2 pounds.

Cardiovascular surgery requires replacement parts such as heart valves, blood vessels and vascular patches, but their function may be complicated by blood clots, tissue overgrowth, limited durability, infection and the inability to grow. The body can reject donor tissue. Tissue engineering using a patient's own blood or cells offers an alternative source. It holds particular promise in pediatric surgery where a graft with growth potential is important.

Researchers at the University Hospital Zurich in Switzerland used human bone marrow cells as a new cell type to engineer heart valves in the laboratory. The researchers concluded that human umbilical cord blood is a valuable source of EPCs, providing novel cells for tissue engineering.

The exciting possibilities for this cell source include "banking" the cells for future use. Cord blood cells could potentially be used to create a tissue-engineered structure needed to correct a cardiac birth defect diagnosed prenatally.

In other cell transplant experiments, adult human cardiac myocytes (heart muscle cells) regenerated after heart attack.

This means the heart may be able to replace damaged tissue by producing new functional cells. In a similar research, adult stem cells derived from bone marrow regenerated, forming new functional heart cells when injected around the site of the heart attack.

Experimental treatments using genes for vascular endothelial growth factor (VEGF) are not new. But in 2002, researchers brought a new twist to this pioneering treatment for coronary artery disease.

For the first time, researchers proved that blood flow to the heart improves after VEGF treatment. VEGF is a naturally occurring protein that stimulates the proliferation and migration of endothelial cells and endothelial progenitor cells, leading to the formation of new blood vessels.

The theory is that injecting the gene into the heart triggers the growth of new blood vessels in the oxygen-starved heart muscle.

The MRC/BHF Heart Protection Study (HPS) is the world's largest randomised trial of cholesterol-lowering drugs and of antioxidant vitamins in people at increased risk of coronary heart disease (CHD). Even though they have been used for decades, statin drugs' usefulness in particular populations is unknown.

Cholesterol-lowering therapy reduced total and vascular mortality, total CHD, stroke, and revascularisation procedures. Simvastatin given at 40 mg daily reduced 'major vascular events' by at least one-third among patients. Further development in treating lipid disorders is to match the intensity of the therapy to the person's risk.

Primary prevention of cardiovascular disease should begin with reducing intakes of saturated fat, increased physical activity and weight control. Secondary prevention should include reducing LDL cholesterol below 100 mg/dL by lifestyle changes and drug therapy.

In one of the largest genetic studies of its kind, researchers discovered three genetic variants that may explain why some families are prone to premature heart disease. The culprit genes regulate thrombospondins (TSP).

The investigators discovered distinctive variations in the genes of families with coronary artery disease, including a protective one. Changes known as single-nucleotide polymorphisms (SNP) were observed in genes that encode different thrombospondin proteins. These proteins govern new blood vessel growth, blood clotting and the blood vessel response to oxidised low-density lipoprotein cholesterol (LDL).

Mutations in another gene called LMNA cause a disease called Dunnigan-type familial lipodystrophy, in which carriers have a six-fold increased risk of coronary artery disease.

Because the mutant gene was also linked with insulin resistance, type 2 diabetes, lipid problems and hypertension,

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this research may help improve the understanding of major coronary heart disease risk factors.

A third gene for Familial Wolff-Parkinson-White Syndrome was identified by researchers. The syndrome is the second most common cause of paroxysmal supraventricular tachycardia (irregular heartbeat).

Rat stem cells developed into neurons and other mature brain tissue when transplanted into normal and stroke-damaged adult rats. This suggests the possibility that brains and spinal cords can be repaired following trauma from stroke or other diseases.

Researchers harvested embryonic cortical cells (which come from the cerebral cortex—the outer layer of the brain) for the transplants.

The cerebral cortex is the mantle of gray substance covering each half of the brain. It's responsible for higher mental functions such as thought, memory and voluntary movement. This is the area most often damaged by strokes. Cortical stem cells were injected into the brains of normal adult rats and adult rats damaged by stroke.

The stem cells grew in the damaged area, forming connections with neighboring cells. At 21 to 45 days after the transplants, most stem cells grew into mature neurons and other mature brain cells.

In another milestone in stroke research at the animal level, intravenous administration of bone marrow cells reduced stroke-induced disability. Another study showed that intravenous treatment with adult donor rat stromal cells (mature cells from bone marrow) allowed the rats to return to normal or near-normal function within 14 days of a stroke.

This may provide new treatments in the future for stroke, brain trauma and spinal cord injury in humans.

It may also be useful in treating Parkinson's disease, multiple sclerosis, Alzheimer's and other neurological diseases.

Behaviour, rather than genetics, may provide the key to reducing a woman's risk of developing type 2 diabetes.

Results suggest that the majority—an estimated nine out of 10 cases—of type 2 diabetes could be prevented by weight loss, regular physical activity, healthy diet, abstinence from smoking, and moderate consumption of alcohol (half to one drink per day for women).

Excess body fat was the single most important risk factor in the development of type 2 diabetes.

Lack of physical activity was also a significant risk, independent of body weight.

Conversely, women who exercised seven or more hours weekly cut their risk by 50 per cent compared with sedentary women.

The women at lowest risk ate a diet high in cereal fibre and polyunsaturated fats, and low in saturated and trans fat. They abstained from smoking and drank moderately.

Secondhand smoke damages the inner layer of the blood vessels, the endothelium, providing the first direct evidence of passive smoking's link to heart disease.

Although passive smoking did not reduce active smokers' coronary flow velocity during hyperemia, it was reduced significantly in nonsmokers.

Researchers add that this finding provides us with enough evidence of a direct effect of passive smoking on the coronary circulation in non-smokers.

It is also said that passive smoking affects flow reserve in nonsmokers more than in active smokers.

16. According to the passage, the implantable heart
  - (a) is a carbon-copy of the human-heart.
  - (b) functions like a human heart.
  - (c) can also work without the help of a battery.
  - (d) is made up of carbon.
  - (e) is an utter failure.
17. According to the passage, which one of the following is responsible for blood-clotting?
  - (a) single-nucleotide polymorphism.
  - (b) HDL.
  - (c) thrombospondin.
  - (d) insulin resistance.
  - (e) LDL.
18. According to the passage, which of the following supplies oxygenated blood to the brain?
  - I. Left Ventricle.
  - II. Aorta.
  - III. Left Ventricle Assist Device.
  - (a) Only I
  - (b) Both I and II
  - (c) Only II
  - (d) I, II and III
  - (e) Only III.
19. According to the passage, cardiovascular surgery does not involve
  - (a) replacement and transfusion of blood.

- (b) replacement of blood vessels.
  - (c) replacement of heart valves.
  - (d) removal of blood clots.
  - (e) replacement of vascular patches.
20. According to the passage, the term “myocytes” stands for
- (a) heart-function.
  - (b) heart-muscle cells.
  - (c) the human heart.
  - (d) any animal heart.
  - (e) heart vascular patches.
21. According to the passage, the main focus of the HPS is
- (a) on prevention therapy
  - (b) on the benefits of cholesterol-lowering drugs
  - (c) on random-trial
  - (d) on the benefits of the anti-oxidant vitamins in CHD.
  - (e) on randomised trials of cholesterol lowering drugs.

### Passage 5

Mobility of capital has given an unprecedented leverage to companies not only to seek low paid, informal wage employees across national boundaries, but the threat of capital flight can also serve to drive down wages and place large numbers of workers in insecure, irregular employment. Informalisation strategies enable employers to draw on the existing pool of labour as and when they require, without having to make a commitment to provide permanent employment or any of the employee-supporting benefits associated with permanent jobs.

As far as the working class is concerned, informalisation is in fact, a double-edged sword. For not only is the employee denied the rights associated with permanent employment, but the nature of casual work essentially destroys the foundations of working class organisation. As workmen move from one employer to another, numbers are scattered, everyday interests become divergent, and individualised survival takes precedence over group or collective struggles.

Even workers who have been in sectors with a long tradition of unionisation are difficult to organise once they are removed from the arena of permanent employment. About 50,000 textile mill workers in Ahmedabad City were laid off during the late 1980s and early 1990s. The move to obtain

compensation and rehabilitation for these workers floundered on the weakness of the struggle, as numbers of workers who were available for pressing their claims and taking to some kind of activism dwindled, the motivation of leaders declined and the struggle slowly frittered away. If this is the situation with workers familiar with the concept of unionisation, the task of organising vast masses of casual workers who have never been organized, is obviously much more difficult. The problem, essentially, is not only that of organising workers for struggle, but given the transitory nature of casual employment, employers are not bound to provide insurance of any kind, and frequently, there is no fixed employer against whom workers' claims can be pressed.

In this context, the formation of the National Centre for Labour (NCL) can be seen as a landmark in the history of the working class movement in India. The NCL is an apex body of independent trade unions working in the unorganised sector of labour, registered under the Indian Trade Union Act, 1926. Through its constituent members, the NCL represents the interests of workers in construction, agriculture, fisheries, forests, marble and granite manufacturing, self-employed women, contract workers, anganwadi and domestic workers, as also workers in the tiny and small-scale industries. The NCL, launched in 1995, has about 6,25,000 members spread over 10 states in India.

The NCL reflects two tendencies. First, the formation of such a federation highlights that despite the problems in organising workers in the informal sector, there have in fact, been a range of organisations which have sought to address these issues. On a collective plane, their activities represent a marked departure from the traditional way of conceptualising union activities exclusively around organised or formal sector workers. Thus, the unionisation of the hitherto unorganised sector has become inserted into the political universe as a possible and legitimate activity. Second, the formation of the NCL, to an extent, overturns the pessimistic logic that the interests of the unorganised sector—given their diverse and inchoate form—cannot be articulated from a single platform. For the NCL aims precisely, to not only provide an anchoring for these diverse organisations, but more importantly, to articulate the need for institutionalised norms of welfare which can apply to the unorganised sector as a whole.

It is in the context of this generalised movement that one needs to view recent efforts to bring in legislative acts which seek to create a new framework of laws and institutions

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addressing the needs of the unorganised sector. One of the major problems that has dogged this sector has of course been that of implementation. Thus, for example, while there is a stipulated minimum wage for most industries, this is frequently flouted by employers. A central objective of the NCL has been to advocate legislation to create agencies, which would mediate between the employer and the employee, to institutionalise certain guarantees of welfare and security to the employee. Thus, for example, the State Assisted Scheme of Provident Fund for Unorganised Workers, 2000, proposed by the Labour Department of the Government of West Bengal, introduces the mechanism of a Fund which will be contributed to by the worker ( wage-earner or self-employed person), the employer, and the Government and to which the worker would be entitled at the age of 55 or above. By registering a worker to this programme and issuing an identity card, the initial hurdle of identifying a large mass of scattered workers is overcome, and a step is taken towards institutionalising their legitimate claims against the employers and from the State.

The Karnataka Unorganised Workers (Regulation of Employment and Conditions of Work) Bill, 2001, offers a more comprehensive framework for addressing the unorganised sector's needs. It envisages the formation of a Fund and a Board, in each sector. The Board, consisting of members from the Government, employers and employees, would be responsible for administering the Fund. Employers must compulsorily pay towards the Fund, a certain fixed percentage of the wages or taxes payable by them, or a certain percentage of the cost of their project, (for example, in construction projects). The concept of the Fund is designed to create the financial viability of social security for workers, and to provide a structure for employers' contribution. Thus, workers would be insured for accident and illness, old age, and unemployment. The Board is designed to provide a mechanism to ensure the working of the Fund, and essentially, to institutionalise workers' claims against employers through an empowered agency.

In the broader context of economic liberalisation, recently proposed labour reforms seek to extend the scope of contract employment and to facilitate worker lay-off. As casualisation of labour now seems an irreversible trend, the Bills outlined above would appear to be the only way to insure workers' interests. To this extent, organisations such as the NCL, which have systematically struggled to push for such legislation, are serving an invaluable historical purpose. As the Karnataka Unorganised Workers Bill awaits endorsement

during the Assembly sessions being held currently, for the protagonists of the movement, this would be a watershed, but, nevertheless, only a moment in a struggle that needs to be waged at multiple points and to evolve to newer heights.

22. According to the passage, the proposed labour reforms
  - (a) will encourage the practice of hiring Labourers on a contract basis.
  - (b) will provide a much needed thrust to liberalization.
  - (c) have resulted in casualisation of labour.
  - (d) seek to extend the scope of employment and to facilitate worker retrenchment.
  - (e) will help labourers.
23. According to the passage, textile mill workers could not obtain compensation because
  - (b) they were not united.
  - (a) the number of workers available for pressing their claims was not adequate.
  - (c) of the weakness of the struggle.
  - (d) the motivation of the leaders was very low.
  - (e) None of these.
24. According to the passage, the most important aspect of the NCL is that
  - (a) it is an apex body of independent trade unions.
  - (b) it has given a voice to the interests of workers in the unorganized sector.
  - (c) it has 6,25,000 members spread over 10 States in India.
  - (d) it is the only body of its kind in India.
  - (e) It brings together various organised and unorganised sectors.
25. The tone of the passage can be best described as
  - (a) very critical.
  - (b) descriptive.
  - (c) analytical.
  - (d) exploratory.
  - (e) Arbitrary.
26. It can be inferred from the passage that
  - (a) Informalisation of labour is the result of industrial unemployment.
  - (b) Informalisation attaches little importance to making a commitment towards providing permanent employment.

- (c) Informalisation of labour and economic liberalization in India are closely interrelated
- (d) Both (b) and (c.)
- (e) None of these.

### TEST 4

#### Passage 1

THE murder of Fadime Sahindal, a young Kurdish woman, in the Swedish university city of Uppsala was no ordinary affair. Her father shot her in the head, in front of her mother and younger sister, for refusing an arranged marriage with a stranger from her Turkish homeland.

The killing has stunned Swedes. Thousands have joined torchlight vigils in her memory. Thousands more are expected to attend her funeral in Uppsala's Lutheran cathedral. Miss Sahindal was an outspoken champion for second-generation immigrants seeking their own way of life, often against their more tradition-minded parents' wishes. Mona Sahlin, Sweden's immigration minister, called her "a fantastic role model for young women".

The murder has also touched a raw nerve in Sweden by questioning the country's ability to integrate its ethnic minorities. Issues such as forced or arranged marriages and the clash between Swedish values and those of immigrants have leapt up the political agenda. The problem is not just Swedish. Denmark too worries about integration, and a row about arranged marriages is now blazing there.

But the two governments have taken different approaches. After Miss Sahindal's death, Sweden's ruling Social Democrats said they would give more cash to crisis centres and support groups for young women seeking to avoid arranged marriages or to leave violent partners. They also said they would close a legal loophole that lets foreign girls as young as 15 to marry, when 18 is the threshold for everyone else. The tone of Swedish ministers was one of sympathy for victims of forced marriages.

Not so in Denmark. Foreigners—or at least immigrants—plus their descendants for a couple of generations, make up about 7 per cent of the population. No vast figure, and foreign need not mean brown or black. But the new centre-right coalition was helped to power in November by a promise to curb immigration, and at times, will need votes in parliament from the overtly anti-immigrant People's Party, which made large gains. The government has chosen to take action at the border. Till now, the foreign spouse of a Danish resident was entitled, automatically, to come in with a resi-

dence permit. But under proposals unveiled last month, this—with some exceptions, maybe—would no longer be true, even for Danish citizens, if either person was aged less than 24 (unless, of course, the incomer was a Dane or other EU citizen). Even for a couple both aged 24 or more, the permit would not be automatic; cases would be decided individually.

The Danes are also making it harder for foreigners to come to Denmark to join family members already there. The reason, they say, is that unemployment among young immigrants is already too high. Human-rights campaigners suspect grubbier motives: to keep Denmark's proportion of brown and black residents below 10 per cent.

1. According to the passage, the murder of Sahindal reflects that
  - (a) Turks are generally orthodox.
  - (b) Kurdish are generally orthodox.
  - (c) Turks are opposed to arranged marriages.
  - (d) Kurds are opposed to arranged marriages.
  - (e) Kurds are unorthodox people.
2. According to the passage, the murder of Sahindal raises all of the following issues except:
  - (a) arranged marriages.
  - (b) clash of Swedish and immigrant values.
  - (c) Sweden's ability to integrate its ethnic minority.
  - (d) Denmark's ability to integrate its ethnic minority.
  - (e) None of these.
3. According to the passage, a large number of Swedes joined torchlight vigils to
  - (a) express solidarity with the cause for which Sahindal was murdered.
  - (b) express resentment against the murder.
  - (c) show displeasure against the murder.
  - (d) console the family.
  - (e) express solidarity with the family.
4. According to the passage, the Swedish government is planning to
  - (a) implement an exhaustive and extensive social reform program in Sweden.
  - (b) give cash awards to young women seeking to avoid arranged marriages.
  - (c) punish orthodox Kurdish population.
  - (d) Implement policies to support victims of forced marriages.
  - (e) None of these.

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5. According to the passage, all of the following are not true, except.
- (a) Denmark and Sweden both are facing the problem of integration of ethnic minority.
  - (b) Denmark and Sweden are planning to work together to tackle the same problem.
  - (c) Denmark has refused to work together with Sweden.
  - (d) The problem of ethnic minority is not a big issue in Denmark.
  - (e) All the above are not true.
6. The author of the passage could be
- (a) a political scientist.
  - (b) a social scientist.
  - (c) an immigrant.
  - (d) a psychologist.
  - (e) a politician.

**Passage 2**

The year was 1965. I was deputy secretary (budget and planning) in the ministry of defence. In 1963, a top secret committee headed by JRD Tata had been appointed to review the decision to produce the Russian MiG-21 aircraft in India. At that time, there were hopes that the US would agree to license their F-104 fighter aircraft for production in India.

Although these had been supplied to Pakistan, New Delhi and Washington had developed a military aid relationship after the Chinese attack in October 1962.

The sum and substance of the Tata committee report was that India should opt for the US aircraft and scrap the MiG project. However, when defence minister Y B Chavan led a delegation to the US in May 1964 to sign a comprehensive aid agreement, it became clear that US would not release the F-104 aircraft for India. Instead, the US offered the F-5 aircraft which the US air force itself did not have in service. After his return from the US, Chavan went to Moscow in August 1964. At the end of the visit, Chavan not only reconfirmed the earlier MiG-21 production agreement but also placed orders for three extra squadrons.

In 1965, the Public Accounts Committee under the chairmanship of R R Morarka, demanded to see the Tata committee report. As was to be expected, the ministry of defence took the stand that the top secret report could not be shared with the PAC. Since, as deputy secretary, I was the coordinator for dealings with the PAC at my level, the file

came to me. I put forward a solution which earned me the distinction of being dubbed a maverick.

I argued that while it may not be possible to share the top secret report with the entire PAC and allow it to be discussed, the PAC chairman's status was equivalent to that of a cabinet minister; one day, he could become a Union minister. Therefore, it would be quite in order for the defence minister to invite the PAC chairman to his office, give the report to him, get him to read it and then discuss with him how he would like it to be handled. This suggestion of mine was forwarded to Chavan by the joint secretary, albeit with a lot of reservations.

The defence minister accepted my suggestion. He invited Morarka to his room and gave him the slim Tata committee report to read. Morarka read it and he did not press the matter any further. At that time, the Congress party had been in power continuously for 18 years and no opposition had ever tasted office at the Centre.

Some 37 years later, the situation is different. The opposition parties have also been at the helm of the Union government. The present chairman of the PAC has had a long innings as a cabinet minister. Once again, the same kind of issue has arisen with the PAC asking for the CVC's top secret report on defence deals. Is Chavan's democratic norm still relevant?

7. According to the passage, Tata Committee was constituted
- I. to make a case for the licensed production of F-104 fighter aircraft.
  - II. to help the government in taking a decision about the production of MIG-21 in India.
  - III. to suggest to the government how to cancel the proposed plan of production of MIG 21 in India.
- (a) I and III only
  - (b) I and II only
  - (c) II and III only
  - (d) All three
  - (e) I only
8. According to the passage,
- (a) The author was of the opinion that the Tata committee report was a top secret report and it was not in national interest to discuss it in PAC.
  - (b) The author was of the opinion that the Tata committee report may be discussed with the PAC chairman in extraordinary circumstances.

- (c) The author was of the opinion that it should be left on the wisdom of the PAC chairman how he would like it to be handled.
- (d) Both (b) and (c).
- (e) All of a, b and c.
9. It can be inferred from the passage that
- (a) US was never interested in selling F-104 aircraft.
- (b) US was never in agreement with India to supply F-104 aircraft.
- (c) US breached the agreement with India.
- (d) India breached the agreement with US.
- (e) There was a mutual breach of agreement between India and US.
10. It can be inferred from the passage that the author thinks that
- (a) the CVC's top secret report should be discussed in PAC.
- (b) the CVC's top secret report should not be discussed in PAC.
- (c) there is a need for flexibility on the part of the government while dealing with sensitive reports.
- (d) Both (a) and (c).
- (e) None of these can be inferred.
11. The attitude of the author towards the issue can be best described as
- (a) anarchist.
- (b) democratic.
- (c) autocratic.
- (d) moderate.
- (e) logical.

**Passage 3**

Unmindful of relentless criticism from the global anti-GMO lobby, China is forging ahead with biotechnology-enhanced agriculture, reaping huge benefits in the process.

An article in *Science* magazine's recent issue claims that Chinese farmers are the greatest beneficiaries from Bt cotton's reduced pesticide need, through vast reduction in costs and increased production efficiency. A US-China joint scientific study report released last year says "It (Bt cotton) has resulted in substantial economic benefits for (China's) small farms".

The report also takes note of criticism which says that GM crops are bad for consumer health, and could impoverish

small farmers, fatten the profits of MNCs like Monsanto and increase pesticide use and reduce biodiversity. But, points out the report, agro-BT has the power "to help solve the problems of hunger and excessive pesticide use" and that this is abundantly evident in the Chinese example.

The truth probably lies somewhere in-between. China introduced GM (genetically modified) cotton on a large scale in 1996, after conducting a few field trials and relying heavily on US-generated test-data. Bt cotton is engineered to thwart the cotton pest, bollworm, that has for years decimated crops in the developing world, particularly in India and China.

Bt cotton produces *Bacillus thuringiensis* (Bt) which repels the bollworm pest. That China has stolen a march over us is evident even in Kathmandu markets where Chinese cotton is fast edging out other players. Is India missing the cotton bus? China could well become a leading cotton growing country, going by the spectacular results reportedly achieved in production volume, economic benefits and export performance.

Sceptics point out that China has already invested hugely in the new technology—Bt cotton in China is the world's most widespread transgenic crop programme for small farmers, with over 700,000 hectares under cultivation—and so, it cannot now afford to paint a blurred picture. That's why, they say, China is trumpeting its achievements—about how Bt cotton has worked wonders for the poor farmer, boosting income levels and increasing productivity.

Even discounting such pessimism, the plain truth is that we're still grappling with a strong anti-GMO activist lobby and frightened farmers who view the new technology with suspicion. So how did China take this great leap forward?

For one, China hasn't experienced the violent public opposition we've sampled here: three years ago, the Mahyco-Monsanto cotton trial fields in Karnataka were torched by irate mobs. Secondly, China doesn't have to contend with official bottlenecks of the kind Indian farmers face. Bt cotton grown in 11,000 hectares in Gujarat was recently withdrawn from the market as the seed company had failed to get clearance from the GEAC (Genetic Engineering Approval Committee), a Central government body set up to regulate the introduction of BT in agriculture.

Government-sponsored field trials of GM cotton have been on for nearly five years now; the results gleaned ought to have been made public. Because, it is only after Bt cotton is cleared for commercial cultivation that we can even hope to catch up with China. Moreover, unlike GM food crops, cotton is not used for human consumption. We really don't

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have much choice today, between pest-induced cotton crop failure causing farmers' suicides and boosting cotton production through using Bt cotton.

12. According to the passage, Bt cotton
- (a) could impoverish small farmers.
  - (b) could increase pesticide need.
  - (c) has been proved economically beneficial for small farmers.
  - (d) has resulted in a vast increase in production in the case of China.
  - (e) Is not suited for Indian conditions.
13. According to the passage, the most important objective of introducing GM cotton is to
- (a) produce Bt.
  - (b) fight a special pest.
  - (c) produce bollworm and increase productivity.
  - (d) reduce pesticide use.
  - (e) reduce cost and increase productivity.
14. According to the passage, India is way behind China in Bt cotton production because
- (a) Indian conditions are not conducive for it.
  - (b) India could not get the US-help.
  - (c) Indian public opinion is hostile toward it.
  - (d) Indian government is not proactive in implementing it.
  - (e) Both (c) and (d).
15. According to the passage, the attitude of the author towards the introduction of Bt-cotton in India is
- (a) skeptical.
  - (b) radical.
  - (c) rational.
  - (d) not flexible.
  - (e) hopeful.
16. According to the passage, it can be inferred that Chinese transgenic crop program has become a success because
- (I) China is not a democracy.
  - (II) China invested hugely in the new technology.
  - (III) China pursued the implementation of the program single-mindedly.
- (a) I and III only
  - (b) III only

- (c) I and II only
- (d) II and III only
- (e) All three.

**Passage 4**

The more things change, as the saying goes, the more they stay the same. That could be the depressing epitaph on an eventful year. How else could one explain the extraordinary capacity just revealed in the most powerful country in the world, and now even in our own country, for the most basic and antediluvian of appetites—the lust for war?

It is difficult today to pick up a newspaper or experience the images and comments from major news channels without a deep sense not just of fear for the future, but of shame and embarrassment. We have the mainstream media bombarding us with the most hawkish and aggressive posturing from our own countrymen (yes, they are almost always men) and then eagerly repeating every equally inane and ridiculously belligerent response of the so-called “enemy”. We have declarations of hate and threats of violence which are covered in so much self-righteousness and pious wrath that they threaten to go up in smoke themselves. And through sheer repetition, we the recipients of this onslaught of outrage, are—frighteningly—getting more used to the idea of war, to the notion that it is in some way necessary or inevitable.

It is well known that periods of war, or war mongering, are associated with and depend upon temporary cessations of sanity in society at large. Even so, some of the current discourse is so ludicrous as to be startling. Take, for example, the notions that terrorism can be fought and defeated through war, or that raining bombs upon a country composed of predominantly innocent people can prevent handfuls of desperate and maddened people anywhere in the world from engaging in violence upon other innocents.

Surely no one in her sane mind could really believe this, even if CNN tells us that George Bush thinks so. But such are our dark times that we in India seem not only to have fallen for that quite remarkable formula, but even adopted it for our own. And we—or at least much of our media—appear to have decided that the only means to combat private terror is by unleashing state terror of even greater and more damaging proportions, destroying our own civil liberties and putting many more lives in our subcontinent at risk.

Of course, there are many contradictions in this belligerent position. In fact, if it were not so awful, it would even be



funny. Think for example, of the attitude that so much of our mainstream and largely middle class media has towards politicians and elected representatives of our people, who are routinely reviled as being the most corrupt, unmindful, irresponsible, generally useless and even most objectionable, of all Indian elites. If they are indeed such a bad bunch, then why on earth are the same media getting so excited about the same politicians being attacked in Parliament?

Think, again, of the kind of people who are most anxious for aggressive and forceful state intervention in military form. They are mostly the very same people who are libertarian in the extreme when it comes to state intervention in the economy, wanting the state to retreat from practically all areas and renege on most basic responsibilities to its own citizens in the form of ensuring minimal socio-economic rights. But then, may be it is not such a surprise after all, throughout history, and especially under late capitalism, the number of jails and policemen has increased proportionately, even as public provision of basic needs has decreased.

Think, then, of the basic contradiction of the macho warmonger in India: that finally, both the decision to go to war or the decision to cool off must depend upon a nod from Uncle Sam. It is interesting that mostly this is not a source of discomfiture but a matter of pride. In a sense, that may even be a reflection of the peculiar form of jingoism that has been emerging among a section of metropolitan and non-resident Indians: a chauvinism that glories not only in an imagined heritage but in proximity to the world's big shot, in both material and political terms. This is far removed from genuine patriotism that is concerned with the welfare of most Indians, but it surely commands a lot of newspaper space and television airtime.

The most appalling contradiction of all is also the least funny. If the mainstream media were to provide any indication, the enormous economic problems of India—the huge wasteful food grain stocks, the problems faced by growing numbers of cultivators driven to suicide, the collapse of small industry, the desperate lack of jobs across the country—simply disappeared on September 11. And after December 13, of course, the only domestic issue of concern has been terrorism and how to control it by bashing Pakistan.

The problem is not only that this may even lead us to an unbelievably dangerous war with very uncertain outcomes. It is also that, even if we manage to avoid that depressing fate, we will have diverted our minds, energies and resources from other crucial problems and squandered a real opportunity for change.

17. According to the passage, the author
  - (a) seems to be in total conformity with the concept that terrorism can be defeated through war.
  - (b) does not think that terrorism cannot be defeated through war.
  - (c) is of the opinion that it is not realistic to believe that terrorism can be defeated through war.
  - (d) feels that war is the only way through which terrorism can be defeated.
  - (e) thinks that war is a form of terrorism.
  
18. According to the passage, which of the following would not be a consequence of the steps 'we' have decided to take against terrorism?
  - I. violation of civil-liberties.
  - II. raining bombs upon a country.
  - III. unleashing state terror.
  - (a) II and III only
  - (b) I only
  - (c) III only
  - (d) I and III only
  - (e) All three.
  
19. Which of the following is true according to the passage?
  - (a) India has decided to follow the American formula for fighting terrorism.
  - (b) India has toed the American line under American pressure.
  - (c) There was no choice for India except to accept the American formula.
  - (d) George Bush extended American expertise to help India incorporate the new formula.
  - (e) Metropolitan and non-resident Indians think that going the American way is the best course for India to fight terrorism.
  
20. According to the passage, it can be inferred about mainstream Indian media that
  - (a) their conduct has been highly irresponsible.
  - (b) they are playing a constructive role in making people aware about the threats and fear of war.
  - (c) they are highly nationalistic in their approach.
  - (d) they are doing a great job by exposing the government's policies.
  - (e) they are inciting war.

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21. According to the passage, India's willingness and enthusiasm to act according to the US is a matter of
- (a) embarrassment.
  - (b) shame.
  - (c) great satisfaction.
  - (d) disgust.
  - (e) anger.
22. According to the passage, the attitude of mainstream media towards politicians is
- (a) grossly biased.
  - (b) objective.
  - (c) self contradictory.
  - (d) highly prejudiced.
  - (e) condescending.

**Passage 5**

"Indian reality," Panikkar said, "is fast-changing, changing for the worse." Referring to globalization and the growing power of trans-national corporations, he said: "An empire is forming before our eyes." He said that sections of society had come to accept the dominance of the market in social relations "as an ideal" and that the situation is ripe for "the making of an uncritical mind, a conformist mindset". Panikkar said that although the 'empire' promised modernity and affluence, it actually promoted social obscurantism and cultural backwardness. Panikkar argued that the forces of communalism and empire complemented each other and had commonly shared interests. He said that the Indian government's reaction to Afghan war had clearly demonstrated the Indian ruling class' "uncritical acceptance of the dictates of the empire".

Panikkar said that activists working to develop a "counter-culture" had to realise that "culture is an area in which social power is exercised". He emphasized that this action was not a cultural programme, nor was it a performance or a spectacle based on various art forms. Only social activity on a continuous basis, aimed at the "radicalization of civil society", could develop such a counter-culture, in the process unsettling the existing equilibrium. He urged the People's Science Movement (PSM) to bring cultural action center-stage.

Panikkar referred to three factors that impede progressive cultural action—the changing relationship between the individual and the outside world, the influence of the market and the spirit of consumerism it enforces, and the rise of religiosity and communalism. These factors create a "myopic vision

that is insensitive to social reality". The rise of the market results in the growing alienation of the individual from society. Consumerism, as the "ideology and the culture of the masses" creates a situation in which people's material aspirations are largely unrealistic. Panikkar argued that the anxieties generated by this contradiction formed the ground in which religiosity and communalism thrive.

Panikkar suggested two areas for cultural action. In the "creative realm", he suggested the use of art forms for cultural action. He referred to the Safdar Hashmi Memorial Trust's (SAHMAT) effective campaign against communalism, using paintings, music, street plays and other methods. However, he said the drawback with this type of cultural action was that it was largely sporadic. Panikkar suggested that cultural action in the constructive realm would be more effective as they would be far more sustained. Action in the constructive realm would enable the formation of cultural communities. Such communities could be either imagined or local. "Imagined communities are those that internalize common values and interests and their members relate to a common origin," he said. The intervention of Eklavya, a non-governmental organization, in the field of education in Madhya Pradesh was an example of the development of such a community, he said. Local communities constitute the other type of counter-cultural action. They are "local" not because they address local issues, but because they undertake action on issues that are universally valid. Issues such as environmental degradation are prime areas that provide the basis for the development of such a community. Panikkar said such communities offered the possibility of "continuous engagement, a necessary precondition for the creation of social consciousness." Panikkar said that cultural action was needed to "de-ideologise civil society from the influence of globalisation and the logic of communalism." Referring to the inherent contradiction between the "interests of globalisation and the ideology of cultural nationalism", Panikkar said that the contradiction offered local communities the space to initiate counter-cultural action. In developing such a culture there was need to revitalize indigenous cultural resources while ensuring that they were not snared in obscurantism and revivalism, Panikkar added.

23. According to the passage, which of the following about 'local community' is true?
- I. Environmental degradation is the most important area that provides the basis for the development of a local community.

## TEST 5

- II. They don't address local issues.
- III. Local communities address only those issues that are universally valid.
- (a) Only III  
 (b) Only II  
 (c) I, II and III  
 (d) Only I  
 (e) I and II
24. According to the passage, what made local communities an agent for starting counter-cultural action?
- (a) Social consciousness that leads to the formation of such communities.  
 (b) Contradiction between the interests of globalisation and the logic of communalism.  
 (c) Continuous engagement between the interests of globalisation and the logic of communalism.  
 (d) Cultural nationalism with the motive for initiating counter cultural action.  
 (e) Mutual support between the interests of globalisation and the logic of communalism.
25. It can be inferred from the passage that
- (a) influence of the market formed the ground in which religiosity and communalism thrive.  
 (b) consumerism forces people to aspire for largely unrealistic material aspirations.  
 (c) growing alienation of the individual from the society is generally preceded by consumerism.  
 (d) Both (b) and (c).  
 (e) All of a, b and c.
26. According to the passage, counter culture
- (a) challenged the dominance of the empire.  
 (b) aimed at the radicalisation of civil society.  
 (c) can be developed through continuous social activity.  
 (d) can be developed without unsettling the existing equilibrium.  
 (e) is essential to maintain our cultural superiority.
27. The tone of the passage can be best described as
- (a) persuasive.  
 (b) highly critical.  
 (c) analytical.  
 (d) exploratory.  
 (e) descriptive.

## Passage 1

Only the Kuomintang warlords who have brought the areas under their own rule to the brink of bankruptcy, have the utter shamelessness to spread the rumour, day in day out, that the Red areas are in a state of total collapse. The imperialists and the Kuomintang are bent on wrecking the Red areas, the work of economic construction now in progress there, and the welfare of the millions of workers and peasants who have achieved liberation. For this purpose, they have pursued a ruthless policy of economic blockade, in addition to organizing forces for military campaigns of "encirclement and suppression". But, leading the broad masses and the Red Army, we have not only smashed one enemy "encirclement and suppression" campaign after another, but have also been doing all the essential work of economic construction within our power in order to defeat this vicious economic blockade. In this respect, too, we have scored one success after another.

The principle governing our economic policy is to proceed with all the essential work of economic construction within our power and concentrate our economic resource on the war effort, and at the same time, to improve the life of the people as much as possible, consolidate the worker-peasant alliance in the economic field, ensure proletarian leadership of the peasantry, and strive to secure leadership by the state sector of the economy over the private sector, thus creating the prerequisites for our future advance to socialism.

The focus of our economic construction is to increase agricultural and industrial production, expand our trade with the outside, and develop the co-operatives.

Agriculture in the Red areas is obviously making progress. As compared with 1932, the 1933 agricultural output was 15 per cent higher in southern Kiangsi and western Fukien and 20 per cent higher in the Fukien–Chekiang–Kiangsi border area. The Szechuan–Shensi border area has had a good harvest. After a Red established, farm output often declines in the first year or two but picks up again as the peasant masses work with greater enthusiasm after the land is redistributed and ownership is settled, and after we have given encouragement to production. Today, in some places, farm output has reached and even exceeded the pre-revolution level. In others, not only has land that lay waste during the revolutionary uprisings been reclaimed, but new land has

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been brought under cultivation. In many places, mutual-aid groups and ploughing teams have been organized to adjust the use of labour power in the villages, and co-operatives have been organized to overcome the shortage of draught oxen. Moreover, the women are taking part in production in great numbers. None of this could have happened in the Kuomintang days. With the land in the hands of the landlords, the peasants then were neither willing to improve it nor did they possess the means to do so. Only since we have distributed the land to the peasants and encouraged and rewarded production has their labour enthusiasm blossomed forth and great success in production been achieved. It should be pointed out that in the present conditions, agriculture occupies first place in our economic construction, it is by agriculture that we solve both the most important problem of food, and the problem of raw materials such as cotton, hemp, sugar-cane and bamboo, which are needed for the making of clothes, sugar, paper and other necessities. The care of forests and the increase of livestock are also an important part of agriculture. Within the framework of small-scale peasant economy, it is permissible and indeed necessary to draw up suitable plans for the output of certain important agricultural products and to mobilize the peasants to strive for their fulfillment. We should pay closer attention and devote greater efforts to this. We must actively lead the peasants in solving such difficult and essential problems in production as labour power, draught oxen, fertilizer, seed and irrigation. In this connection, our fundamental task is to adjust the use of labour power in an organized way and to encourage women to do farm work. The necessary measures to solve the problem of labour power are organizing mutual-aid groups and ploughing teams and mobilizing and encouraging the whole rural population to help during the busy spring and summer ploughing seasons. Another big problem is that quite a large proportion (about 25 per cent ) of the peasants are short of draught oxen. We must attend to organizing draught oxen co-operatives, encouraging the peasants without oxen to buy them for their common use through voluntary subscription to shares. Irrigation, which is the lifeblood of agriculture, also merits close attention. Of course, we cannot as yet bring up the question of state or collective farming, but it is urgently necessary to set up small experimental farms, agricultural research schools and exhibitions of farm produce in various places to stimulate the development of agriculture.

The enemy blockade has made it difficult for us to market goods outside our areas. There has been a decline in production in many handicraft industries in the Red areas, notably tobacco-curing and paper-making. But the difficulties of sending goods out are not entirely insurmountable. We have an extensive market of our own because of the mass demand in our areas. We should systematically restore and develop handicrafts and also certain industries, firstly to supply our own needs and secondly for trade with the outside. In the last two years, and especially since the first half of 1933, many handicrafts and a few industries have begun to look up because of the attention we have begun to devote to them and the gradual development of producers' co-operatives by the people. The most significant fields are tobacco, paper, wolfarm, camphor, farm implements and fertilizers (such as lime). Moreover, in our present circumstances, we should not neglect the manufacture of our own cotton cloth, medicines and sugar. In the Fukien-Chekiang-Kiangsi border areas, some industries have been set up which were previously non-existent, such as paper-making, cloth-making and sugar-refining, and they are doing well. To relieve the shortage of salt, people have begun to extract it from nitre. It requires proper planning to keep the industry going. With a scattered handicraft industry, detailed and comprehensive planning is of course, impossible. But fairly detailed production plans are absolutely essential for certain important enterprises, and first and foremost for state and co-operative enterprises. Every one of our state and co-operative industrial enterprises must pay attention from the very beginning to making accurate estimates of raw material output and marketing prospects in both the enemy areas and our own.

At the present time, it is particularly necessary for us to organize private external trading according to plan and for the state to handle certain essential commodities directly, for instance, the import of salt and cotton cloth, the export of grain and wolfarm, and the adjustment of grain supply within our own areas. Such work was first undertaken in the Fukien-Chekiang-Kiangsi border area and was started in the Central Area in the spring of 1933. With the establishment of the Bureau of External Trade and other agencies, initial successes have been achieved in this connection.

1. According to the passage, the economic blockade has resulted in
  - (a) decline in production in handicraft industries.
  - (b) decline in mass demand.

- (c) making goods difficult to export.
  - (d) decline in production in tobacco-curing and paper-making.
  - (e) An economic slowdown.
2. According to the passage, which is at the top in the priority list?
    - (a) economic reconstruction
    - (b) handicraft industries
    - (c) agriculture
    - (d) irrigation
    - (e) industry
  3. According to the passage, what is the author's view on the concept of state farming?
    - (a) The author supports it and thinks that the setting up of state farms is urgently needed.
    - (b) The author doesn't support it and thinks that the time hasn't come to set up state-farms.
    - (c) The author supports it.
    - (d) The author supports it and thinks that the setting up of state farms is not urgently needed.
    - (e) The author obliquely supports it.
  4. Why did the imperialists follow the policy of economic blockade?
    - (a) For encirclement and suppression of Red areas.
    - (b) For economic construction of their own areas.
    - (c) For the destruction of Red areas.
    - (d) To bring the Red areas under their own rule.
    - (e) For economic construction of Red areas.
  5. According to the passage, the objective of the economic policy is
    - (a) probably, to establish socialism.
    - (b) to improve the quality of life of the people.
    - (c) to establish socialism.
    - (d) to make exports competitive.
    - (e) to increase productivity in all sectors.
  6. According to the passage, which factor contributed most in increasing agricultural production?
    - (a) Bringing new land under cultivation.
    - (b) Reclamation of land-ownership of waste land
    - (c) Transfer of land-ownership to peasants.
    - (d) Greater participation of women in production.
    - (e) Using modern techniques for agriculture.

**Passage 2**

IT is easy to be depressed by Afghanistan. This year's opium crop will be the biggest in its history, accounting for up to two-thirds of national income. The hundreds of millions of dollars involved have corrupted government to the highest levels.

Security is so precarious that, on one of the only two occasions when he tried to hold a rally outside Kabul, Hamid Karzai, the interim president, found his helicopter repelled by ground fire. Much of the country is too dangerous for foreign aid workers to visit, so the task of rebuilding a nation ravaged by 25 years of war is proceeding at a pitiful pace.

Kabul has mobile phones, enticing restaurants, unveiled girls going to school, a relative absence of physical danger and signs of economic growth. But in the south, things are still falling apart. The drug barons are so powerful that government has largely broken down. Outside a few lucky and mostly urban areas, schools are not re-opening there, water-pumps are not being installed, and roads are not being surfaced. This is the heartland of the Pushtun majority, and it cannot but be dangerous if the Pushtuns feel they are being left behind. The effort against drugs has been spectacularly mismanaged by the West—not least by Britain, which has taken the lead in a task it is not able to perform.

All the same, two prominent facts suggest that, overall, Afghanistan has indeed improved since America went to war there in October 2001, and is still continuing to do so. The first is that Afghans are voting with their feet. Since the fall of the Taliban, more than 3 million refugees have returned from neighbouring Iran and Pakistan—something they dared not do while the Soviet Union battled the *mujahideen*, or while rival warlords, having defeated the Russians, were rocketing Kabul, or while the Taliban, who drove out the warlords, were playing out their medieval religious fantasies while turning their country into a training camp for al-Qaeda. There has been no move in the opposite direction, even as the euphoria that surrounded the Taliban's fall has faded.

The second cause for optimism is the sheer enthusiasm with which Afghans have embraced the democratic process. Six months ago, many people feared it would prove impossible to hold an election in so benighted a country. Back then, fewer than one in four eligible Afghans had registered to vote. By election day, however, the number of registered voters was around 10.5m—embarrassingly close to 100 per cent of the rough estimate of those eligible,

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suggesting a degree of fraud as well as a powerful desire to participate. Afghans have no experience of choosing their leader, and their choice is in no real doubt: it seems all but certain that the incumbent Mr Karzai will win the mandate he wants, though perhaps not until a run-off poll in November. Even so, they think it worth queuing to register and vote. That, surely, is an expression of faith in the future. Those hopes could easily be dashed: by large-scale violence on polling-day, or if one of the many attempts on Mr Karzai's life proves successful—or, more likely, if international donors use the elections as an excuse, once they are over, to walk away. But none of this is inevitable.

Three years on, what are the lessons for post-war state building? The first is the paramountcy of security. Without that, the victor in war can lose the peace. You cannot distribute aid, you cannot control narcotics, you cannot rebuild infrastructure and you cannot create a viable government.

The West botched post-war security in Afghanistan. America and its coalition allies have mostly confined themselves only to one part of the problem, tackling the remnants of al-Qaeda and the Taliban in the south-east. In this, they have achieved some success, hemming al-Qaeda into mountainous redoubts along the Afghanistan-Pakistan border, from which it and its still unapprehended leader, Osama bin Laden, pose a greatly diminished threat to the world. The Taliban are more amorphous, but are, at least, also confined to the south-east. They can no longer hope to retake control of the country. But they are still able to conduct devastating, if localised, raids.

However, the rest of Afghanistan was largely left to America's European allies. They have not done well. Until the start of this year, the "International Security Assistance Force" operated only in Kabul. When NATO took over the running of ISAF, in August 2003, it spent months haggling over troop numbers, helicopters and rules of engagement. It did eventually expand outside Kabul, bolstering security in the few areas where it operates in a limited way. But much more of this should have been done, and sooner. Some say that a larger force might have been construed as a foreign invader. And as the British discovered in the 19th century and the Russians in the 20th, Afghans unite against foreign domination. But the friendly reception they have given the ISAF in its limited excursions suggests that even illiterate tribesmen can tell the difference between occupiers and peacekeepers.

Iraq and Afghanistan are very different countries, not least in that Afghanistan seems genuinely to be one country,

whereas Iraq may turn out not to be. So was the nature of the war America waged in them. In Afghanistan, America fought a largely proxy war using the militias of the Northern Alliance, which gave it the mixed blessing of having well-armed local allies who expected to run the country afterwards. In Iraq (with the exception of Kurdistan) America and its foreign allies waged the war alone, and inherited no useful local forces capable of imposing order once the invasion was over. Nonetheless, two other lessons—on top of the need for security—can be read across from one conflict to the other.

One is the need for patience. The job of putting a failed state back together again is bound to be incremental, patchy and plagued by frequent reverses. A year ago, when Mr Karzai's authority did not extend outside his capital, it was easy to assume that Afghanistan would always remain a collection of fiefs. This may now be changing. In Herat, Mr Karzai has been brave enough to dismiss the warlord Ismail Khan as governor—though Mr Khan and his private army are still very much at large. In the north-west, the fledgling Afghan National Army has dared to back Mr Karzai's man against another brutal warlord, General Rashid Dostum. Mr Karzai has dumped another of the warlords, Mohammed Fahim, as his running-mate. Huge problems remain, but it is no longer impossible to imagine a future in which Afghanistan becomes a unified and reasonably well-governed country.

The final lesson for Iraq is that legitimacy matters. In Afghanistan, care has been taken to create a government that Afghans may, with luck, consider their own. A UN-sponsored conference drew up the basic plan within weeks of the end of hostilities. A transitional government was then elected, on time, by an Afghan Grand Assembly. A constitution was drawn up, also on time. Now presidential elections are being held, with only a minor delay. Parliamentary elections next year are supposed to provide the final piece of the puzzle.

In Iraq, America's blueprint for a democratic transition has been chopped and changed with bewildering frequency. And now that a clear plan has at last been drawn up, leading to an election in January, security has deteriorated so much that holding it may prove impossible. Much more should have been—and still needs to be—learned, from Afghanistan's failures as well as its successes.

7. Which of the following, according to the passage, suggest that conditions in the post-war Afghanistan have improved?
- (a) Afghans are exercising their suffrage.

- (b) Afghans have welcomed the initiation of the democratic process.
- (c) Afghans have an uncanny knack of uniting against foreign domination.
- (d) Both a and b.
- (e) a, b and c.
8. According to the passage, which of the following is not a difference between the types of war waged by the US against Iraq & Afghanistan?
- (a) Proxy war.
- (b) A war fought with allies
- (c) A war fought to quell terror threats to the world.
- (d) Either (a) or (b).
- (e) None of the above.
9. What is the author's assertion regarding the democratic set-up in Iraq?
- (a) It has collapsed.
- (b) It should be based upon Afghanistan's post-war experiences.
- (c) Security should be improved before initiating any such practices.
- (d) Afghanistan's experiences as well as security should both be the base for setting up democracy in Iraq.
- (e) None of these.
10. Which of the following on the part of Karzai may prove that he wants uniformity in Afghanistan and is trying to exercise his government over the whole country?
- (a) His efforts at holding a rally inside Kabul.
- (b) His ousting of general Dostum from Herat.
- (c) His good relationship with his running mate, Mohd Fahim.
- (d) Dismissing the warlord Ismail Khan in Herat.
- (e) None of the above.
11. Why is it that the lessons of Afghanistan may not prove totally applicable to Iraq?
- I. Unlike Iraq, Afghanistan is one country.
- II. Security fears are more in Iraq than in Afghanistan.
- III. Afghanistan will always remain a country of warlords.
- (a) I, II
- (b) I only
- (c) I, III
- (d) I, II, and III
- (e) II only
12. Which of the following is not a lesson to be carried over from Afghanistan to Iraq, in the context of implementing the democratic process in Iraq?
- (a) The need for security.
- (b) The need for patience.
- (c) The need for local allies.
- (d) The need for legitimacy.
- (e) The need for installing democratic processes.

**Passage 3**

Over the past decade, there has been a sea change in China's economic policies. Like other developing countries, which are attempting to become more export-oriented, China has started to set up free trade zones. These zones are called "Special Economic Zones"(SEZ's) and feature various incentives designed to encourage foreign investment. What is the significance of these zones? Have they really played an important role in the development of the economy of China? In this paper, I first describe the background to the establishment of these zones, looking at China's economy before the 1970s. Then I describe some of the aims and characteristics of the SEZ's. Lastly, I attempt to assess the significance of the SEZ's in the development of the wider Chinese economy.

Historically, China has adopted an inward-looking strategy to its economic development. Successive Chinese governments thought that the economy could grow purely through self-reliance. However, there are always limitations to what a country can do by itself, for example, limitations in raw-materials, natural resources, technology, etc. These can hold back the growth of an economy and certainly China's economic growth lagged far behind much of the rest of the world upto the 1970s.

By contrast, countries like the USA were achieving significant economic growth in this period because they were practising foreign trade policies which facilitated free trade. Any shortages in the domestic economy, for example oil in the USA or Japan, wheat in the Soviet Union or cars in India, could be compensated for by imports. Foreign trade, then, could help to aid economic growth.

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The export trade is also vital. Not only can exports be a means of paying for imports, but they also help to earn foreign exchange. Since 1979, the Chinese government has recognised the importance of exports as a means of fostering economic growth. Economic policies and special incentive programmes have been introduced to increase exports. One measure taken was the opening of the five special economic zones.

The aims of the establishment of the SEZ's were to earn foreign exchange, to enhance employment, to attract foreign investment and to accelerate the introduction of technology and management expertise. The five SEZ's established were Shenzhen, Zhuhai, Shantou in Guangdong province, Xiamen in Fujian province and Hainan Island. In order to attract foreign investors and develop foreign trade, the five SEZ's offer similar packages of favourable incentives to foreign firms. One of the most attractive points of these packages is that income tax is fixed at the rate of 15 per cent, lower than that in other parts of China. Other advantages such as tax exemptions, land use rights, and banking and finance privileges are not available to firms operating outside the SEZs.

Many other non-financial advantages are provided inside the SEZs. Firms are provided relatively free-market environments with minimal government intervention. This means that private and joint-venture enterprises are free to hire their own workers. They are also free to set wages to reflect market conditions. Bonuses can be awarded to workers for outstanding performance.

The favourable impact of the SEZs on the economy of China is fivefold: They attract foreign investment, they help the growth of the export industry, they earn foreign exchange, they provide employment opportunities and lastly, they help the indigenous economy improve its level of technology. I would now like to look at some of these points in more detail.

The preferential treaties of the SEZs have attracted foreign investors to invest a huge amount of money in China. For instance, Hainan and Xiamen have attracted investments mostly from Taiwan. By June 1987, a total foreign investment of \$2.12 billion had been made in the five zones, amounting to one quarter of the total foreign investment in China during this period. The most marked success was registered in Shenzhen. By the end of 1986, it accounted for \$1.4 billion through more than 4000 economic cooperation agreements. One significant factor is that the investment has not been confined to the export industry, but has permeated other

sectors such as infrastructure construction, commerce, tourism and real estate.

The establishment of the SEZs has opened a way for China to increase its trade with foreign countries. They not only enhance trading activities such as foreign investment and tourism, but also help China to earn foreign exchange through these activities. As all five SEZs are coastal cities, they are convenient for ocean transport routes and help to promote the export industry. Preferential policies have encouraged foreigners to set up export-oriented factories in the territories. From 1985 to 1987, an annual average real growth rate of 83 per cent was recorded for exports from the five zones. Shenzhen's exports, for example, grew at an average rate of 70 per cent during this period. At the same time, the proportion of the SEZs' industrial products which went to export had risen to 53 per cent by 1987.

Since the beginning of the open-door policy, small-scale private businesses have been allowed to coexist with state enterprises. This has increased employment opportunities for local people and raised the level of economic activity. Also, many state workers sense that going into business on their own may provide greater income potential. They generally adopt an attitude commonly known in China as "I Bu Zho Er Bu Shu", which, loosely translated, means refusing to work and refusing to relax. Many prefer to work for joint-venture firms for higher wages. So the average income in SEZs now ranks as the highest in China.

In theory, advanced technology and know-how will also flow into the country as a result of foreign investment. In turn, with increasing exports, the force of international competition may bring greater pressure on Chinese firms to adopt more efficient work practices. It is perhaps questionable how much benefit the wider Chinese economy has reaped from these investments. The technology, patents and know-how remain firmly the property of, and are controlled by the parent companies. It may however be the case that in the long run, the work culture and practices adopted by foreign companies could have some washback effect over wider economic practices in the country.

In conclusion, the establishment of the SEZs has helped to increase the export trade which in turn, has helped to improve the Chinese economy. Preferential treaties have been offered in the five SEZs to attract foreign investment. A large amount of foreign investment has occurred not only in the export trade, but also in infrastructure construction, commerce and tourism. Foreign companies have been



encouraged to set up factories in the territories and the export industry has grown. Job opportunities have been provided for locals as factories need labour and the average income of the people has increased. In addition, advanced foreign technology has been brought in with the inflow of foreign investment. All these factors have contributed to the growth of the Chinese economy. It remains to be seen if these quantitative advances, in which the SEZs have played an important role, are matched by commensurate advances in the quality of life for the majority of Chinese people.

13. The main idea of the first paragraph is to:
  - (a) outline the main causes of the special economic zones.
  - (b) outline the main consequences of the special economic zones.
  - (c) give background information and describe the paper's outline.
  - (d) give the author's viewpoint on the special economic zones.
  - (e) introduce the special economic zones concept.
14. In paragraph nine, the writer is:
  - (a) outlining his personal opinions.
  - (b) reviewing possible courses of action.
  - (c) describing what has happened.
  - (d) outlining what needs to take place.
  - (e) recommending courses of action.
15. Which of the following can be inferred about the author's attitude towards the benefits of foreign investment:
  - (a) He is certain that it will benefit the Chinese economy.
  - (b) He is uncertain that it will benefit the Chinese economy.
  - (c) He is certain that it will not benefit the Chinese economy.
  - (d) He is certain that foreign investment is counter-productive for the Chinese economy.
  - (e) None of these.
16. According to the paragraph, how is the governance of the SEZs characterised:
  - (a) unregulated.
  - (b) regulated and with favourable incentives.
  - (c) relatively deregulated compared to the rest of China.

- (d) deregulated free market zones.
- (e) regulated closely.

17. Which of the following can be inferred about the author's views about the success of the SEZs in China?
  - (a) successful.
  - (b) a qualified success.
  - (c) a potential success for the future.
  - (d) less successful than had been initially expected.
  - (e) an object failure.

**Passage 4**

One phase of the business cycle is the expansion phase. This phase is a twofold one, including recovery and prosperity. During the recovery period there is ever-growing expansion of existing facilities, and new facilities for production are created. More businesses are created and older ones expanded. Improvements of various kinds are made. There is an ever-increasing optimism about the future of economic growth. Much capital is invested in machinery or "heavy" industry. More labour is employed.

More raw materials are required. As one part of the economy develops, other parts are affected. For example, a great expansion in automobiles results in an expansion of the steel, glass, and rubber industries. Roads are required; thus the cement and machinery industries are stimulated. Demand for labour and materials results in greater prosperity for workers and suppliers of raw materials, including farmers. This increases purchasing power and the volume of goods bought and sold. Thus, prosperity is diffused among the various segments of the population. This prosperity period may continue to rise and rise without an apparent end. However, a time comes when this phase reaches a peak and stops spiraling upwards. This is the end of the expansion phase.

18. Which of the following statements is the best example of the optimism mentioned in the passage as being part of the expansion phase?
  - (a) Public funds are designated for the construction of new highways designed to stimulate tourism.
  - (b) Industrial firms allocate monies for the purchase of machine tools.
  - (c) The prices of agricultural commodities are increased at the producer level.

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- (d) Full employment is achieved at all levels of the economy.
  - (e) Taxes are reduced in the economy.
19. It can be inferred from the passage that the author believes that
- (a) when consumers lose their confidence in the market, a recession follows.
  - (b) cyclical ends to business expansion are normal.
  - (c) luxury goods such as jewellery are unaffected by industrial expansion.
  - (d) with sound economic policies, prosperity can become a fixed pattern.
  - (e) business expansion is folled by an economic depression.
20. Which of the following statements would be most likely to begin the paragraph immediately following the passage?
- (a) Some industries are, by their very nature, cyclical, having regular phases of expansion and recession.
  - (b) Inflation is a factor that must be taken into consideration in any discussion of the expansion phase.
  - (c) The farmer's role during the expansion phase is of vital importance.
  - (d) The other phase of the business cycle is called the recession phase.
  - (e) During the expansion phase, everyone is optimistic.

**Passage 5**

Revival of sick industries can be effective only when the rehabilitation schemes focus on organisational restructuring, and not just on financial recast. An in-house study by the BIFR reveals that promoters' non-compliance with revival scheme provisions is a key reason for the failure of rehabilitation programmes. Some other reasons are incompetent and/or dishonest management, state and central government policies and unexpected adverse developments in the external environments. According to RBI, internal factors like project appraisal and management deficiencies account for nearly 56 per cent of the total sick and weak units. Another reason is the limited stake of the promoter. Workforce, contrary to perceptions, is not a significant factor in industrial sickness.

Most of the new class of emerging promoters has no professional experience and their tactics are mostly unprofessional. With the proposed SICA Bill, the role of BIFR should change to that of a facilitator from that of a court. But this is defined very narrowly—the BIFR would be a facilitator only for creditors and promoters of the organisation, and try to work out a solution for the debt repayment. Moreover, the Operating Agencies that formulate the rehabilitation package are financial institutions and banks. They focus only on financial restructuring. What revival schemes need is a competent professional facilitator, and sick companies, transformational restructuring. The present BIFR approach grossly fails to understand how organisations behave and work. Therefore, the high failure rate of the rehabilitation schemes, 54 per cent for under Section 17(2) and 42 per cent for under Section 18(4), till Sept, is not surprising. Further, there has been a decline in the number of references received by the BIFR by 10.63 per cent compounded annually.

Moreover, there are instances of some units being intentionally forced to deteriorate, and the same promoters floating new units in other regions. At present, for the promoters, exit is an easy and desired option. The result is that though at times the BIFR has drawn up the rehabilitation plan, the promoter has not been interested in making the unit viable. All this shows the BIFR has to undergo a drastic change that should stress on the process of change and involve organisational restructuring by the shared learning approach that is characteristic of process based consultancy.

In process consultation, the consultant helps the client to perceive, understand and to act upon process events that occur in the client's environment. In other words, it addresses the problem solving activities of the client as opposed to the client's actual problems. The process involves the organisation and the consultant in joint diagnosis of the problem. The process consultant would urge the CEO that he should not leap into any kind of action programme (especially if it deals with changes in structure), until the organisation itself has done a thorough assessment of the strengths and weaknesses of the present structure.

In other words, the need for a change should first emerge from the organisation itself. Since the consultant, being from outside, would not know the people, their tradition, styles and personalities, he would only assist the organisation to become a good diagnostician so that it can solve the problems on its own. This would involve a partnership approach from the unions and the workers in joint diagnosis with the management.

This would in turn, result in lower resistance to change from the unions since they are also involved in the change process. This kind of partnership is crucial in creating the stake of the workforce in the organisation and building up trust that would help turnaround organisations.

21. The revival of sick industries have failed because of which of the following reasons:
- I. Rehabilitation schemes focus on organisational restructuring.
  - II. Rehabilitation schemes focus only on financial recast.
  - III. Rehabilitation schemes are not effective.
  - IV. Non-compliance with revival schemes.
- (a) Only II & IV
  - (b) Only I & IV
  - (c) Only III & IV
  - (d) Only II.
  - (e) I and II only.
22. Industrial sickness according to the RBI, is majorly caused by all of the following, except:
- (a) The limited stake of the promoter.
  - (b) Internal factors like project appraisal and management deficiencies.
  - (c) The attitude of the workforce.
  - (d) Lack of professional experience of new promoters.
  - (e) All of the above are causes of industrial sickness.
23. Which of the following is incorrect with respect to the SICA bill:
- (a) The SICA bill alters the role of BIFR from a court to a facilitator.
  - (b) BIFR will be a facilitator only for creditors and promoters of the organisation.
  - (c) BIFR is the main operating agency.
  - (d) Financial institutions and banks formulate rehabilitation packages.
  - (e) BIFR has outlived its power.
24. Revival schemes, according to the passage, should
- (a) Focus on organisational restructuring.
  - (b) Have competent professional facilitators.
  - (c) Work out the solution for debt repayment.
  - (d) Both a & b.
  - (e) All of these.

25. Process based consultancy, according to the passage
- (a) Follows the shared learning approach.
  - (b) Is one in which the consultant helps the client to study the process events.
  - (c) Improves the problem solving activities rather than solving the actual problems.
  - (d) All the above.
  - (e) Only a and b.
26. According to the passage, need for change
- (a) is created by the joint diagnosis of the problem by the organisation and the consultant.
  - (b) is created by the action programmes.
  - (c) creates awareness of the strength and weakness of the present structure.
  - (d) should emerge from the organisation itself.
  - (e) occurs when the organisation fails to reach its goals.

## TEST 6

### Passage 1

Henry Ford grinned at his wife Clara, while wiping his grease-stained hands on a piece of cloth. His face was aglow with excitement. It seemed to tell his dame, "I have it, dear. Ready to be tested—All that it needs is your signal." Clara smiled while gently holding the cup with the gasoline, steady at an angle, so that the fuel could flow in at a regular pace. Ford whipped the engine out of its slumber by triggering the mechanism. The engine seemed reluctant to start. But, soon, it spluttered and as the fuel nudged, it roared loudly. The noise was deafening. Yet, to Henry and Clara it was sweet music. As soon as the engine was turned off, Henry ran into the outstretched arms of Clara. The two stood hugging each other, savouring the moment of success. Henry gently tilted Clara's face up and peered into her eyes. For a long time, they stood, almost mesmerised. Then Clara wriggled out, while gently reprimanding him for his dirty hands and the smears they had left on her cheeks where they had run freely. Did Henry cheer her, saying "These are the signs of my first triumph?" At least, that was his impression. Henry stood and admired the enigma which would revolutionise travel. His mind flashed back to the days of childhood. His father, a farmer at Michigan had eagerly looked forward to the birth of a son. He had his plans. He would help his son learn every thing about farming. He would direct the boy, equip him with

the skill to tend plants to eliminate pests and weeds, to plough the field with the help of animals. He saw only one career for his son in fact that lay in farming.

Parental expectations have a distinct slant. Rarely ever do they provide for the natural proclivities of the progeny. By and large, they manage to have their way. In the process they stifle the child's basic talent. It is only the exceptionally strong and the extremely confident among the offsprings who fly against the set by their parents and streak their path to glory. Henry Ford did just that. He showed even when he was about five, that machines and tools were the playthings with which he could spend hours. Time seemed to stand still for him when he played with them. He would rip open a tool that had a rusted nut; he would tear apart a mechanism, which had a broken axle. He would look around for a suitable replacement. He would oil the joints, get the stains all over his clothes, run into trouble with his mother for spoiling the clothes. But all the reprimands failed to mend his ways. He occasionally went with his father around the hoe and the mechanical plough, the tools of the trade. His father, often exasperated, pleaded, cajoled, shouted and screamed. These had only temporary impact. Henry's heart was not in farming.

Mechanical contraptions fascinated him. He would pick up a watch, gently prise the lid on the back, up with a thin wedge peer into it, watch the spring pulsating with life, and notice the wheels, which ran into each other, rotating at steady paces. The whole world for the little boy lay there. He often dismantled the watch, checked each part, understood its role in the complex assembly, got them together again after cleansing, dusting and oiling them. Henry offered to repair clocks and watches held by friends and neighbours. A neighbour joked, "Every clock in the village shudders when it sees Henry coming". At the age of 13, he went with his father to the neighbouring town of Detroit. On the way, he noticed—the steam locomotive. This was in 1876. Henry could not take his eyes off the machine. How smoothly did the locomotive chug along? Could he not try his hand at producing something that would move on roads? Something that won't need rails to glide along? He pleaded with the locomotive driver to wait for a few minutes. He ran over, waved his hand to the driver of the locomotive, which had come to a halt a little away at the station. The driver glared at the boy—Henry hailed him, politely requested him to explain how the locomotive worked. The driver did not know much. Yet, he decided he would amuse the boy. Henry heard with rapt attention, while the driver explained to him the main

parts—the boiler, the pressure created in the boiler by water, heated by coal, the steam pressing the axles to turn the wheels. Henry sought some clarifications. The driver found it rather beyond him to answer the boy. He shooed the boy aside, and got into the engine. Henry rushed back to his father. The two moved on, Henry still wondering about the machine he would produce once he grew up, that would help people move fast on roads.

For making that dream come true, he had to fly against his father's desire. That pained him. He loved his father, but he was not willing to mortgage his future. His mind was not in farming. He told his father bluntly that he was moving to Detroit to learn the trade of a mechanic. His father was aghast at the suggestion. Had the boy lost his head? The two stood their grounds. Fiery words flew around. The sparks of angry exchanges boomed. Then came the truce. The father gave his son reluctantly, the permission to go. There was a tiny ray of hope that the boy would come back to the sylvan settings, finally settle down at the farm. This hope sustained the old man. It was at Detroit that Henry sharpened his native talent. He would spend hours to understand the intricacies of every machine, which was assigned to him by the small firm where he was employed. Soon, he gained a reputation as a boy who could repair any machine. His reputation was matched by hard work. Henry knew that he was getting the insight into machines. He would soon break off, start work on the 'horseless carriage' that he wanted to produce. He was finally earning enough to live in reasonable comfort. He fell in love with Clara Byrant. He was 25. Youthful desires were coursing through him. Yet he did not want to enter wedlock unless he was sure that Clara would share his dream.

The two sat together in a lonely place, while Henry detailed his future plans. He hinted that life would not be a bed of roses. His first love would always be machines. If she could share his enthusiasm, the two together could target for fame, wealth, and recognition. In other words, what he wanted of Clara was a multiple role. Not only should Clara be his wife, but his friend, critic, associate, my Woman Friday. That was not an easy role to play. However, Clara did not bat an eyelid. She responded with warmth to his proposal. The two decided to go through life hand in hand, creating a path that had never been trekked by others. It was hard work for Henry. During the day, he worked at the Edison Illuminating Company. At night, he huddled along with Clara, at the workshop, at the rear of their humble house. Henry would have an assortment of old parts—many of them partly worn

out, brought by him from the pile of discards—from which he wanted to fabricate an engine that would work on gasoline. He had read about a gasoline engine developed by Dr Nicolaus A Otto, of Germany. Henry did not miss the cue. If he could develop such an engine, he would have the horseless carriage. He shared his excitement with Clara.

1. “Every clock in the village shudders when it sees Henry coming.” Why did Henry’s neighbour make this joke?
  - (a) Mechanical contraptions fascinated Henry.
  - (b) The whole world of the protagonist lay around machines.
  - (c) Henry had no interest in farming, as every other villager did.
  - (d) Henry always damaged all machines.
  - (e) None of the above.
2. The example of the engine driver is given by the author to elucidate which of the following character traits of Henry Ford?
  - (a) Inquisitive.
  - (b) Contemplative.
  - (c) Challenging.
  - (d) Perseverant.
  - (e) Intelligence.
3. The role of Clara in the success of Henry Ford can best be described in the following words:
  - (a) She was with him as a great support and a great friend.
  - (b) She was not exactly a part of his success.
  - (c) She should be given equal accolades for Ford’s success.
  - (d) Her role was minimal in his success.
  - (e) Cannot be derived from the passage.
4. “Horse less Carriage”—this was the dream of Henry Ford. He got a major cue from Dr. Nicolaus Otto. This cue was in the form of
  - (a) Material help which Mr. Otto gave him.
  - (b) The idea, which he got from Dr. Otto’s discovery.
  - (c) The confidence, which he got from Dr. Otto’s discovery.
  - (d) None of the above.
  - (e) All of the above.
5. “while gently reprimanding him”. What is the attitude of Clara towards Henry?
  - (a) She was angry with Henry because of the smears she was having on her face.
  - (b) She was reprimanding him because she did not like the gesture of her husband.
  - (c) This was a gesture that showed her happiness.
  - (d) Showed her condescending attitude towards Henry.
  - (e) None of the above.
6. What is the normal relation between parental expectations and the natural proclivities of the progeny, as per the passage?
  - (a) They are often on different paths.
  - (b) Natural proclivities superimpose the parental expectation.
  - (c) They have no definite relation.
  - (d) Parental expectations build natural proclivities or, natural proclivities are inherent.
  - (e) They are mutually supportive.
7. According to the author, the sign of Henry Ford’s first triumph was:
  - (a) Smears that were running freely on Clara’s cheeks.
  - (b) The loud noise which was triggered by the start of the engine.
  - (c) The testing of Ford’s invention.
  - (d) All of the above.
  - (e) None of the above.

**Passage 2**

Many scientists rely on elaborately complex and costly equipment to probe the mysteries confronting humankind. Not Melissa Hines, a behavioural scientist who is hoping to solve one of life’s oldest riddles with a toy box full of police cars, jigsaw puzzles and Barbie dolls. For the past two years, Hines and her colleagues have tried to determine the origins of gender differences by capturing on videotape the squeals of delight, furrows of concentration and myriad decisions that children from 5 to 8 make while playing. Although both sexes play with all the toys available in Hines’ laboratory at the University Of California, the experiments confirmed what parents and more than a few aunts, uncles and nursery school teachers already know. As a group, the boys favour sports cars and fire trucks, while the girls are drawn more often, to dolls and kitchen toys.

But one batch of girls defies expectation and consistently prefers boy toys. These youngsters have a rare genetic abnormality that caused them to produce higher levels of testosterone, among other hormones, during their embryonic development. On the average, they play with the same toys as boys, in the same ways and just as often.

Could it be that the high level of testosterone present in their bodies before birth has left a permanent imprint on their brains, affecting their later behaviour? Or did their parents knowing of their disorder, somehow subtly influence their choices? If the first explanation is true and biology determines the choice, Hines wonders, "Why would you evolve to want to play with a truck?"

Not so long ago, any career-minded researcher would have hesitated to ask such a question. During the feminist revolution of the 1970s, talk of inborn differences in the behaviour of men and women was distinctly unfashionable, even taboo. Men dominated fields like architecture and engineering, it was argued, because of social, not hormonal, pressures. Women had the vast majority of society's child rearing because few other options were available to them. Once sexism was abolished, so the argument ran, the world would become a perfectly equitable, androgynous place, aside from a few anatomical details.

But biology has a funny way of confounding expectations. Rather than disappear, the evidence for innate sexual differences only began to mount. In medicine, researchers documented about heart disease; what it does to women and that women have a more moderate physiological response to stress. Researchers found subtle neurological differences between the sexes, both in the brain's structure and in its functioning. In addition, another generation of parents' best efforts to give baseballs to their daughters and sewing kits to their sons, girls still flocked to dollhouses while boys clambered into tree forts. Perhaps nature is more important than nurture after all. Even professional sceptics have been converted. "When I was younger, I believed that 100% of sex differences were due to the environment." Says Jerre Levy, professor of psychology at the University of Chicago. Her own toddler toppled that utopian notion.

"My daughter was 15 months old, and I had just dressed her in her teeny little nightie. Some guest arrived, and she came into the room, knowing full well that she looked adorable. She came in with this saucy little walk, cocking her head, blinking her eyes, especially at the men. You never saw such flirtation in your life." After 20 years spent studying the

brain, Levy is convinced: "I am sure there are biologically based differences in our behaviour."

Now that it is OK to admit the possibility, the search for sexual differences has expanded into nearly every branch of the life science. Anthropologists have debunked Margaret Mead's work on the extreme variability of gender roles in New Guinea.

Psychologists are untangling the complex interplay between hormones and aggression. But the most provocative, if as yet inconclusive, discoveries of all stem from the pioneering exploration of a tiny 1.4 kg universe: the human brain. In fact, some researchers predict that the confirmation of innate differences in behaviour could lead to an unprecedented understanding of the mind. Some of the findings seem merely curious. For example, more men than women are left-handed, reflecting the dominance of the brain's right hemisphere. By contrast, more women listen equally with both ears while men favour the right one. Other revelations are bound to provoke more controversies. Psychology tests, for instance, consistently support the notion that men and women perceive the world in subtly different ways. Males excel at rotating three-dimensional objects in their heads and females are better at reading emotions of people in photographs. A growing number of scientists believe the discrepancies reflect functional differences in the brains of men and women. If true, then some misunderstanding between the sexes may have more to do with crossed wiring than crossed tempers.

Most of the gender differences that have been uncovered so far are statistically speaking, quite small. "Even the largest differences in cognitive function are not as large as the differences in male and female height," Hines notes. "You still see a lot of overlap." Otherwise, women could never read maps and men would always be left handed. That kind of flexibility within the sexes reveals just how complex a puzzle gender actually is, requiring pieces from biology, sociology and culture. Ironically, researchers are not entirely sure how or even why humans produce sexes in the first place. Why not just one—or even three—as in some species? What is clear is that the two sexes originate with distinct chromosomes. Women bear a double dose of the large X chromosome, while men usually possess a single X and a short, stumpy Y chromosome. In 1990s, British scientists reported they had identified a single gene on the Y chromosome that determines maleness. This master gene turns on a host of other genes to the complex task of turning

a foetus into a boy. Without such a signal, all human embryos would develop into girls. “I have all the genes for being male except this one, and my husband has all the genes for being female,” marvels evolutionary psychologist Leda Cosmides, of the University of California at Santa Barbara. “The only difference is which genes got turned on.”

Yet, even this snippet of DNA is not enough to ensure a masculine result. An elevated level of the hormone testosterone is also required during the pregnancy. Where does it come from? The fetuses, own undecided testes. In those rare cases in which the tiny body does not respond to the hormone, a genetically male foetus develops sex organs that look like a clitoris and vagina rather than a penis. Such people look and act female.

The influence of the sex hormones extends into the nervous system. Both—males and females produce androgens, such as testosterone, and estrogens—although in different amounts. Men and women who make no testosterone generally lack a libido. Researchers suspect that an excess of testosterone before birth enables the right hemisphere to dominate the brain, resulting in left-handedness. Since testosterone levels are higher in boys than in girls, that would explain why more boys are left-handed.

Subtle sex-linked preferences have been detected as early as 52 hours after birth. In studies of 72 new-borns, University of Chicago psychologist Martha McClintock and her students found that a toe-fanning reflex was stronger in the left foot for 60% of the males, while all the females favoured their right. However, apart from such reflexes in the hands, legs and feet, the team could find no other differences in the babies responses.

One obvious place to look for gender differences is in the hypothalamus, a lusty little organ perched over the brain stem that, when sufficiently provoked, consumes a person with rage, thirst, hunger or desire. In animals, it performs a sexual function and is somewhat larger in males than in females. But its size need not remain constant. Studies of tropical fish by Stanford University neurobiologist Russell Fernald reveal that certain cells in this tiny region of the brain swell markedly in an individual male whenever he comes to dominate a school. Unfortunately for the piscine pasha, the cells will also shrink if he loses control of his harem to another male.

Many researchers suspect that, in humans too, sexual preferences are controlled by hypothalamus. Based on a study of 41 autopsied brains, Simon Levay of the Salk Institute for Biological Studies in San Diego announced last

summer that he had found a region in the hypothalamus that was on average, twice as large in heterosexual men as in either women or homosexual men. Levay’s findings support the idea that varying hormone levels before birth may immutably stamp the developing brain in one erotic direction or another.

These prenatal fluctuations may also steer boys towards more rambunctious behaviour than girls. June Reinisch, director of the Kinsey Institute for Researches in Sex, Gender and Reproduction at Indiana University, in a pioneering study of eight pairs of brothers and 17 pairs of sister ages 6 to 18, uncovered a complex interplay between hormones and aggression. As a group, the young males gave more belligerent answers than did the females on a multiple-choice test in which they had to imagine their response to stressful situations. But siblings who had been exposed in-utero to synthetic anti-miscarriage hormones that mimic testosterone were the most combative of all. The affected boys proved significantly more aggressive than their unaffected brothers, and the drug-exposed girls were much contentious than their unexposed sisters. Reinisch could not determine, however, whether this childhood aggression would translate into greater ambition or competitiveness in the adult world.

8. According to the passage, which of the following pairs is correct?
  - I. Leda Cosmides, California University, Los Angeles.
  - II. Jerre Levy, Kinsey Institute, Indiana University.
  - III. June Reinisch, Chicago University.
  - IV. Melissa Hines, California University, Santa Barbara.
  - (a) I, II, III and IV
  - (b) I and III only
  - (c) II and IV only
  - (d) I and II.
  - (e) None of these.
9. According to the passage, which of the following statement is correct?
  - (a) Hines work confirms that boys favour sports cars & fire trucks, while the girls are drawn more often to dolls & kitchen toys.
  - (b) Levy is sure that there are biologically based differences in our behaviour.

- (c) Levy is correct that 100 per cent sex differences were only due to the environment.  
(d) Both (a) and (b).  
(e) (a), (b) and (c).
10. During the feminist revolution of the 1970s,  
(a) men dominated fields like architecture & engineering.  
(b) women had the vast majority in society's child rearing field.  
(c) men started showing interest in child rearing activities.  
(d) both (a) & (b) above.  
(e) None of these.
11. The human brain, according to the passage, weighs-  
(a) Less than 1.4 kg.  
(b) 1.4 kg.  
(c) More than 1.4 kg.  
(d) 2.4 kg.  
(e) Cannot be inferred or concluded from the passage.
12. Which of the following statements, according to the passage, is incorrect?  
(a) Males excel at rotating three-dimensional objects in their heads.  
(b) Females prove better at reading emotions of people in photographs.  
(c) More men, than women, are left handed, which shows the dominance of the brain's right hemisphere.  
(d) Men are better at reading maps.  
(e) None of these.
13. The psychologist Leda Cosmides, says—"I have all the genes for being male except this one, and my husband has all the genes for being female". What is she talking about?  
I. Women bear double doses of the large X chromosome.  
II. Men usually bear a single X and a short stumpy Y chromosome.  
III. There is a single gene on the Y chromosome that determines maleness.  
IV. A master gene that turns a foetus into a boy, without which, all human embryos would develop into girls.
- (a) I & II only  
(b) II, III & IV  
(c) II & IV only  
(d) III & IV only  
(e) I, III and IV.
14. According to the researches, as given in the passage, more boys are left-handed because:  
(a) Testosterone levels are higher in boys than in girls.  
(b) An excess of testosterone before birth enables the right hemisphere to dominate the brain, resulting in left handedness.  
(c) Both (a) & (b) of the above.  
(d) They are right brained.  
(e) None of the above
15. In the studies of 72 new-borns, as done by the psychologist Martha McClintock of the University of Chicago, it was found that  
(a) A toe-fanning reflex was stronger in the left foot for 60% of the males, while all the females favoured their right.  
(b) A toe-fanning reflex was stronger in the left foot for 60% of the females, while all the males favoured their right.  
(c) Both of the above.  
(d) Apart from the toe fanning reflex there were no major differences between boys and girls.  
(e) Both a and d.
16. According to the passage, which of the combinations is correct?  
I. Hypothalamus is a lusty little organ perched over the brain stem.  
II. Hypothalamus, when provoked, doesn't create any effect on the person with respect to his rage, thirst, hunger or desire.  
III. Its size need not remain constant. (of the hypothalamus)  
IV. Most probably, sexual preferences are also controlled by the Hypothalamus.  
(a) III & IV only  
(b) I, III & IV  
(c) All of the above  
(d) I, II and III  
(e) Only I and III



**Passage 3**

Organisations are made of people. Without people, there can be no organisation. Where people are involved, some learning always takes place. The learning may be good or bad, but it happens all the same. In other words, organisations can and do learn, since their people can and do learn. This ability of organisations takes the shape of strategic and competitive advantage, when you begin to consider that we compete in a world full of knowledge. Not just that, there is so much of knowledge getting added each day that it is almost impossible to compete on any other basis. For sure, financial prudence and soundness helps, but that is useful only if you can compete in the first place. It therefore makes eminent sense for organisations to create an environment where lots and lots of people learn lots and lots of new things all the time. Yes, companies do recognise this, but they do mighty little about actually getting down to making it happen in big and continuous doses.

There is another completely different advantage of competing on learning. Organisational knowledge is the sum of many parts—the sum of many minds working together. This simply cannot be replicated by the competition. Why? The reason is quite simple. It is not possible to replicate the same set of circumstances and the same set of people existing in one company into another company. So, even if a few people leave and join forces with the competition, all is not lost. As a result, when discussions centre around return on investment, there is the invariable war cry for cost cutting. Such debates are common in corporate settings, and the outcome is invariably one-sided. Since the majority of costs relate to people, let's seize a hatchet and cut the headcount. Few, far too few, senior managers think about the incredible damage they are doing by taking such an approach. No one pauses to ponder over the loss of knowledge, human capital, and loyalty.

This is where the story of the titmouse becomes relevant. Alan Wilson, a zoologist and biochemist at the University of California at Berkeley, has been studying how animals learn. His research has established that there is a certain behaviour that enables primates and songbirds to share the position at the top of the table of evolved species.

Wilson's theory for accelerated anatomical evolution describes three characteristics that enable learning:

**Innovation:** As individuals and as a community, they have the ability to invent new behaviour. They are capable of developing skills that enable them to exploit and take advantage of their environment in newer and better ways.

**Social propagation:** Skills are propagated and transferred in a proper and established way to the entire community through direct communication, not genetically.

**Mobility:** Individuals of the species have the ability to move around. They use this ability to a tremendous extent. They flock and move in herds, instead of keeping to themselves like hermits.

To determine whether his theory would hold water, Wilson researched studies done on the British titmouse, a small songbird commonly found in Britain. The study is extremely revealing and goes thus: During the early part of this century, milk was distributed to the doors of British country houses in bottles without tops. The cream would settle at the top of the bottles. Two species of birds—the titmice and red robin, learned to siphon the cream from the bottles and get an enriched diet. This diet was obviously richer than other food the birds had. The digestive systems of these two species underwent a metabolism to cope with the extra nutrition. By the early fifties, the entire titmouse population had learnt how to pierce the aluminium caps and get to the cream. On the other hand, the red robins simply did not learn how to pierce the caps. There was a stray robin here and a stray robin there that had learned how to pierce the cap, but the species as a whole, simply failed to learn. In other words, the knowledge was simply, not passed to all red robins. What was the difference between the two species? Basically, the titmice underwent a remarkably successful process of institutional learning, while the red robins couldn't do so. This could not be explained as a difference in communicating ability. Both species possess the same range of ability to communicate. The difference lies in the process of social propagation—the manner in which titmice disseminate their skills between members of the community. And here is the difference. The titmice live in pairs (male and female) during spring season. They live thus until their brood grow big enough to fly and feed on their own. By the time summer arrives, the titmice can be seen hopping from one garden to another in flocks. Their propensity to flock is so powerful that the groups remain practically intact, roving the countryside. This movement pattern lasts through the summer.

On the other hand, red robins are highly territorial birds. They care for their young ones but have no ability to move as a community. They guard their turf jealously, and the only real communication that takes place is antagonistic and adversarial. Wilson concluded that birds that flock learn much faster. Moreover, everyone is able to learn. This greatly enhances their chances of survival, and speeds their

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evolution. The lessons for organisational learning from this study are profound, to put it mildly. How many organisations can you find where the communication is not adversarial? Territorial behaviour and turf guarding are staple diets in corporate corridors. Most organisational structures, in fact, encourage this behaviour, albeit unknowingly. The results are the same, just think, organisational charts have boxes in which people are placed. They then have functions and divisions to make things worse. This is the perfect setting for the proliferation of bureaucracy and empire-building. No wonder Hammer and Champy describe this as “The Humpty Dumpty School of Organisational Management” in their book, “Re-engineering the Corporation”. Mobility comes from moving people across functions and divisions. That may be the easier of the two criteria. The tough one is social transmission. As long as corporations are organised around functional concepts, social transmission will take place in an antagonistic manner. Here lies the key, then: CEOs who continue to organise their structures by function are doomed to head unlearning organisations. Hey, even the humble titmouse has figured that out. What is preventing the lofty man from emulating the titmouse?

17. What is the relationship between people, organisation and learning?
  - (a) Organisations are made up of people and where people are involved, even if they are bad, some learning takes place.
  - (b) Organisational learning is brought about by many minds of many people working together.
  - (c) Organisations are made up of people and the involvement of people evolves learning and this learning can lead to competitive advantage.
  - (d) All of the above.
  - (e) Both (b) and (c) but not (a).
18. The author talks of creating an environment of learning. Why is there a need for creating this type of environment?
  - (a) The world in which the organisations exist is full of knowledge, so it is necessary to imbibe this knowledge.
  - (b) The learning ability takes the shape of competitiveness and an environment is needed to combat this competitiveness.
  - (c) An environment of learning is needed because in an organisational set-up, there are many minds working together.
  - (d) All the above.
  - (e) (a) and (c) but not (b).
19. Which one of the following is not an advantage of competing on learning in an organisational set up?
  - (a) The leaving and movement of a few people doesn't create much difference.
  - (b) Knowledge is added each day and this knowledge becomes the parameter on which one competes.
  - (c) Competition brings financial prudence and soundness.
  - (d) Everyone in the organisation is able to learn and thus, exchange his or her knowledge.
  - (e) Both (c) and (d).
20. “Let's seize the hatchet and cut the head count”. What is the author trying to express?
  - (a) Organisations stop all fresh recruitment to reduce costs.
  - (b) Organisations reduce the work force to cut costs.
  - (c) Both (a) and (b).
  - (d) Organisations focus on targets and cost cutting.
  - (e) None of the above.
21. What is the relation between Alan Wilson's study and organisational learning?
  - (a) Alan Wilson's experiment illustrates the process through which all organisational learning takes place.
  - (b) There is no direct relationship between Alan Wilson's study and organizational learning.
  - (c) His study gives lots of lessons on organizational learning through a simple example of titmouse and red robins.
  - (d) Two of the above.
  - (e) All of the above.
22. “Titmice underwent a remarkably successful process of institutional learning, while the red robin could not do so” because:
  - (a) Of difference in their communicating ability
  - (b) Titmice move in groups.
  - (c) There is a difference in the method they use to propagate their skills.
  - (d) Two of the above.
  - (e) All of the above.

23. What is “the Humpty Dumpty School of Organisational Management”?
- (a) An institute where organisational management is being taken care of.
  - (b) It is a remark on the adversarial communication in an organisation, which leads to bureaucracy and empire building.
  - (c) Organisations encourage bureaucratic and empire-building tempers by these forms of structure of the “Humpty Dumpty School of Organisation Management”.
  - (d) “The Humpty Dumpty School” is a hypothetical business school.
  - (e) A hilarious description of a management school.
24. Which one of the following is not a part of Wilson’s theory of accelerated anatomical evolution on primates and songbirds?
- (a) Their ability to invent new behaviour and capability of developing skills.
  - (b) Their ability of propagating their skills.
  - (c) Their staying in flock and possessing great mobility.
  - (d) All of these.
  - (e) None of the above.
25. What is the lesson which can be derived from the passage?
- (a) Company heads should not organise structures by function.
  - (b) Company heads should form learning organisations.
  - (c) Company heads should learn from the example of Titmouse and Red robins.
  - (d) All of the above.
  - (e) None of these.
26. What does the passage advise CEOs to do?
- (a) Emulate the titmouse and apply its principles.
  - (b) Acquire the ideas of organisational management.
  - (c) They should learn something about institutional learning.
  - (d) They should become innovative and mobile.
  - (e) Learn from successful experiments of other organisations.

**Passage 4**

TWO new books on Leonardo daVinci have covers that are almost identical. Both authors have pored over Leonardo’s notebooks, and claim to take us inside the mind of the Renaissance giant. Yet one book, a surprisingly short one, paints Leonardo as a genius, whereas the other, a doorstep of a volume, presents him uncut, looking something of a fallen angel. Which Leonardo you choose depends on whether you prefer your heroes on or off their pedestal.

Martin Kemp, an eminent Oxford art historian and Leonardo scholar, has condensed what he calls Leonardo’s “strange career” as an engineer and musician into a series of key moments. Writing his book in the Tuscan villa that was once home to a smiling housewife named Lisa, thought to be the model for the most famous painting in the world, Mr. Kemp warms to the ambience of the place before launching into the essential facts about the man. Yet, after an auspicious beginning, the book reads like a gallery guide to Leonardo, and this may be because Mr Kemp is organising a Europe-wide exhibition of Leonardo in 2006, called the Universal Leonardo Project. His is a convenient handbook for the show or for any of the 24 paintings he attributes to the artist, and the book is also worth buying for Mr Kemp’s handy timeline and illustrated list of Leonardo’s at the back. The prose, however, is more efficient than uplifting.

Charles Nicholl’s long biography of the master is more gratifying to read, yet it ties itself in knots trying to follow every lead that Leonardo, his contemporaries and a legion of scholars have left behind. The author’s goal is to show not the genius but, rather the man, and he does his best to drag Leonardo down to earth. He begins with an anecdote about a note of Leonardo’s jotted in the margins of an exposition on geometry: he is stopping work, the note explains, because his soup is getting cold. More details follow about Leonardo’s animal-loving vegetarianism and about his inability to get a job done on time. A Freudian analysis of Leonardo’s paintings of the Holy Family attempts to expose the artist’s problems with father figures (Joseph is always absent, you see). And you learn more perhaps than you might wish about the homoerotic impulses in Leonardo’s angels. That Leonardo, like Michelangelo and Botticelli, was homosexual is not news, but the lurid details of his love life may surprise some.

Such information would be more enlightening if it informed an analysis of how Leonardo became the great

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creative thinker we now consider him to be. Yet, the only clues about the development of Leonardo's exceptional mind come from the fact that he was the illegitimate son of a notary; as such, he was not allowed to follow in the family business and was therefore, spared a rigid education.

Instead, he was sent with his mother to live on a Tuscan farm. There, a deep love for nature was fostered, while his mind was able to develop, unfettered to an unusual degree. Leonardo was then apprenticed to a Florentine artist, Verrocchio, at a time when many artists were interested in the fashionable new technique of perspective and oil painting.

According to both books, Leonardo's fascination with engineering came from watching the construction of Brunelleschi's vast dome over the cathedral in Florence. Yet, other young artists who worked in Medici Florence had also turned their hands to everything, from painting to architecture and interior decoration. So what was special about Leonardo?

First, as Giorgio Vasari said in the 16th century, Leonardo had a "heretical" state of mind. So great was his curiosity about how things worked that he would believe only what had been proved empirically before his eyes. The clandestine dissections that got him in trouble with the pope flowed logically from a desire to learn how the body worked, the better to be able to render it in art.

Second, Leonardo was obsessed with birds, and claimed that his first memory was of being visited by a red kite in his cradle. Mr Nicholl constructs intricate theories about this, finding hidden bird patterns in the folds of the skirt of the "Madonna of the Rocks", among other places.

Mr Nicholl's book brings the reader no closer to the nature of Leonardo's genius, though a better understanding of the man, warts and all, does emerge—a subtler appreciation of a man, for instance, who devised war machines for the violent Cesare Borgia, yet also bought caged birds to set them free. Leonardo's love of birds and his desire to "conquer the resistance of the air" is the lasting and original detail of this book. Metaphorically, Leonardo flew, because he was for ever asking why.

27. On the basis of which of the following does the author want us to decide our choice for a particular book?
- (a) The desire to read Leonardo as a good character or a bad one.
  - (b) Which one of the writers was more effective.
  - (c) The contents of the book.
  - (d) Our personal preferences.
  - (e) Both a and d.

28. Which of these bring about the exact definition of Leonardo Da Vinci's character, according to Martin Kemp?
- (a) Leonardo had a strange career.
  - (b) Leonardo's brilliance lay in his penchant for a variety of subjects.
  - (c) He is a genius in paintings.
  - (d) He is the subject of an exhibition—Universal Leonardo Project.
  - (e) None of these.
29. Which of these brings about the exact definition of Leonardo da Vinci's character, according to Charles Nicholl?
- (a) He was a man who made mistakes and had weaknesses.
  - (b) He was a down-to-earth person.
  - (c) He was a perverted person, indulging more in narcissism.
  - (d) He was a rebel.
  - (e) None of the above.
30. According to the paragraph, homosexuality is not present in which of the following?
- I. Botticelli
  - II. Michelangelo
  - III. Leonardo da Vinci
- (a) only I
  - (b) I & II
  - (c) II & III
  - (d) only II
  - (e) none of these.
31. Which of the following according to the passage, is not correct?
- (a) Leonardo believed only what was empirically proved.
  - (b) Leonardo served as a trainee to Verrocchio.
  - (c) Leonardo was the son of a notary.
  - (d) Leonardo had a historical bent of mind.
  - (e) none of above.

**TEST 7**

**Passage 1**

IT SEEMED like a good idea at the time. Align top executives' pay with the performance of their firms and all will be

uplifted—shareholders’ returns and managers’ returns too. What’s more, there seemed to be a simple tool to do this: share options. Award managers the right to buy shares at a certain price, then when their efforts pushed the price above that level, they would make a profit, just like the shareholders.

That was in the late 1980s and early 1990s, and for a decade or so the idea seemed to hold good. The longest bull market in corporate history gave managers and investors alike, huge rewards. But the years since the stock market crash in 2000 have made it clear that something was badly wrong with this system. The rising tide of the market had, as it were, lifted all boats; when that tide receded, not all those boats fell to earth with a thump. Indeed, some boats didn’t fall at all. In each of the three years from 2000 to 2002, shareholders in America’s S&P 500 companies lost between 9 per cent and 22 per cent of the value of their assets. Yet the average total remuneration, including option gains, of the CEOs of big American companies was higher in 2002 than it was in 1999 and 2000. What had happened to the idea of pay as a reward for performance?

The fundamental error was to put most of the burden on stock options. Share prices rise for a host of reasons that have little to do with the performance of the company’s managers—especially in a raging bull market with half-crazed speculators searching irrationally for the next big gain. And when share prices move sharply on shifts in actual and projected corporate results, and managers control the timing and presentation of those results, the temptation to manipulate the figures to show them in the best possible light can prove irresistible.

Finally, there was little downside to the stock-options strategy. Managers were often allowed to reprice their options so that they never showed a loss, and typically, they were able to sell them after a short vesting period, enabling them to reap passing short-term gains and removing much of the options’ power to motivate longer-term performance. On top of this, shareholders were often unable to see that executives’ total returns were still riding high when theirs were not because managers to some extent, controlled the information that their companies disclosed about their (often very complicated) remuneration packages. By and large, corporate philosophy on disclosure was—“the less the better”.

Slowly the veil is being lifted from shareholders’ eyes. William Donaldson, the chairman of America’s Securities and Exchange Commission (SEC), said last week that “we have to

strive to get that information [on executive pay] in understandable and complete form”. Last month, CALPERS, America’s biggest pension fund, adopted a plan to “tackle abusive executive compensation” which includes submitting a proposal to the SEC next year for greater transparency of compensation packages. Does this then mark defeat for proponents of the principle of pay-for-performance as more and more firms reveal the extent to which the truth has been “Pay Without Performance”—the title of a recent book by two American law professors, Lucian Bebchuk and Jesse Fried?

Not necessarily, for the idea remains essentially sound. Even the highest-paid executive is still motivated by pay—if not for the sake of further filling his pocket, then for the prestige it gives him among his peers. What is needed is further refinement of pay schemes that have relied too heavily on stock options. The urge to do this could be boosted next year if, as seems likely, American companies have to “expense” their options—ie, put a value on them in their accounts. That they have not had to do so until now has made options superficially “free” to the company issuing them, another dangerous aspect of their allure.

Stock options may still have a role to play if most of their windfall element can be eliminated, and executives’ ability to offload them in the short-term is constrained. But other approaches too look promising. In Germany, companies are deeply wedded to the idea of annual cash bonuses. Tied to the right targets these can be effective. Three-quarters of Britain’s FTSE 100 have schemes which give executives shares, but then only allow them to sell these shares after a number of years, and then only if the firm meets minimum performance standards relative to its rivals. Such “restricted” stock should be able to focus managers’ minds on the medium to long term.

Whatever scheme is adopted, the only way that shareholders can judge whether it is really working and executives are being rewarded only for a job well done is if pay and performance figures are disclosed, transparently and in full. Big investing institutions should demand more such disclosure. And if that does not work, regulators should require it.

1. What is the central idea of the passage?
  - (a) The idea of relating top executive’s rewards to their shareholders, remains a good one.
  - (b) Pay should be marked only on performance.

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- (c) The employees of a company who are running a project must be given shares.
  - (d) Shareholders should endeavor to match their profits with the amount of shares they purchase.
  - (e) Top executive's rewards should be independent of shareholder's rewards.
2. Which of the following about CALPERS is not true according to the passage?
- (a) It is America's biggest pension fund.
  - (b) It plans to seek greater transparency in its compensation package.
  - (c) It has published a book called 'Pay without Performance'.
  - (d) All of the above.
  - (e) None of the the above.
3. According to the passage, stock option to executives would be most profitable if:
- (a) pay and performance figures are disclosed.
  - (b) pay and performance figures are not disclosed.
  - (c) either a or b.
  - (d) they are always on the rise.
  - (e) They are linked to business performance.
4. Out of the following, which one is a false statement according to the passage?
- (a) From 2000 to 2002, shareholders lost between 9 per cent to 22 per cent.
  - (b) The average remuneration of the CEOs of big American companies was higher in 2002 than in 1799 and 2000.
  - (c) Executives are still motivated by pay.
  - (d) In Germany, companies prefer annual bonuses as incentives.
  - (e) Both a and b are false.
5. The style of the author in the passage can be best described as:
- (a) Derogatory.
  - (b) Disparaging.
  - (c) Analytical.
  - (d) Theoretical.
  - (e) Conversational.
6. Which of the following would be a suitable title for the passage?
- (a) The American Overpaid Executive.

- (b) The Transparent Organization.
- (c) Running Out of Options.
- (d) Executive Compensation.
- (e) Options and Futures.

**Passage 2**

JOHN CORNWELL, author of 'A New Life of Pope John Paul II,' would have made a fine devil's advocate when the pope's name is one day advanced for sainthood. Unfortunately, he will not be chosen, for John Paul II himself, some two decades ago, scrapped the custom of having a devout Catholic question the virtues of a candidate for beatification or canonisation. The old job of devil's advocate is now, in effect, performed by committee.

Devil's advocates were supposed to be fair-minded, and in the past, Mr. Cornwell, a prolific writer on Catholic matters, has at times been anything but fair. As he admits, "Hitler's Pope" (1999), his biography of Pope Pius XII, lacked balance. "I would now argue," he says, "in the light of the debates and evidence following 'Hitler's Pope', that Pius XII had so little scope of action that it is impossible to judge the motives for his silence during the war, while Rome was under the heel of Mussolini and later occupied by the Germans."

Chastened by this experience, Mr. Cornwell is now a better biographer. In this 'Life of John Paul II' he celebrates his subject's achievements as well as deplors the mistakes. The pope's heroism is affirmed. As a young would-be priest in occupied Poland, Karol Wojtyla was not intimidated by Nazi efforts to liquidate the Catholic clergy. A priest under Communism, he was again courageous. When the Soviet system imploded, "few would dispute that the inexorable and bloodless process had been initiated by the Polish pope."

Unfortunately, as Mr. Cornwell sees it, the siege mentality that enabled Polish Catholics to survive persecution has carried over into John Paul II's papacy. The pope presents himself as a reformist in the spirit of the Second Vatican Council, and indeed, he reveals himself as such in many things—in "liturgy, focus on scripture, out-reach to the world, compassion for the poor and disenfranchised." Overall, though, John Paul II is an authoritarian rather than a collegial pope, Mr. Cornwell says. He has centralised power in the Vatican where, in his dotage, it is increasingly exercised by reactionary cardinals.

Here the biographer almost gives way to despair. The astonishing feature of John Paul's campaign against

condoms has been the lack of public dissent by the bishops, even though many bishops privately disagree with the pope. The same, the author complains, goes for the pope's stands on married clergy, homosexuality and women priests, and for his willingness to meet such sinners as George Bush (whose re-election chances were perhaps boosted) and Tariq Aziz, then Saddam Hussein's deputy (thereby validating a deeply nasty regime). And by resolutely strengthening the centre during his papacy, Mr. Cornwell says, John Paul II has demoralized the periphery into sullen silence.

In referring to the "periphery", Mr. Cornwell overreaches himself. He is really interested only in those of the world's billion Catholics who are liberal westerners like himself. John Allen, an admirably objective American journalist, has a broader perspective. The pope he notes, has to ponder not just how something will play in Peoria, but also in Pretoria, Beijing and Sao-Paulo. Westerners, especially Americans, he notes, often want to do things in their own way, and see opposition from Rome as a form of oppression. But from Rome's point of view it often seems the reverse—it is saving the rest of the church from being involuntarily "Americanised".

Like John Paul II, members of the Curia, the Vatican bureaucracy, strive to "think in centuries". They believe that the Catholic church will still be around when Communism and Nazism are footnotes in history books and when George Bush and Tariq Aziz and even John Paul II are forgotten. They accept reform, but usually only after thinking about it long and hard. Mr. Cornwell's despair is premature.

7. Cornwell's account of Pope John Paul II can best be described as
  - (a) negative.
  - (b) balanced.
  - (c) flattering.
  - (d) sympathetic.
  - (e) critical.
8. According to the passage, what is the original name of the Pope John Paul II?
  - (a) Karol Wojtyla
  - (b) John Paul
  - (c) John Allen
  - (d) John Paul Allen.
  - (e) Can't be determined
9. Which of the following, in the light of the information given in the passage is not a negative side of the Pope?
  - (a) his stand on homosexuality.
  - (b) his meeting with Aziz.
  - (c) his stand on married clergy.
  - (d) his validation of women priests.
  - (e) none of the above.
10. According to the passage, what is true from among the following viewpoints of Cornwell?
  - (a) There are elements of heroism in the Pope.
  - (b) The Pope is not an authoritarian.
  - (c) The Pope should not be concerned with every country of the world.
  - (d) The Pope does not believe in the future.
  - (e) The Pope does not deserve to continue.
11. According to John Allen, why is there an instinct of opposition towards Americans, from Rome?
  - (a) They do not want the values of the Americans to erode those of the church.
  - (b) Because the Americans do not like Rome's interference in world affairs.
  - (c) Both a & b.
  - (d) Because they feel that Americans do not follow Christian values.
  - (e) None of these.

### Passage 3

When is a grid not a grid? It depends upon whom you ask. According to many in the computer industry, grid computing which roughly means the harnessing of the collective processing power of many computers in different places, is here today, and is already widespread. Yet according to others, grid computing, while promising, is still years away from becoming a reality. Who is right?

The problem is that "grid" has been co-opted as a buzzword and applied to a number of entirely different things. The term "grid computing" was originally coined by Ian Foster of America's Argonne National Laboratory in the late 1990s. He meant to draw an analogy between the supply of computing power and the supply of electricity, which is delivered along a wire, when you need it and with no need to worry about where it came from.

In 2002, Dr Foster drew up his own three-part definition of grid computing. A grid, he proposed, should co-ordinate computing resources that are not centrally controlled, rely on open standards, and provide more reliability than stand-

alone machines. Alas for Dr Foster, his checklist immediately raised hackles within the computer industry, since much existing “grid computing” software fails to meet these criteria. Linking many small computers together to create a more powerful machine, for example, is not new, and is usually called network. For marketing purposes, however, some firms like to call it grid instead.

Similarly, grid is often confused, sometimes deliberately, for marketing reasons, with equally nebulous terms, such as utility computing, on-demand computing, autonomic computing and data-centre virtualisation. Behind all this terminology is the idea of continuously and automatically adjusting the configuration of a corporate data-centre to meet the demands made on it. But Andrew Chien, a grid pioneer at the University of California at San Diego, notes that though useful, such approaches generally eschew the harder part of the grid vision, which requires automated sharing of computing resources between different organisations, not just within one firm.

A well-known example of the sharing of computing resources across the internet is SETI@home, in which over half a million people help to sift radio-telescope readings for evidence of extra-terrestrial life using a glorified screen-saver running on their PCs. Other similar projects, such as IBM’s new World Community Grid, conduct medical research. But David Anderson, the director of SETI@home, rejects the grid label, preferring the term “public resource computing”. Others call it “internet computing” or “cycle scavenging”. While it is grid-like in some respects, this approach is very task-specific and is centrally controlled—so it is not truly grid.

Some firms, such as United Devices, sell proprietary software for cycle scavenging within a single company. Idle PCs can, for example, run drug-design software in a pharmaceuticals company or evaluate a derivatives portfolio for a financial-services firm. Early adopters of this technology claim impressive benefits. Yet since all the resources are controlled by a single organisation, purists argue that this is at best an “intragrid”, just as an intranet is a private, internal version of the internet.

What of those deliberately decentralised systems, peer-to-peer file-sharing networks? Some of them, at least, operate using open standards, and they are certainly robust: repeated attempts to close them down have failed. But they do not count as grid computing either, since they are mostly storage and distribution systems, and do not perform general purpose data-processing.

Grid computing is not entirely fictional, however: scientists have been building grids on a national or even global scale for several years. A good example is the LHC computing Grid, which links large clusters and storage systems in 87 computer centres around the world, for the benefit of particle physicists. Another example is TeraGrid, an American effort to link nine large supercomputing centres for scientific use. Even within the academic arena, though, convergence towards common standards is slow, partly because each grid project tends to reinvent the wheel. To tackle this problem, the European Union launched a major initiative called EGee this year, to provide a common grid infrastructure for scientists; America has a similar initiative.

The hope is that such projects will provide the first glimpse of “the grid”, a single global computing grid that will do for data processing what the world wide web did for online publishing. Wolfgang Gentzsch, a former grid guru at Sun Microsystems, who is now director of MCNC, North Carolina’s statewide grid initiative, says the term “grid” really refers to this ultimate goal, towards which today’s systems are merely stepping stones. But it would, he admits, be more accurate to refer to them as “grid-like” or using “grid technology”.

Constructing a single, global grid will mean solving difficult security, privacy and billing problems. Scientists have a tradition of sharing their results and resources, but others do not. Yet the hurdles are not so much technological as political, economic and terminological. The dream of a single grid, akin to the web in its simplicity and pervasiveness, still seems a long way off—as does agreement about what “grid” really means.

12. According to the passage, which of the following definition of clustering is correct?
  - (a) Harnessing of the collective processing power of many computers in different places.
  - (b) Linking of small computers.
  - (c) Maintenance of grids.
  - (d) Maintenance of small computers.
  - (e) None of the above.
13. According to the passage, a grid should not be mistaken as
  - (a) utility computing.
  - (b) on-demand computing.
  - (c) data centre virtualisation.
  - (d) Autonomic computing.
  - (e) All of the above.



14. According to the passage, which of the following benefit particle physicists?
- LHC computing grid.
  - United Devices.
  - IBM.
  - Argon National laboratory.
  - SETI @ home.
15. What is the author's assertion in the passage?
- Grid computing's biggest problem is that nobody knows for sure, what it is.
  - Grid computing is the next big thing in computers.
  - In the present scenario, it will be extremely difficult to put grid communication in practice.
  - Grid computing is an unknown thing.
  - None of the above.
16. Which of the following in the context of the passage, is correct?
- Grid computing is not very far away from reality.
  - The New World Community Grid conducts research on unidentified terrestrial subjects.
  - EGEE provides common grid infrastructure for scientists.
  - SETI @ home is a project for explaining the definition of grid computing to people.
  - None of the above.

#### Passage 4

TOM WOLFE'S new novel about a young student, "I am Charlotte Simmons", is a depressing read for any parent. Four years at an Ivy League university costs as much as a house in parts of the heartland—about \$120,000 for tuition alone. But what do you get for your money? A ticket to "Animal House".

In Mr. Wolfe's fictional university, the pleasures of the body take absolute precedence over the life of the mind. Students "hook up" (ie, sleep around) with indiscriminate zeal. Brainless jocks rule the roost, while impoverished nerds are reduced to ghost-writing their essays for them. The university administration is utterly indifferent to anything except the dogmas of political correctness (men and women are forced to share the same bathrooms in the name of gender equality). The Bacchanalia takes place to the soundtrack of hate-fuelled gangsta rap.

Mr. Wolfe clearly exaggerates for effect (that's kinda, like, what satirists do, as one of his students might have explained). But on one subject he is guilty of understatement: diversity. He fires off a few predictable arrows at "diversoids"—students who are chosen on the basis of their race or gender. But he fails to expose the full absurdity of the diversity industry.

Academia is simultaneously both, the part of America that is most obsessed with diversity, and the least diverse part of the country. On the one hand, colleges bend over backwards to hire minority professors and recruit minority students, aided by an ever-burgeoning bureaucracy of "diversity officers". Yet, when it comes to politics, they are not just indifferent to diversity, but downright allergic to it.

Evidence of the atypical uniformity of American universities grows by the week. The Centre for Responsive Politics notes that this year, two universities—the University of California and Harvard—occupied first and second place in the list of donations to the Kerry campaign by employee groups, ahead of Time Warner, Goldman Sachs, Microsoft et al. Employees at both universities gave 19 times as much to John Kerry as to George Bush. Meanwhile, a new national survey of more than 1,000 academics by Daniel Klein, of Santa Clara University, shows that Democrats outnumber Republicans by at least seven to one in the humanities and social sciences. And things are likely to get less balanced, because younger professors are more liberal. For instance, at Berkeley and Stanford, where Democrats overall outnumber Republicans by a mere nine to one, the ratio rises above 30 to one among assistants and associate professors.

"So what", you might say, particularly if you happen to be an American liberal academic. Yet the current situation makes a mockery of the very legal opinion that underpins the diversity fad. In 1978, Justice Lewis Powell argued that diversity is vital to a university's educational mission, to promote the atmosphere of "speculation, experiment and creation" that is essential to their identities. The more diverse the body, the more robust the exchange of ideas. Why apply that argument so rigorously to, say, sexual orientation, where you have campus groups that proudly call themselves GLBTQ (gay, lesbian, bisexual, transgendered and questioning), but ignore it when it comes to political beliefs?

This is profoundly unhealthy per se. Debating chambers are becoming echo chambers. Students hear only one side of the story on everything from abortion (good) to the rise of the West (bad). It is notable that the surveys show far more

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conservatives in the more rigorous disciplines such as economics than in the vaguer 1960s “ologies”. Yet, as George Will pointed out in the *Washington Post* this week, this monotheism is also limiting universities’ ability to influence the wider intellectual culture. In John Kennedy’s day, there were so many profs in Washington that it was said the waters of the Charles flowed into the Potomac. These days, academia is marginalised in the capital—unless, of course, you count all the Straussian conservative intellectuals in think-tanks who left academia because they thought it was rigged against them.

Bias in universities is hard to correct because it is usually not overt: it has to do with prejudice about which topics are worth studying and what values are worth holding. Stephen Balch, the president of the conservative National Association of Scholars, argues that university faculties suffer from the same political problems as the “small republics” described in *Federalist 10*: a motivated majority within the faculty finds it easy to monopolise decision-making and squeeze out minorities.

The question is what to do about it. The most radical solution comes from David Horowitz, a conservative *provocateur*: force universities to endorse an Academic Bill of Rights, guaranteeing conservatives a fairer deal. Bills modelled on this idea are working their way through Republican state legislatures, most notably Colorado’s. But even some conservatives are nervous about politicians interfering in self-governing institutions.

Mr. Balch prefers an appropriately Madisonian solution to his Madisonian problem: a voluntary system of checks and balances to preserve the influence of minorities and promote intellectual competition. This might include a system of proportional voting that would give dissenters on a faculty more power, or the establishment of special programmes to promote views that are under-represented by the faculties.

The likelihood of much changing in universities in the near future is slim. The Republican business elite doesn’t give a fig about silly academic fads in the humanities so long as American universities remain on the cutting edge of science and technology. As for the university establishment, leftists are hardly likely to relinquish their grip on one of the few bits of America where they remain in the ascendant. And that is a tragedy not just for America’s universities but also for liberal thought.

17. In the passage, Tim Wolfe’s novel, “I am Charlotte Simmons” could be at best described as

- (a) hated.
- (b) a mockery of the present American educational pattern.
- (c) a funny book.
- (d) a book dealing with diversity.
- (e) a satire about educational institutions.

18. Which of the following, in the light of the information given in the passage, is not an explanation of diversity?
- (a) Students coming from diverse regions.
  - (b) Students of the two genders.
  - (c) Getting admission on the basis of race/gender.
  - (d) Both (a) & (b).
  - (e) (a), (b) and (c).
19. The Madisonian solution according to Mr. Balch in the passage, speaks about
- (a) a system of checks and balances.
  - (b) preservation of the minority influence.
  - (c) promotion of intellectual competition.
  - (d) all of the above.
  - (e) a system of proportional voting.
20. Which of the following is incorrect according to the passage?
- (a) Political parties get donations from Universities.
  - (b) Diversity enhances speculation, experiment and creation.
  - (c) Tom Wolfe’s novel “I am Charlotte Simmons” is a great book for anybody.
  - (d) Universities are likely to change fact due to new legislation.
  - (e) None of the above.
21. Which of the following best describes the style of the author?
- (a) Empirical.
  - (b) Theoretical.
  - (c) Prosaic.
  - (d) Practical.
  - (e) Unplanned and diverse.

**Passage 5**

For most people, the family is the most sacred part of private life, and therefore, the bit they are keenest to keep the state away from. That is why the idea that the British government

has a child-care strategy sounds so immediately repellent. Surely the state already encroaches far too far in our lives: do we really want it playing with our babies? Yet in this area, it is worth curbing a natural aversion to government interventionism: child-rearing is part of the state's business.

Children are the focus of much of the British government's current hyperactivity. It has targeted its anti-poverty measures at families with children and is now extending pre-school education and state-supported child care for working parents. It is also spending heavily on Sure Start, an expensive scheme focused on helping poor children.

The government has got into the nanny business for both good and bad reasons. The first bad reason is its determination to envelop everybody in the warm embrace of a Scandinavian-style welfare system. Its child-care policies are the sharpest illustration of the plan to extend tax funded benefits up as well as down the income scale by providing pre-school education for all and also, increasingly, keeping schools open after hours to offer child care to hard-pressed parents. In the background lies the idea that by providing the well-off as well as the poor with tax-funded benefits which they will want to hang on to, Labour will make it that much harder for a future Tory government to roll back the state.

The second bad reason is to get women out to work. The government has been pushing them in that direction for years, and providing child care will give them an extra shove. The government has a clear interest in getting mothers back to work—they will boost economic growth and tax revenue—but families, not governments, should decide whether mothers trade their time with their children for cash.

The only good reason for the state to intervene in child-rearing is that the youngsters themselves may benefit. If intervention substantially improves the prospects of the children concerned—and the gain must be substantial, to override the presumption that parents make the best parents—then that is justification in itself. Moreover, in that case, there would be further benefits for society at large. If children are troublesome, they make life hard for those they are taught with. If they grow up criminal, they will steal the cars of those who live near them. If they grow up ill-educated, they will contribute less to the economy.

Do pre-school programmes actually work? The answer is nuanced. While high-quality, part-time pre-school education (for three- and four-year-olds) seems to help children cope with school, dumping babies in nurseries all day long before they are one is also pretty clearly bad for them. So the

government needs to temper its enthusiasm for universal child care and working mothers.

And what about targeting children whose parents are too poor, too reckless or too drugged to give them a decent upbringing? Unfortunately, such schemes are not the panaceas they were once thought to be. Head Start, America's programme for pre-school education for three- and four-year-old disadvantaged children has consumed \$66 billion over four decades, and nobody really knows whether it has done any good. That is why the General Accounting Office has commissioned a large-scale study to answer the question. Sure Start, the version the British government is pushing, looks more promising—it starts earlier, is more intensive and involves mothers, which evidence suggests are all important—but as it rolls out, the British government needs to pay closer attention than Americas had to, whether this is a good way to spend money.

Those who fear letting governments further into their family life are rightly suspicious: governments are not to be trusted. Nor, sadly, are some parents. If the state can act to improve children's prospects, and hence society's prospects too, it should. The government's child-care strategy is not wrong in principle, but ministers also have to show that it will work, and that remains to be seen.

22. Why according to the passage, should the government not interfere in child rearing?
  - (a) because only mothers can understand babies.
  - (b) because as it is the government has too much to handle.
  - (c) family is a holy part of one's private life.
  - (d) the government simply does not have resources for it.
  - (e) none of the above.
23. Which of the following is/are the feature(s) of the child-care scheme that are described by the author as detrimental one(s)?
  - (a) It engulfs everyone in the welfare system.
  - (b) It wants women to go and work outside.
  - (c) Either (a) or (b).
  - (d) Both (a) and (b).
  - (e) Neither (a) nor (b).
24. Which of the following in the context of the passage, is correct?
  - (a) Sure start is a cost friendly scheme to help poor children.

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- (b) Child care policies will curb benefits from tax funds.
  - (c) Women must work to encourage economic growth and tax revenue.
  - (d) Women should leave child rearing responsibilities to the govt.
  - (e) None of the above.
25. What according to the author, is the way through which the government's child care programmes be really beneficial?
- (a) The people who actually run them should be responsible.
  - (b) Pumping in more money into programmes such as Sure Start.
  - (c) Educating parents on the necessity of such programmes.
  - (d) Involving women to run such programmes.
  - (e) None of these.
26. Which of the following best describes the author's stand on child-care strategies by the government?
- (a) supportive.
  - (b) critical.
  - (c) sarcastic.
  - (d) philosophical.
  - (e) Balanced.

**TEST 8**

**Passage 1**

THE dollar has been the leading international currency for as long as most people can remember. But its dominant role can no longer be taken for granted. If America keeps on spending and borrowing at its present pace, the dollar will eventually lose its mighty status in international finance. And that would hurt: the privilege of being able to print the world's reserve currency, a privilege which is now at risk, allows America to borrow cheaply, and thus to spend much more than it earns, on far better terms than are available to others. Imagine you could write cheques that were accepted as payment but never cashed. That is what it amounts to. If you had been granted that ability, you might take care to hang on to it. America is taking no such care, and may come to regret it.

The dollar is not what it used to be. Over the past three years it has fallen by 35 per cent against the euro and by 24 per cent against the yen. But its latest slide is merely a

symptom of a worse malaise: the global financial system is under great strain. America has habits that are inappropriate, to say the least, for the guardian of the world's main reserve currency: rampant government borrowing, furious consumer spending and a current-account deficit big enough to have bankrupted any other country some time ago. This makes a dollar devaluation inevitable, not least because it becomes a seemingly attractive option for the leaders of a heavily indebted America. Policymakers now seem to be talking the dollar down. Yet, this is a dangerous game. Why would anybody want to invest in a currency that will almost certainly depreciate?

A second disturbing feature of the global financial system is that it has become a giant money press as America's easy money policy has spilled beyond its borders. Total global liquidity is growing faster in real terms than ever before. Emerging economies that try to fix their currencies against the dollar, notably in Asia, have been forced to amplify the Fed's super-loose monetary policy: when central banks buy dollars to hold down their currencies, they print local money to do so. This gush of global liquidity has not pushed up inflation. Instead, it has flowed into share prices and houses around the world, inflating a series of asset-price bubbles.

America's current-account deficit is at the heart of these global concerns. The OECD'S latest *Economic Outlook* predicts that the deficit will rise to \$825 billion by 2006 (6.4% of America's GDP) assuming unchanged exchange rates. Optimists argue that foreigners will keep financing the deficit because American assets offer high returns and a haven from risk. In fact, private investors have already turned away from dollar assets: the returns on investments in America have recently been lower than in Europe or Japan. And can a currency that has been sliding against the world's next two biggest currencies for 30 years be regarded as "safe"?

In a free market, without the massive support of Asian central banks, the dollar would be far weaker. In any case, such support has its limits; and the dollar now seems likely to fall further. How harmful will the economic consequences be? Will it really undermine the dollar's reserve-currency status?

Periods of dollar decline have often been unhappy for the world economy. The breakdown of Bretton Woods that led to a weaker dollar in the early 1970s was painful for all, contributing to rising inflation and recession. In the late 1980s, the falling dollar had few ill-effects on America's economy, but it played a big role in inflating a bubble in Japan by forcing Japanese authorities to slash interest rates.

This time round, it is a bad sign that everybody is trying to point the finger of blame at somebody else. America says its external deficit is mainly due to sluggish growth in Europe and Japan, and to the fact that China is pegging its exchange rate too low. Europe, alarmed at the “brutal” rise in the euro, says that America’s high public borrowing and low household saving are the real culprits.

There is something to both these claims. China and other Asian economies should indeed let their currencies rise, relieving pressure on the euro. It is also true that Asia is partly to blame for America’s consumer binge: its central banks’ large purchases of treasury bonds have depressed bond yields, encouraging households in the United States to take out bigger mortgages and spend the cash. And Europe needs to accept, as it is unwilling to, that a weaker dollar will be a good thing if it helps to shrink America’s deficit and curb the risk of a future crisis. At the same time, Europe is also right: most of the blame for America’s deficit lies at home. America needs to cut its budget deficit. It is not a question of either do this or that: a cheaper dollar and higher American saving are *both* needed if a crunch is to be avoided.

Many American policymakers talk as though it is better to rely entirely on a falling dollar to solve, somehow, all their problems. Conceivably, it could happen—but such a one-sided remedy would most likely be far more painful than they imagine. America’s challenge is not just to reduce its current-account deficit to a level which foreigners are happy to finance by buying more dollar assets, but also to persuade existing foreign creditors to hang on to their vast stock of dollar assets, estimated at almost \$11 trillion. A fall in the dollar sufficient to close the current-account deficit might destroy its safe-haven status. If the dollar falls by another 30 per cent, as some predict, it would amount to the biggest default in history: not a conventional default on debt service, but default by stealth, wiping trillions off the value of foreigners’ dollar assets.

The dollar’s loss of reserve-currency status would lead America’s creditors to start cashing those cheques—and what an awful lot of cheques there are to cash. As that process gathers pace, the dollar could tumble further and further. American bond yields (long-term interest rates) would soar, quite likely causing a deep recession. Americans who favour a weak dollar should be careful what they wish for. Cutting the budget deficit looks cheap at the price.

1. In the passage, the reason(s) enumerated for the necessity of dollar devaluation is/are

- I. big time borrowing from the government.
  - II. big time spending by the consumer.
  - III. big current account deficit.
- (a) I only
  - (b) I & II
  - (c) all
  - (d) I and III only.
  - (e) none
2. According to the passage, foreigners will keep financing the current account deficit because
    - (a) assets in America are profitable.
    - (b) it is risk free.
    - (c) either (a) or (b).
    - (d) they have no other investment options.
    - (e) both (a) & (b).
  3. Which of the following factors is the main cause of its external deficit?
    - (a) high rate of public borrowing by America.
    - (b) low rate of household savings.
    - (c) both (a) & (b).
    - (d) the slow rate of growth in Japan and Europe.
    - (e) China pegging its exchange rate too low.
  4. The depreciating dollar as described in the passage, is
    - (a) not supported by anybody.
    - (b) an alarming situation.
    - (c) due to the American policymakers.
    - (d) both (a) & (b).
    - (e) is a consequence of the trade deficit.
  5. The reserve currency status, of the American currency, which it enjoys is fast losing ground, which will not lead to
    - (a) increase in long term interest rates.
    - (b) recession.
    - (c) the dollar going down further.
    - (d) none of the above.
    - (e) all of the above.

### Passage 2

Few phrases elicit so much controversy today. But is our climate truly changing? And if it is, do we know why it is changing? At the United Nations, the Intergovernmental

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Panel on Climate Change (IPCC) certainly thinks the world is getting warmer and puts much of the blame on human activity. In its 2001 Third Assessment Report, the IPCC projects that average global temperature will increase by 1.6° to 6°C by 2100. The report indicates that, globally, the 1990s were the warmest decade on record, with 1998 the single warmest year. Accompanying this global-scale temperature increase were changes in other climate variables, such as precipitation, snow cover, glacier extent, and sea level. The changes in these variables are broadly consistent with the IPCC's estimate that Earth's surface warmed by roughly 0.6°C over the 20th century. The 2001 IPCC report concluded that "there is new and stronger evidence that most of the warming observed over the last 50 years is attributable to human activity." Atmospheric carbon dioxide and other trace gases help keep our planet warm by absorbing some of the Sun's heat that the Earth would otherwise emit back into space. This natural greenhouse effect makes the Earth's surface about 34°C warmer than it would be without the greenhouse gases. But human activities, such as burning of fossil fuels, have added greenhouse gases to the atmosphere. Atmospheric carbon dioxide levels, for example, have increased by about 30 per cent since the beginning of the Industrial Revolution. This human-caused enhancement of the natural greenhouse effect has contributed to the warming of the planet over the last century. Climate change can occur even in the absence of human activities. The climate system is like a bell that rings in a certain way. One form of "ringing" is the ocean-warming phenomenon known as El Niño. For starters, let's be clear about what we mean by "saving the earth." The globe doesn't need to be saved by us, and we couldn't kill it if we tried. What we do need to save—and what we have done a fair job of botching up so far—is the earth as we like it, with its climate, air, water and biomass, all in that destructible balance that best supports life as we have come to know it. Muck that up, and the planet will simply shake us off, as it's shaken off countless species before us. In the end, then, it's us we're trying to save—and while the job is doable, it won't be easy. As the summiteers gather in Johannesburg, we at this magazine are looking ahead to what the unfolding century—a green century—could be like. In this special report, we will examine several avenues to a healthier future, including green industry, green architecture, green energy, green transportation and even a greener approach to wilderness preservation. All of them have been explored before, but never so urgently as now. What gives

such endeavors their new credibility is the hope and a notion of sustainable development, a concept that can be hard to implement but wonderfully simple to understand.

With 6.1 billion people relying on the resources of the same small planet, we're coming to realize that we're drawing from a finite account. The amount of crops, animals and other bio-matter we extract from the earth each year exceeds what the planet can replace by an estimated 20%, meaning it takes 14.4 months to replenish what we use in 12—deficit spending of the worst kind. Sustainable development works to reverse that, to expand the resource base and adjust how we use it so we're living off the biological interest without ever touching the principal. "The old environmental movement had a reputation of élitism," says Mark Malloch Brown, administrator of the United Nations Development Program (UNDP). "The key now is to put people first and the environment second, but also to remember that when you exhaust resources, you destroy people." With that in mind, the summiteers will wrestle with a host of difficult issues that affect both people and the environment. *Among them...*

While the number of people on the earth is still rising rapidly, especially in the developing countries of Asia, the good news is that the growth rate is slowing. World population increased by 48% from 1975 to 2000, compared to 64% from 1950 to 1975. As this gradual deceleration continues, the population is expected to level off eventually, perhaps at 11 billion, sometime in the last half of this century. Economic-development and family-planning programs have helped slow the tide of people, but in some places, population growth is moderating for all the wrong reasons. In the poorest parts of the world, most notably Africa, infectious diseases such as AIDS, malaria, cholera and tuberculosis are having a Malthusian effect. Rural-land degradation is pushing people into cities, where crowded, polluted living conditions create the perfect breeding grounds for sickness. Worldwide, at least 68 million are expected to die of AIDS by 2020, including 55 million in sub-Saharan Africa. While any factor that eases population pressures may help the environment, the situation would be far less tragic if rich nations did more to help the developing world reduce birth rates and slow the spread of disease. Efforts to provide greater access to family planning and health care have proved effective. Though women in the poorest countries still have the most children, their collective fertility rate is 50% lower than it was in 1969 and is expected to decline more by 2050. Other programs targeted at women include basic education and job training.

Educated mothers not only have a stepladder out of poverty, but they also choose to have fewer babies. Rapid development will require good health care for the young since there are more than 1 billion people between ages 15 to 24. Getting programs in place to keep this youth bubble healthy could make it the most productive generation ever conceived. Says Thoraya Obaid, executive director of the U.N. Population Fund: "It's a window of opportunity to build the economy and prepare for the future." Though it's not always easy to see it from the well-fed West, up to a third of the world is in danger of starving. Two billion people lack reliable access to safe, nutritious food, and 800 million of them—including 300 million children—are chronically malnourished. Agricultural policies now in place, define the very idea of unsustainable development. Just 15 cash crops such as corn, wheat and rice provide 90 per cent of the world's food, but planting and replanting the same crops strips the fields of nutrients and makes them more vulnerable to pests. Slash-and-burn planting techniques and over reliance on pesticides further degrades the soil. Solving the problem is difficult, mostly because of the ferocious debate over how to do it. Biotech partisans say the answer lies in genetically modified crops—foods engineered for vitamins, yield and robust growth. Environmentalists worry that fooling about with genes is a recipe for a Frankensteinian disaster. There is no reason, however, that both camps can't make a contribution. Better crop rotation and irrigation can help protect fields from exhaustion and erosion. Old-fashioned crossbreeding can yield plant strains that are heartier and more pest-resistant. But in a world that needs action fast, genetic engineering must still have a role—provided it produces suitable crops. Increasingly, those crops are being created not just by giant biotech firms but also by homegrown groups that know best what local consumers need. The National Agricultural Research Organization of Uganda has developed corn varieties that are more resistant to disease and thrive on soil that is poor in nitrogen. Agronomists in Kenya are developing a sweet potato that wards off viruses. Also in the works are drought-tolerant, disease-defeating and vitamin-fortified forms of such crops as sorghum and cassava—hardly staples in the West, but essentials elsewhere in the world. The key, explains economist Jeffrey Sachs, head of Columbia University's Earth Institute, is not to dictate food policy from the West but to help the developing world build its own biotech infrastructure so it can produce things it needs the most. "We

can't presume that our technologies will bail out poor people in Malawi," he says. "They need their own improved varieties of sorghum and millet, not our genetically improved varieties of wheat and soybeans." For a world that is 70 per cent water, things are drying up fast. Only 2.5 per cent of water is fresh, and only a fraction of that is accessible. Meanwhile, each of us requires about 50 quarts per day for drinking, bathing, cooking and other basic needs. At present, 1.1 billion people lack development from an environmental view, the problems are global," says the U.N.'s Malloch Brown. "But from a development view, the front line is local, local, local." If that's the message that environmental groups and industry want to get out, they appear to be doing a good job of it. Increasingly, local folks act whether world political bodies do or not. California Governor Gray Davis signed a law last month requiring automakers to cut their cars' carbon emissions by 2009. Many countries are similarly proactive. Chile is encouraging sustainable use of water and electricity; Japan is dangling financial incentives before consumers who buy environmentally sound cars; and tiny Mauritius is promoting solar cells and discouraging use of plastics and other disposables. Business is getting right with the environment too. The Center for Environmental Leadership in Business, based in Washington, is working with auto and oil giants including Ford, Chevron, Texaco and Shell, to draft guidelines for incorporating biodiversity conservation into oil and gas exploration. And the center has helped Starbucks develop purchasing guidelines that reward coffee growers whose methods have the least impact on the environment. Says Nitin Desai, secretary general of the Johannesburg summit: "We're hoping that partnerships—involving governments, corporations, philanthropists and NGOs—will increase the credibility of the commitment to sustainable development." Will that happen? In 1992, the big, global measures of the Rio summit seemed like the answer to what ails the world. In 2002 that illness is—in many respects—worse. But if Rio's goal was to stamp out the disease of environmental degradation, Johannesburg's appears to be subtler—and perhaps better: treating the patient a bit at a time, until the planet as a whole at last gets well.

6. Which of the following sentences is true, according to the passage?
- (a) Global warming, as observed for the past 50 years, is attributable to human activity alone.
  - (b) Global warming is mainly due to the presence of an excess of Carbon dioxide in the atmosphere.

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- (c) The phenomenon of global warming is not very different from the EL Nino effect occurring in the oceans.
- (d) Global warming is harmful for the human race.
- (e) All of the above.
7. The Summiteers assembled in Johannesburg for \_\_\_\_\_
- (a) attending the Earth summit, quite similar to the one held earlier in Rio-de-Janeiro.
- (b) devising methods to attain sustainable development in the field of environmental protection.
- (c) exploring avenues to a healthier future, including green architecture, green energy, green transportation & even wilderness preservation.
- (d) creating a green century.
- (e) None of these.
8. Which of the following sentences is incorrect, according to the passage?
- (a) Though of late, it has come to our realization that our earth takes more than a year to replenish what has been utilized by us for about a year.
- (b) People come before the environment, as with the depletion of resources, we are destroying people ultimately.
- (c) Population is the key issue affecting the environment.
- (d) The EL Nino effect has been caused by natural processes.
- (e) None of these.
9. Which of the following conditions is responsible for sickness in big cities?
- (a) Rural land degradation is pushing off the population into cities, thereby creating a perfect breeding ground for sickness.
- (b) Smoke emissions from the factories and the big industries could be the cause.
- (c) Economic development and family planning programs failed to get implemented.
- (d) The poverty in slums leads to sickness.
- (e) None of these.
10. Which of the following records show that an access to family planning and health care have proved effective?
- (a) That the collective fertility ratio is 50 per cent lower that it was in 1969.
- (b) That at least 68 million people are expected to die of AIDS by 2020.
- (c) That the world population has increased by 48 per cent from 1975 to 2000.
- (d) None of these.
- (e) Both a and c.
11. What was the breakthrough for the people of Uganda?
- (a) Scientists here have developed corn varieties that are more resistant to disease and can adapt to soil having poor nitrogenous content.
- (b) Scientists here have developed sweet potatoes that wards off viruses.
- (c) New techniques for genetically modified crops have been developed here.
- (d) All of the above.
- (e) a and b.
12. The central theme for the passage is \_\_\_\_\_
- (a) that we should strictly adhere to the guidelines of the summit so as not to be devoid of the basic amenities some day.
- (b) That we must take care of our environment before we improve our standard of living.
- (c) Taking the holistic approach for global purification should be the concern of every quarter of population.
- (d) Serious participation to evade global degradation is required by each of us, before it is too late.
- (e) Saving the planet is an imperative for everyone of us.

**Passage 3**

Penetrating studies carried out so far suggest conclusively that the human brain is the most unexplored and mystifying territory which would baffle scientists for quite a long time yet. Dr. V. S. Ramachandran, Professor and Director of the Center for Brain and Cognition at the University of California, Santiago, in his recent presentation of the subject at the Apollo Hospital, gave some tantalizing glimpses of the ways in which the brain behaves and responds for dictating behaviour and which he has dealt with in absorbing detail in his 'Phantoms in the Brainwidth' with his co-author, Sandra



Blakeslee. The picture which emerges is of a mocking, teasing presence inside the human head, submitting itself to the exacting demands of Einsteins on the one hand and remaining hopelessly beyond the reach of morons on the other. If, as Dr. Ramachandran has pointed out, India's achievements have ranged from the realistic to the abstract, it is an indication of the powers locked up in the brain which could throw up glittering images of the cosmic dance of Shiva brought to life in sculptures.

The diverse creativity of the human brain has enriched the world with discoveries spreading from that of the Copernican theory which replaced Earth and the planets by Sun as the center of the universe much to the indignation of the Roman Catholic Church, to the Theory of Relativity. It has led to the flight of imagination from the plays of Shakespeare to the writings of Boris Pasternak who had kept alive the longing for freedom in the Soviet Union even while remaining silent for nearly twenty years. However, it could go haywire and throw up hallucinations that are "more real than reality." A great deal which yet remains to be known about the brain is about its right and left "hemispheres" with the former having a much broader "searchlight" than the latter. While the left hemisphere is concerned with speech, language and semantics, the right is projected by Dr. Ramachandran as the "intellectual" half for taking care of the "more subtle aspects of language, such as nuances of metaphor, allegory and ambiguity". Any damage to either of the hemispheres could affect proper brain coordination which would look strange and despairing to a normal person. One of the lessons that are taught in elementary physics is that the image in a mirror is "as far away from the mirror as the object is in front of it." Dr. Ramachandran mentions the case of mentally ill patients who take this description literally and try to reach the image on the other side of the mirror as the result of the inability to distinguish the real object from its image. It is an instance of a brain suffering from a disturbance to its intricately placed perceptions.

Among the oft-mentioned instances of the strange manifestations of the brain is the still very little understood mathematical genius of Srinivasa Ramanujan. The world would never have known him but for the equations mailed to the Cambridge mathematician G.H. Hardy who was initially inclined to dismiss them as scribbles of a "crackpot". It was perhaps another case of the brain taking over at the right time when Hardy thought again of the equations and saw that no one else except Ramanujan had the imagination so far to think

about them. The equations which could well have remained as just jottings on a piece of paper as they might have to most, were coming alive to Hardy to put him on a trail blazed by Ramanujan. If the brain is a teaser, it could be because it is very demanding on the geniuses who have blazed and would continue to blaze new trails in their chosen disciplines. The brain, which intrigued the caveman with images on the wall thrown up by the sunlight, continues to tease today's cosmonauts with the beckoning, expanding space. The real wonder here, however, is the brain that comprehends it all.

13. Which of the following sentences is true, according to the passage?
  - (a) Dr. Ramchandran's conclusion about the functioning of the brain is abstract.
  - (b) The abstraction focuses on the life in sculptures.
  - (c) To draw inference about the exact reaction of the brain towards different emotions is intricate.
  - (d) Scientists have completely worked out the brain's intricate processes.
  - (e) None of these.
14. Which of these incidents show the functioning of the brain in a wide spectrum?
  - (a) That it leads to the flight of imagination as in the plays of Shakespeare.
  - (b) It can throw up things as diverse as the theory of relativity and hallucinations 'more real than reality', at the same time.
  - (c) That the two hemispheres of the brain scrutinize very minutely, the different sundry affairs.
  - (d) Both a and b.
  - (e) None of the above.
15. Which of the following sentences is incorrect, according to the passage?
  - (a) The brain of mentally ill patients fails to discern the real object from its image.
  - (b) The brain of mentally ill patients takes the description of Dr. Ramchandran very seriously and tries to realize it literally.
  - (c) The brain of mentally ill patients, due to its improper perception, has semantic confusion.
  - (d) All of the above.
  - (e) Only b and c.
16. What probably could be the reason for the final selection of the equations of Ramanujan?

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- (a) Mr. G.H. Hardy, to whom the equations were sent, was courteously requested by Ramanujan for his kind consideration.
- (b) The second hemisphere of G.H. Hardy's brain had become active and therefore, perceived the ingenuity of the material, which he had rejected initially.
- (c) Later on, the equations were considered in consonance with the methodology of Mr. Hardy.
- (d) Both a and b.
- (e) None of these.

**Passage 4**

There are a few instances of diseases that have laid waste, huge tracts of forests throughout India. Caused mainly by pathogens and pests, these diseases are deadly and are capable of wiping out entire forests and plantations, causing immense economic as well as ecological loss.

Meanwhile, forest pathologists and entomologists are grappling with new maladies that are surfacing almost every year. But with meagre resources and just a few experts working on the issue, things are heading virtually towards a cul-de-sac.

Moreover, no assessment has been made so far to quantify the devastation. While large chunks of forests fall prey to maladies, it is also an opportunity for some politicians and timber merchants to cash in on it. Research and documentation on forest disease, particularly on forest pathology, began in India way back in 1929, by pioneering pathologists KD Bagchi and BK Bagchi. Although it has been eight decades since then, not much headway has been made in this direction. The forestry sector today is ailing due to its misplaced priorities, resource crunch, and mismanagement. "Forest management lacks scientific approach", says Surendra Kumar, director of the Himalayan Forest Research Institute (HFRI), Shimla.

The scientific community involved with forest diseases is today a dispirited lot. With only a few stalwarts left in this field, forest disease is a neglected area of research. Moreover, bureaucracy is increasingly taking over the scientific institutions and scientists in most of these institutes are a marginalized group.

To top it all, there are no institutions dedicated to forest diseases. Although the ministry of environment and forests is the facilitator for such research, it is not paying enough attention to promote scientific research of forest diseases. In

fact, government's lackadaisical approach came to the fore with the Sal borer epidemic in Madhya Pradesh in 1998. While forest bureaucracy slept, the beetles merrily continued to wipe out entire tracts of precious Sal forests. Eventually, with no solution in sight, thousands of valuable trees were hacked. There were also allegations that the Sal tragedy was a chance for the timber mafia in the state to cash in on timber through the legal loophole, with the nexus of politicians.

Today, things haven't changed one bit. India's forest department and research institutes have yet to formulate contingency plans to face any assault of similar dimensions.

Forest diseases are elusive. Although experts claim that they know quite a lot about forest diseases, there are still aspects of the maladies that are not completely understood. Says R.S. Bhandari, entomologist in the Forest Research Institute (FRI), Dehradun, "We know about all the important pests and insects, their life cycles and their development. But there are a few diseases which remain an enigma." According to Jamaluddin, head of the pathology department in the Tropical Forest Research Institute (TFRI), Jabalpur, "Due to micro climatic changes, we are discovering new aspects of the same disease every year. Diseases have also increased manifold." Another FRI scientist points out that although forest diseases are increasing, there is no study to estimate the economic and ecological damage caused by these pests and pathogens.

Varying with different geophysical regions and climatic conditions, pathogens and pests are essentially responsible for the tree maladies and their mortality. When the pristine, natural and mixed forests existed, forest diseases acted as a natural control measure to check the proliferation of a particular species that could threaten the balance of the ecosystem. Perhaps, this is why forest diseases paled into insignificance in the past. But today, with shrinking forests and increasing monoculture plantations, any outbreak of disease takes on a virulent form.

To top this, changed climatic and forest patterns and environmental pollution have given rise to newer forms of forest diseases. While trees are forced to take an additional load of human induced environmental changes, the introduction of monoculture has substantially increased the problems. Whatever little we know about forest diseases today come primarily through mycology, the study of forest pathogens. Mycology explains that the prime pathological reasons for forest disease are fungi, bacteria and viruses. "Among these, fungi play a major role, while the other two

are relatively less significant. There are 150 to 200 major pathological infections in central India. Out of these, only five per cent are bacterial. The rest are fungal,” says Jamaluddin.

Most of these pathogens stay close to a tree, waiting for a chance to infiltrate. Their entry points are small openings or wounds in the tree. However, invasion is not always easy. Like human beings, trees also have antibodies that fight anything alien. In case of invasion from the trunk of a tree, the sapwood acts as shield and secretes enzymes to fight pathogens. But when attacked and conquered, there are tell tale signs in the form of knotty growths or fruit bodies that are extensions of the fungi in the tree.

17. Which of the following is not happening according to the author of the passage?
- Prioritizing forest management and weeding out maladies have become a question of concern for the forest professionals.
  - Research and Documentation work on the forest pathology is being carried out simultaneously to estimate the spoilage.
  - The scientific community is feeling increasingly dispirited with the enigmatic behaviour of the forest pathogens.
  - All of these.
  - Both (a) and (b).
18. With which of the following is the author most likely to agree with?
- There needs to be a more coordinated effort towards dealing with forest diseases in India.
  - There is a likelihood of another forest disease epidemic, similar to the Sal Borer epidemic, spreading in the country.
  - The ministry responsible should take up a more serious view towards research in forest diseases.
  - All of these.
  - Both (a) and (b).
19. Which of these incidents discourages the government to formulate any kind of concrete plans?
- The prevalence of malpractices such as the alleged nexus of politicians with some of the forest officials.
  - The government is not able to work in concomitance with specialists, like entomologists & pathogenists.

- India lacks specialists in this area of forestry.
  - The surfacing of new maladies every year.
  - None of these.
20. Which of these statements cannot be inferred from the passage?
- It is possible that the timber mafias could spread their network with help from vested interests in the political and bureaucratic brass.
  - There are hardly any committed institutions in India, for the promotion of research in forest diseases in India.
  - With the variation of different climatic conditions, pests responsible for forest tree degradation, disappear.
  - Forest disease research has slowed down considerably.
  - None of these.
21. The discussion on the present condition of forest diseases proves that \_\_\_\_\_
- hitherto, forestry has been a neglected area of research.
  - a lot more needs to be done by the government for sustaining the ecological balance.
  - there must be a cooperative endeavour by scientists, government officials, and politicians to weed out the possibilities of forest diseases.
  - Both (b) and (c).
  - None of these.

### Passage 5

That science and scientific outlook have taken mankind forward in the last one hundred odd years is the tall claim that scientists make. What provoked me to write this piece is a little wonderful book, *Limits of Science*, by a great scientist and Nobel laureate, Sir Peter Medawar. Anyone who questions the above rhetoric is dubbed as superstitious or downright illogical, in addition to being unscientific. Rational thinking is said to be the key to good living and wisdom. How I wish this were that simple! Rationality, perforce, has to have its limitations. Rational thinking is based on the inputs from the five senses and possibly, some degree of “knowledge” derived from one’s experience. All these do not come in lump sums but in bits and pieces. Pascal was the first to proclaim that there are two important aspects of man’s life that are vital

to his actions. The first is to exclude reason in his dealings; and the second is to believe that there is nothing beyond reason. Going back hundreds of years, this thinker could have foreseen the truth of his statement despite the fact that the present scientific advances that we swear by had not existed then. He is not far off the mark even today.

Rational thinking and scientific outlook have enormous limitations. When you look beyond reason, you get an insight into Nature's functioning better. Nature has its reasons always, but reason cannot explore them many a time. How else can one feel love, hatred, jealousy, etc., in life? None of them can be measured in scientific terms. One could experience love but not be able to see it or measure its dimensions. To deny the effects of intense feelings of love for one's beloved or oneself is to deny the truth. If "science is measurement and measurement is science" as defined by Marie Curie, love as an emotion does not exist at all. No one has seen the wind, but when the trees dance and bend, the wind is passing by, wrote the poet.

Similarly, there are a lot of things that one can only feel but not be able to see and measure. The problem with mankind today is intolerance for others' views. Rousseau was despised by many of his peers for his strong and unconventional views. His life was in danger. Voltaire came to his rescue and asked Rousseau to stay with him to avoid any harm. Eventually, when Rousseau did come, Voltaire told him "I do not agree with a single word of what you say, but I shall defend to my last breath your right to say what you want to say."

That is the kind of tolerance that would take mankind forward. Science, if anything, has taken mankind backwards, if one critically looks at it philosophically, pushing him to the brink of self-destruction. Is not the threat of nuclear war from the terrorists based on scientific data? Is not the anthrax fever in the U.S. born out of complicated scientific research to get resistant germs to fight wars? Is not the ever-present threat of chemical warfare based on science?

Recently, when doctors went on strike in Israel, the death rate and morbidity fell significantly there only to bounce back to the original levels when there was peace between the striking doctors and the government. It is to be noted that morticians, whose business had all but disappeared when the strike was on, brokered peace between the striking doctors and the government! The so-called evidence-based medicine, when looked at carefully, is only evidence burdened and makes life that much difficult for both the doctor and the

patient. This is because scientific evidence gathered need not have a linear relationship to what happens inside the human body. The latter is run by the human mind, which is scientifically unfathomable. There are so many imponderables in Nature that one cannot answer all the questions in Nature with the help of science alone. There are many things outside the realm of science, which are beyond the explanatory capacity of science.

Any intolerance is the beginning of terrorism and "scientific intolerance" is one such. Scientific terrorism could be more lethal than the present day political terrorism. If allowed to go beyond control, it could destroy mankind forever. Let us look at some happenings that science will never be able to gauge.

Years ago, Leonard Leibovici showed that "remote, retroactive, intercessory prayer could do wonders for patient recovery in hospitals." A positivist that he was, he went a step further to urge doctors to include prayer in their armamentarium. He also gave evidence to show how scurvy could be controlled hundreds of years before the discovery of vitamin C, as shown by James Lind.

The prayer theme was taken to great scientific heights by a recent study in an American University hospital in a well controlled, randomised, triple-blind (the patient, his treating doctor and the relatives are kept in the dark) prospective study of heart attack patients. The prayed-for group had a very significant fall in all parameters of the illness in a coronary care set-up. Even death rate was significantly lower in the prayed-for group. This was replicated in patients who had severe infective fevers, in another milestone study.

Konotey-Ahulu documented some unexplainable deaths in his hospital in Africa (very thoroughly studied even after post-mortem) where medical science could not give any clue to the happenings. Recitation of the rosary, which derives its origin from the Tibetan monks, brought to the West via Arabs and other crusaders, and the yoga mantras that are well known in India, have been elegantly shown to reduce the rate of breathing which had significant improvement in the patients' illness. Yogic breathing is shown to lower elevated blood pressure, and many other cardiac parameters like aortic pressure, pulmonary artery pressure, the ventricular ejection fraction, etc., in those with severe heart failure. Tranquility of the mind that it bestows is immeasurable and is the added bonus.

Studies in America have shown that the Chinese and Japanese Americans had significantly higher death rates on

the 4th of every month. This was not seen in the White races. The Chinese and the Japanese believe the 4th to be a very inauspicious day of the month. Another milestone study in London showed that Friday the 13th was definitely dangerous for at least 50 per cent of the Britons who dared to go out and work that day. The other 50 per cent stayed home on those days, the real superstitious. The conclusion of the study was that Friday the 13th is definitely bad for at least one half of the British population.

If one is a conscientious medical scientist and observes patients very closely, one would discover many such inexplicable feats happening almost every day in a busy clinical setting. I call them as “butterfly effects”, the phrase having been borrowed from Edward Lorenz of weather predictions fame. It was only after Lorenz got all the bouquets for his discovery of the method of predicting the weather that he discovered, to his surprise, that accurate prediction of the weather is impossible. He then propounded the butterfly effect. If one wants to know the limitations of science, one should study human beings in distress, where butterfly effect is the rule rather than an exception. Of course, doctors have been predicting the unpredictable all along.

One unforgettable incident comes to mind. One of my patients, whom I had known in my professional capacity for a very long time, was the priest of a very famous temple in the Malanad area of Karnataka. He was an authentic scholar of ancient Indian wisdom and was venerated by his people. He managed his temple affairs with total dedication. His temple was an example for others. When this incident occurred, he was well past ninety years of age but was very alert mentally as well as physically. His wife, who was in her 80s, was admitted under my care for a heart attack (inferior infarct, a milder variety with good outcome). When she was progressively improving on the third day, he made a strange request to me. He wanted her to be discharged that very day, as he was sure that she would meet her Maker the following day at 12 noon or so. I was nonplussed but, knowing him as I did to be very authentic, I was in a “scientific” dilemma. Ultimately, he took her against medical advice. His argument was that she should not die in a hospital.

I was shocked to learn from their son that the patient was in good shape at 11.55 a.m. She drank some water and died without any distress at 12 noon. I could not bring myself to believe this whole episode until after a year, the old man wanted to see me to thank me. He told me that he was going to die on a particular day at a given time and wanted all his

children and grandchildren around him at that time. This prediction made me curious. He did keep his word and the end came as he had predicted. He had all his people around and slept on a banana leaf on the floor minutes before breathing his last! I have no scientific explanation even now. He was a great astrologer himself and had done very deep study of all the great works in that area. He had a reputation of being an authentic astrologer, in addition to his philanthropy—all for free!

This single episode is only one example of the many paranormal phenomena that one observes in day-to-day medical practice. Konotey-Ahulu’s episodes are stranger than mine are, though. Maybe they are culturally different. He was practising in Africa. I know what *Erik the Genius* would say. Since he is an intellectual and a know-all scientist, he would label all our experiences as anecdotal. Of course, they are anecdotal, but it is anecdotes that make us wiser and not arrogant. Any knotty problem, when looked at more carefully, becomes more complicated. Great minds of yore knew this very well. Albert Einstein, during his last days, wrote: “I do not believe that this world is a wonder; I think it is a wonderful wonder.” Stephen Hawking wrote: “I do not believe that there is God; if there is one I do not want him to interfere with my work.”

Wisdom is not just the sum total of the inputs from our five senses. There is more to it than meets the eye. The effects of prayer on illness, the placebo-doctor effect on the human immune system, the “will to live” feeling that keeps people going despite intolerable pain and disability, and many other such scientifically proven methods of giving relief to suffering, make one believe in the possibilities beyond hypothesis refutation and measurements.

Science, like any other human activity, should have its limitations. It would be foolhardy to believe that science is the be all and end all of human wisdom. Very far from it. What we know is probably a very small fraction of what there is to know. This is the best education scientifically given in school. Live and let live. While one could have one’s views, he should be tolerant of others’ views as well and be ready to examine them without any prejudices. That would be progress and that alone can rid this world of all kinds of terrorism. One who understands science very well alone realises the depth of his ignorance. The genuine rationalist is one who has understood the limitations of reason. Positive sciences, at best, could answer questions like “how” or “how much.” Positive sciences will never be able to answer the question

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“why”. The answer to the question “why” needs the knowledge of the limits to science.

22. Which of these aspects have become the core concerns for the author?

- (a) That, pronouncing the great work of a Nobel laureate as rhetoric, seems illogical.
- (b) That science is credited for the progressive outlook of mankind.
- (c) The limitations of science are duly accepted.
- (d) To launch a global crusade against scientific terrorism.
- (e) None of these.

23. Which of these sentences is/are true, according to the passage?

- (a) Anecdotal experience is a vital part of our wisdom.
- (b) Scientific evidence cannot have a simple linear relationship with the operations inside the body.
- (c) Any kind of intolerance is the beginning of terrorism.
- (d) According to Marie Curie, science is everything that can be measured.
- (e) All of these.

24. What were the positive feelings among the scientific community about the strength of prayer?

- (a) Prayers got acceptance because of the limitations that science is beset with.
- (b) Prayers were found to be more effective for coronary patients.
- (c) Several ailments like elevated blood pressure and heart failure could easily be cured by the recitation of prayers.
- (d) Prayers cured coronary patients.
- (e) None of these.

25. A remarkable finding that illustrates the limitations of science is \_\_\_\_\_

- (a) A human being in distress is the exact replica of the limitations of science.
- (b) The death rate of the Chinese & the Americans on the 4th of every month is higher, which remains unexplained.
- (c) Exact prediction of the weather is not possible.

(d) The “prayed-for” group had a very significant fall in all parameters of illness in a coronary care set-up.

(e) None of these.

26. What was the ‘scientific dilemma’ that the author was confronted with?

(a) On the one hand, his scientific wisdom didn’t allow him to discharge the patient, while on the other, he knew the person who was suggesting otherwise, to be an ‘authentic person’.

(b) His observation about the personality overpowered his scientific wisdom.

(c) It was too embarrassing for the author to take a hard decision about the critical condition of the patient.

(d) Both (a) and (b).

(e) None of these.

27. The main object of the writer is \_\_\_\_\_

(a) to arouse interest about the book of a Nobel laureate.

(b) to mitigate the preconceived notions of a reader about the limitlessness of science and the scientific method of rational explanation.

(c) to signify the role of the power of reasoning and wisdom along with the knowledge of science.

(d) Both (b) and (c).

(e) None of these.

**TEST 9**

**Passage 1**

Why do the vital organs of the body slow down on aging? Why do older people experience sleep disorders? A new study holds the molecular machinery of the “master clock” in the brain responsible for such malfunctions during old age. The study conducted by researchers at the University of Virginia and reported in the journal ‘Proceedings’ of the National Academy of Sciences, compares the working of the vital organs to a wall full of clocks with a large dominant clock controlling the synchronization of the peripheral clocks. The big clock continues to keep time, but, as it ages, its connecting signal to the smaller clocks weakens. Some of the smaller clocks eventually become desynchronized and some

stop running. This weakening of the signal, rather than a problem with the central timekeeper itself, apparently is the cause of alterations in the biological timing system in aging mammals—possibly including humans, according to the researchers. This may explain why older people experience sleep disorders—the signal from the master clock in the brain has weakened, even as it keeps on ticking. This weakened output causes some of the peripheral clocks in other organs to eventually stop oscillating or to fall out of proper sync, causing sleep disruption and malaise, the report says. Lack of sleep can affect more than a person’s level of alertness. In the long term, it can disrupt the body’s metabolism, affect eating cycles, lead to declining cognitive abilities and possibly, a shortened lifespan. Sleep disorders are also associated with Alzheimer’s disease. Gene D. Block, professor of biology and one of the study’s lead researchers, was quoted in the report as saying, “Our new finding demonstrates that the molecular machinery of the master clock continues to function normally. Taken together with our earlier studies, this suggests that there may be an age-related failure of the conversion of the clock’s molecular rhythm into the electrical or humeral signals that the brain uses for communication. These weakened central signals may fail to keep some peripheral clocks appropriately synchronized or, in some cases, even rhythmic.” The scientists studied tissues from the brain and other organs of older mice and measured the activity of a gene that is a part of the biological clock. They found that the central clock in the brain, the suprachiasmatic nucleus, maintained proper periodicity and synchronization. Clocks in some peripheral organs, such as the liver and kidney of older animals, were either improperly synchronized or had lost rhythm entirely. “This new knowledge could eventually lead to new therapies for age-related desynchronization,” Block said. “Arrhythmic or improperly synchronized tissues of old animals could possibly be stimulated by a treatment to oscillate normally.”

1. Which of these factors is held responsible for the slowing down of the vital organs in old age, as laid down in the passage?
  - (a) Molecular machinery of the master clock and the peripheral clocks in the brain.
  - (b) Master clock in the brain.
  - (c) Weakening of the signals from the master clock in the brain.
  - (d) Arrhythmic oscillations of tissues of old animals.
  - (e) Sleep disorders.

2. Which of the following sentences is incorrect, according to the passage?
  - (a) The connecting signals of the big clock fail, as it ages.
  - (b) Alterations in the biological timing system are restricted to lower mammals only.
  - (c) The brain uses humeral signals, which are converted from the clock’s molecular rhythm.
  - (d) Both (b) and (c).
  - (e) None of these.
3. What was the breakthrough achieved, as a result of the scientist’s effort?
  - (a) The discovery of the fact that the clocks in some peripheral organs were either improperly synchronized or had lost their rhythm completely.
  - (b) The knowledge that the oscillation is necessary to maintain a person’s level of alertness.
  - (c) The observation that the brain uses humeral signals for communication.
  - (d) Both (a) and (b).
  - (e) None of these.
4. Which of the following sentences is true, in the context of the passage?
  - (a) The brain of a guinea pig was used for the tissue experimentation.
  - (b) Declining cognitive abilities may be traced to sleeplessness.
  - (c) The big clock is directly synchronized to smaller clocks through tissues.
  - (d) There is likely to be an age-related failure of the conversion of the master clock’s molecular rhythm into electrical or humeral signals.
  - (e) Both (b) and (d).
5. Which of the following sentences is incorrect, according to the passage?
  - (a) There is a similarity in the functioning of the brain and the vital organs of the human body with that of a wall full of clocks and the big clock synchronizing them.
  - (b) The molecular machinery of the brain is responsible for the entire malfunctioning occurring at older ages.
  - (c) The study of tissues from the brain and other organs of mice helped scientists discover that

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even though the suprachiasmatic nucleus maintained time properly, the clocks in the peripheral organs were either out of sync or had lost rhythm entirely.

- (d) (b) and (c).
  - (e) None of these.
6. What appears to be true, in the context of new findings?
- (a) Sufficient information about the bipolar disease is necessary to ward off desynchronization.
  - (b) Age related failure hampers the synchronization of the peripheral clocks in the respective organs.
  - (c) Alzheimer’s disease and sleeping disorders have a similar impact upon the human mind.
  - (d) Only (b) and (c).
  - (e) Only (a) and (b).
7. Alterations in the biological clock of ageing mammals are due to \_\_\_\_\_.
- (a) desynchronization of smaller clocks.
  - (b) destabilization of molecular machinery.
  - (c) arrhythmic functioning of the old tissues.
  - (d) Both a and c.
  - (e) None of these.

**Passage 2**

It wasn’t every day that Patricia Torres raced down the streets of Miami at 70 m.p.h. But then it wasn’t every day that her daughter Nicole Cabezas hallucinated wildly, trying to jump out of the car, pulling off her clothes and ranting that people were following her, so this seemed like a pretty good time to hurry. Nicole, 16, had been having problems for a while now—ever since she was 14—and began closeting herself in her bedroom, incapable of socializing or doing her schoolwork, and contemplating suicide. The past few months had been different, though, with the depression lifting and an odd state of high energy taking its place. Nicole’s thoughts raced; her speech was fragmented. She went without sleep for days at a time and felt none the worse for it. She began to suspect that her friends were using her, but that was understandable, she guessed, since they no doubt envied her profound gifts. “I was the center of the universe,” she says quietly today. “I was the chosen one.” Finally, when the chosen one was struck by violent delusions—the belief that she had telekinetic powers, that she could change the colors

of objects at will—Torres decided it was time to take Nicole to the hospital. Emergency-room doctors took one look at the thrashing teenager, strapped her to a gurney and began administering sedatives. She spent two weeks in the hospital as the doctors monitored her shifting moods, adjusted her meds and talked to her and her parents about her descent into madness. Finally, she was released with a therapy plan and a cocktail of drugs. Six months later, doctors at last reached a diagnosis: she was suffering from bipolar disorder. While emotional turmoil is part of being a teenager, Nicole Cabezas is among a growing cohort of kids whose unsteady psyches do not simply rise and fall now and then but whipsaw violently from one extreme to another. Bipolar disorder—once known as manic depression, always known as a ferocious mental illness—seems to be showing up in children at an increasing rate, and that has taken a lot of mental-health professionals by surprise. The illness until recently, was thought of as the rare province of luckless adults—the overachieving businessman given to sullen lows and impulsive highs; the underachieving uncle with the mysterious moods and the drinking problem; the tireless supermom who suddenly takes to her room, pulls the shades and weeps in shadows for months at a time. But bipolar disorder isn’t nearly so selective. As doctors look deeper into the condition and begin to understand its underlying causes, they are coming to the unsettling conclusion that a large number of teens and children are suffering from it as well. The National Depressive and Manic-Depressive Association gathered in Orlando, Fla., last week for its annual meeting, as doctors and therapists face a daunting task. Although the official tally of Americans suffering from bipolar disorder seems to be holding steady—at about 2.3 million, striking men and women equally—the average age of onset has fallen in a single generation from the early 30s to the late teens. And that number doesn’t include kids under 18. Diagnosing the condition at very young ages is new and controversial, but experts estimate that an additional 1 million preteens and children in the U.S. may suffer from the early stages of bipolar disorder. Moreover, when adult bipolars are interviewed, nearly half report that their first manic episode occurred before age 21; 1 in 5 says it occurred in childhood. “We don’t have the exact numbers yet,” says Dr. Robert Hirschfeld, head of the psychiatry department at the University of Texas in Galveston, “except we know it’s there, and it’s under diagnosed.” If he’s right, it’s an important warning sign for parents and doctors, since bipolar disorder is not an illness



that can be allowed to go untreated. Victims have an alcoholism and drug-abuse rate triple that of the rest of the population and a suicide rate that may approach 20 per cent. They often suffer for a decade before their condition is diagnosed, and for years more before it is properly treated. “If you don’t catch it early on,” says Dr. Demitri Papolos, research director of the Juvenile Bipolar Research Foundation and co-author of *The Bipolar Child* (Broadway Books, 1999), “it gets worse, like a tumor.” Heaping this torment on an adult is bad enough; loading it on a child is tragic.

8. What prompted Nicole to act wildly and jump out of the car?
  - (a) Nicole never wanted to be administered sedatives and therefore, she scuttled off to escape medication.
  - (b) Nicole was mentally retarded and therefore, she had to be kept under a strong vigil.
  - (c) Nicole, out of wild hallucination, had the habit of reckless running, which compelled her mother to chase her.
  - (d) Her hallucinations which put her in an odd state of high energy.
  - (e) None of these.
9. Which of the following sentences is true, according to the passage?
  - (a) Patricia’s fragmented speech was conceivable.
  - (b) Nicole suspected her friends of envying her gifts.
  - (c) Patricia had telekinetic powers, with which she could change the colors of objects at her will.
  - (d) Torres was suffering from a bipolar disorder.
  - (e) Both (b) and (d).
10. Which of the following sentences is incorrect, as laid down in the passage?
  - (a) Doctors took a little time to diagnose Nicole’s condition.
  - (b) Bipolar disorder can be treated.
  - (c) Bipolar disorder took every health practitioner by surprise.
  - (d) The increasing rate of bipolar disorder in children has taken mental health professionals by surprise.
  - (e) None of these.
11. Bipolar disorder seems to have affected \_\_\_\_\_ .
  - (a) Children
  - (b) Adults
  - (c) Both (a) & (b)
  - (d) Septuagenarians
  - (e) All of (a), (b) and (d) alike.
12. Which of the following sentences is incorrect, according to the passage?
  - (a) Bipolar disorder can affect any teenager.
  - (b) Victims of bipolar disorder are prone to alcoholism and drug abuse.
  - (c) Bipolar disorder is just manic depression and not a mental illness.
  - (d) Bipolar disorder is increasingly striking children.
  - (e) None of these.
13. Which of the following sentences is incorrect, as per the passage?
  - (a) Nicole was administered alkaloids as first aid, in hospital.
  - (b) It is tough to diagnose bipolar disorder in its nascent stage.
  - (c) Support of parents and relatives is a must to restore a patient’s psychic equilibrium.
  - (d) Both (a) and (c).
  - (e) None of these.
14. Why is bipolar disorder considered to be serious?
  - (a) Because the victims can change color at will.
  - (b) Because the victims are prone to violent delusions.
  - (c) Because mental health professionals could not conclude as to who could be a victim.
  - (d) As victims of bipolar disorders have a very high rate of alcoholism, drug abuse and suicide, it is a serious mental illness.
  - (e) Both (b) and (d).
15. Which of the following sentences can be inferred from the passage?
  - (a) Since bipolar disorder is not considered to be a mental illness by the health practitioners, it should therefore be allowed to go untreated.
  - (b) Doctors are intrigued about the selective criteria of the disease.
  - (c) Impulsive gentlemen are more prone to bipolar disorders.
  - (d) The increasing rate at which bipolar disorder is afflicting younger people is a cause for concern.
  - (e) None of these.

**Passage 3**

You reach Harvard University's biological anthropology department by climbing five flights of fusty wooden stairs in the Peabody Museum in Cambridge, Mass. It's an old building, haunted by the remnants of long lost tribes and the ghosts of an era when anthropologists thought nothing of collecting the paraphernalia of ancestor worship, not to mention the bones of the ancestors themselves. But it's not bones that have brought me to the Peabody today. I've made the climb to meet Carole Hooven, a young graduate student in biological anthropology, and Richard Wrangham, one of the world's leading experts on chimpanzee behavior. They want to show me a collection of what look like sturdy but quite ordinary sticks. These lengths of wood have a special meaning for Hooven and for science, especially the stick that's shaped like a divining rod with a crook at the end. The last time she saw it, in January 1999 in Uganda's Kibale forest, it was in the hands of a big male chimp called Imoso who was using it to beat mercilessly, a female named Outamba. As a woman, Hooven felt sick at heart at the violence directed at the smaller chimp. But as a scientist, it exhilarated her. She had never read about anything like this. Trembling, she rushed back to camp to report to Wrangham. He listened in silence and then shook her hand. This was a historic moment. While there are a few scattered accounts of chimps wielding sticks against prey or predators, no one before had ever seen a wild animal repeatedly, unambiguously—and with malice and forethought—use a tool as a weapon against its own kind. Until now, devising tools to inflict pain and death seemed to be something only humans did. To be sure, lots of animals use tools. Sea otters employ rocks to crack open shellfish. Crows in New Caledonia extract insects from foliage with twigs—or even bent wire—held in their beaks. Chimps will use sticks and stones for all sorts of purposes, including flailing and throwing them to impress rivals. But for all the theatrics of these so-called threat displays, no one before now had ever seen an ape use a stick to beat another ape. There are sound evolutionary reasons for this. Predators don't need weapons; they are weapons. During internecine wars, chimps will rip one another apart with their teeth and hands. Indeed, a good deal of evolutionary ingenuity has gone into the development of greeting and submission rituals to ward off lethal aggression. Which is why Imoso's crooked club raised so many questions. Where did his behavior come from? Was it something chimps learned from humans, or was it behavior they developed on their own? Whatever the

answer, I knew I had to find a way to get to Kibale. For me, seeing is knowing. I wanted to talk to the human witnesses and, if possible, meet the chimps themselves. When an opportunity to go to East Africa arose in 2001, I called Wrangham, who graciously invited me to stop by Kibale and gave me directions. He might have been guiding me to the local Starbucks: "Get to Fort Portal," he said, as though this was the easiest thing in the world, "and find the cab stand. They all know the way." As it turned out, that was all I needed to know. I arrived in Kibale one evening just as the sun was setting and introduced myself to Kathi Pieta, a graduate student who ran the research station. Over dinner, she told me a bit about the local chimp community. The so-called Kanyawara group consisted of about 50 chimps, including about 10 adult males and 17 adult females. Imoso was the top dog. Young and very aggressive, he was not very popular with the human observers, and his reputation did not improve with the discovery that he was a wife beater. The best description of the first attack comes from Hooven's field notes. Imoso had been trying to get at Outamba's infant Kilimi, but Outamba fended off his efforts. This seemed to enrage Imoso, who began kicking and punching Outamba. To protect her baby, she turned and exposed her back to Imoso's fists. Here is how Hooven described what happened next: "MS [Imoso] first attacks OU [Outamba] with one stick for about 45 seconds, holding it with his right hand, near the middle. She was hit about 5 times ... he beat her hard. (The stick was brought down on her in a somewhat inefficient way ... MS seemed to start with the stick almost parallel to the body and bring it down in a parallel motion. There was a slight angle to his motion, but not the way a human would do it for maximum impact.)" After resting for a minute, Imoso resumed the beating, this time with two sticks, again held toward the middle. Imoso then began hurting Outamba in a number of creative ways, at one point hanging from the branch above her and stamping on her with his feet. To Hooven, the attack seemed interminable. Toward the end, Outamba's daughter Tenkere, 2, rushed to her aid, pounding on Imoso's back with her little fists. But the trouble didn't stop there. Imoso's behavior was observed by other chimps in the community, and he may have inspired imitators. In July 2000, Pieta watched as Imoso's best friend, Johnny, attacked Kilimi, the infant who figured in Imoso's earlier attack. Outamba turned to help Kilimi, whereupon Johnny turned on her. Immediately Outamba became submissive, but Johnny was not to be appeased. He picked up a big stick and started

striking Outamba. “He was definitely trying to hit her,” says Pieta. “It wasn’t just flailing or accidental.” He used an up-and-down motion. The whole attack lasted about three minutes. After the chimps moved on, Pieta retrieved the stick, which now resides at Harvard. The next morning, I arose at 4:45 a.m. and joined Pieta and two trackers in search of Johnny, Imoso and the battered Outamba. After a vigorous walk we got to the area of a fruiting ficus tree near where the chimps had built their nests the night before. There were Johnny, Outamba and a number of other chimps. Imoso was not around. When I asked a tracker named Donor why Imoso had attacked Outamba, his answer was straightforward: “Imoso is just a mean chimp.” That morning, all was peaceful. The principal drama I observed was the struggle of a 3-year-old female chimp whose arms were too short to grab the broad tree trunk. When she finally found a way into the ficus via a nearby sapling, the trackers applauded. The chimps went about their feeding, and then moved off. As they melted into the brush, I asked Pieta which chimp typically made the plan for the day. As one who was familiar with the jockeying for position in the ape community, she laughed and said, “Johnny thinks he does.” In all, the researchers have documented six stick attacks (the most recent seven weeks ago). The behavior is new to science and raises intriguing questions. Why have all the victims been female? And why sticks, why not stones? Imoso could have killed Outamba by slamming her with a heavy rock. That may be precisely why they use sticks, Wrangham and Hooven speculate: to inflict hurt rather than injury. Most of the attacks have been directed at sexually active females. Whereas the males might intend to do real harm to the babies, they have nothing to gain by killing their mates. Brutal as it seems, could it be that the use of sticks signifies restraint? That is one of the mysteries Wrangham and his colleagues are trying to solve, in what they view as a snapshot of the evolutionary process in action. This may be a mirror of how we evolved culturally—by the spread of ideas that moved through our early ancestors in fits and starts. Back in New York City, I experience the familiar sense of relief that comes from returning safely home from an impoverished, disease-ravaged region. Three days later, as I drive my son Alec to nursery school, we hear a radio bulletin announcing that a plane has slammed into the World Trade Center. My son asks, “Is the plane going to be all right, Daddy?” How do I shield a 3-year-old from the enormity of what has just happened? I’m at a loss. I simply say, “I don’t think so.” We

humans have ways of killing ourselves that chimps could never imagine.

16. Which of the following sentences is true, according to the passage?
  - (a) Outamba was physically harassed by Wrangham with sticks.
  - (b) In Uganda’s Kibale forest resides Imoso, a big male chimp whose riotic deeds were recorded by Hooven.
  - (c) Kilmi was protected by Outamba against Kathi Pieta.
  - (d) Imoso’s friend Johnny also learnt his behaviour and beat Outamba with a stick.
  - (e) Both (b) and (d).
17. Which of the following is incorrect, according to the passage?
  - (a) Imoso resumed beating with two sticks, injuring Outamba.
  - (b) Johnny picked up a big stick to attack Imoso.
  - (c) Imoso’s behavior inspired other chimps.
  - (d) Tenkere tried to save Outamba from Imoso.
  - (e) None of these.
18. The sticks found at Kibale are preserved at \_\_\_\_\_ .
  - (a) University of Illinois.
  - (b) Anthropological department USA.
  - (c) Library of Richard Wrangham.
  - (d) University of Harvard.
  - (e) Cannot be inferred.
19. Which of the following weapons is used by the crows of Caledonia to prey upon insects?
  - (a) Twigs
  - (b) Sticks
  - (c) Stones
  - (d) Foliages
  - (e) Rocks
20. Which of the following sentences can be inferred from this passage?
  - (a) Chimpanzees are better equipped to assault tribal members.
  - (b) Chimpanzees are more dangerous in fights than human beings.

- (c) The inspirational values present among chimps are similar to those of human beings.
  - (d) A sense of fraternity exists among chimpanzees at the best and worst of times.
  - (e) Human beings are much more dangerous than Chimpanzees.
21. The passage could be described as
- (a) Descriptive
  - (b) Topical
  - (c) Analytical
  - (d) Illustrative
  - (e) Hilarious.
22. Which of the following is correct, according to the passage?
- (a) The real cause behind the exhilaration of a scientist named Hooven was the strange behavior of a chimp called Imoso.
  - (b) Violence directed against smaller chimps by Imoso was the main thrust of the scientist's inquisition.
  - (c) Predators themselves, are the manifestation of weapons.
  - (d) Chimpanzees try to hurt each other with the intention of killing.
  - (e) None of these.
23. Why did Imoso use only sticks to assault Outamba?
- (a) Stones could not have been efficiently used.
  - (b) The use of sticks was resorted to inflict hurt & not to kill.
  - (c) Unpredictable behavior of the chimps could not lead the scientist to any conclusion.
  - (d) He did not know how to use other weapons.
  - (e) None of these.
24. To which group did all the chimps belong?
- (a) Local starbucks
  - (b) Kanyawara
  - (c) Kibale
  - (d) Pieta
  - (e) None of these
25. Which of these cannot be inferred from the incidents of Kibale?
- (a) The behaviour of the chimps can be classified as evolutionary.

- (b) It is possible that chimps actually imitate human beings.
- (c) The use of sticks signified restraint.
- (d) All of the above
- (e) None of the above.

## TEST 10

### Passage 1

Deep in our hearts, we have an intense desire to be loved. Yet, just as deeply, we know no one really understands us, and that we are separated from those around us by differences we don't fully comprehend. The 'Family of Man' we long to share and belong to does not exist. We are just a bunch of desperate, lonely orphans. We would give anything to know how to be lovable. Yet, now more than ever, seemingly caring guides want to help us in our quest. A flurry of books and lectures tells us that change is mandatory for survival. While the recipes for harmony sometimes strike chords in our hearts, it is not enough to read the books or say the phrases. Only if the tools offered are actually used and do indeed make our lives better will we know that the message was correct and we understood. The majority of self-help books agree on one thing: Change is necessary for a more fulfilling life. Some say that the answers lie in justifying fears, anger and emotional suffering by holding someone else—usually a parent or spouse—responsible. Often, another race or some other force at work in our life gets the blame for the mess in which we find ourselves. But one thing is for sure: We are not responsible. 'They' are. How many books, tapes and seminars does it take before the average hurting human being becomes so frustrated that he or she cries, 'The true path must exist because all the wise people say so, but I'll never find it.' Life must have more to offer, something most of us are missing. Otherwise, God has a stranger sense of humour than any comedian working today. Here's the bad news. We can all agree that this thing we call our self, our ego, our personality, is somehow the cause of all our conflicts and negative emotions. This is the cold, hard truth: The self has no idea how to fix itself or it already would have. But no one else can fix our self. We must do it—on our own. You would have probably always suspected this—but no one would prove it because it appears to become a problem with no solution. This realisation is extremely threatening, especially to those who have tried so hard to change in the past and have been

unable to do so. But the good news is that you can learn to fix the self by understanding four basic principles: (1) What the self is; (2) How the self works; (3) How the self got broken; and (4) How you can fix the self. Each of us made our self and only we can fix it. Real changes begin to happen as soon as repair begins and, as you become a better mechanic, the changes will be greater and come easier.

1. What is the central idea of the passage?
  - (a) Flurry of books and lectures guide us to become loveable.
  - (b) Our personality is the cause of negative emotions and conflicts and knowing how to fix it is crucial.
  - (c) Change is mandatory for survival.
  - (d) The root cause for all our troubles are ‘others’.
  - (e) None of these.
2. For what does the author bestow the responsibility to other people?
  - (a) For justifying human sufferings.
  - (b) For bringing us into intricate situations.
  - (c) For not showing the true path.
  - (d) For inflicting our ‘self’ with fears, anger and emotional suffering.
  - (e) None of these.
3. Who can fix our self?
  - (a) No one
  - (b) We
  - (c) God
  - (d) Others
  - (e) None of these
4. What, according to the author is required to make our life better?
  - (a) Changing ourselves as per the dictates of time.
  - (b) Renouncing our negative emotions.
  - (c) Actually using the tools offered to us in self-help books, tapes and seminars.
  - (d) Immunising ourselves against negative emotions.
  - (e) None of these.
5. What is the cause behind all our conflicts and negative emotions?
  - (a) Our self
  - (b) Our personality
  - (c) Our ego
  - (d) All of the above
  - (e) Others
6. Of what use are tapes, books & seminars for the author?
  - (a) They are useless as they are meant to detract us from our original path.
  - (b) The true path can be shown only by these media.
  - (c) They serve as change agents in our society.
  - (d) They are of use only to the extent that their principles are put to use by us.
  - (e) None of these.
7. Why does the author seem to insist on self-help books?
  - (a) They can bring change in our lives.
  - (b) They justify tears, anger & emotional sufferings.
  - (c) They help us to harmonize the chords of our heart.
  - (d) They give us the tools for change—provided we use them.
  - (e) None of these.
8. What, according to the author are the inhibiting factors in the way of leading a good life?
  - (a) Self help books
  - (b) Our ego and our personality
  - (c) Conflicts and negative emotions
  - (d) Selfishness
  - (e) Cannot be inferred

### Passage 2

Scandalised by how Arthur Andersen could destroy thousands of e-mails and paper documents related to its audit of Enron and the energy major’s more than unconventional accounting methods? Don’t know whether to believe it was just a rogue partner acting on his own accord, or whether the lead partner on the Enron account, David Duncan, was just following instructions—a person close to Duncan told *The Wall Street Journal* that, on October 12, an Andersen lawyer advised the Enron auditors to follow company procedure that allows for the disposal of many documents.

Well, it’s true that past practices in themselves are no indication that they’re still being followed, but it would be instructive to go back, as I did, and read Mark Stevens’ *The Big Six*, which is one of the best “audits” of the shenanigans of the world’s top audit firms. Stevens’ book is replete with examples of how the Big Six have fudged, obfuscated and kept their eyes wide shut in order to please clients. Oh yes,

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as in the Andersen-Enron case, there's even an example of shredding of possibly vital files. Perhaps that's a good place to begin. It concerns Touche Ross (which merged with Deloitte Haskins to become Deloitte & Touche later), and its audit of the Beverly Hills Savings & Loan, BHSL—the sudden collapse of various S&Ls, certified as financially sound, was a big scandal in the US in the late '80s.

Anyway, while reviewing the business of a former vice president of the BHSL, Touche was told all the files “were contained in eight cardboard boxes and were (BHSL told Touche)... the complete set of files... except for one box which was accidentally shredded.” Touche was initially sceptical about the shredding, but clearly got over these doubts quickly enough since it gave BHSL the all-clear. Later, when Touche was examined by the US Congress, Congressman Wyden was scathingly sarcastic: “Is the shredding machine at Beverly Hills big enough to shred an entire box of documents all at once, or do they have to feed the documents page by page?”

It gets better. When it became clear that BHSL was having a major problem disposing of high-cost property investments, Touche simply decided to change the book-keeping, and instead of showing the apartments as investments, decided to show them as “equity-participation loans”. And once these were shown as loans, BHSL showed it was getting interest and fee income from them. Problem solved, except there was no interest or fee that was actually received. Congressman Dingell later quizzed Touche on the amount of “equity” in these “equity-participation loans”. What was the amount of the equity, the Congressman asked? I don't know, replied the Touche partner. And they were the auditors.

Stevens' most evocative story, of course, is the one about ZZZZ Best, or the carpet-cleaning business begun by Barry J. Minkow. Having built up a respectable business, Minkow decided to go public and, in order to get people interested in buying into his equity, boasted that his firm was in the lucrative insurance-restoration business—that is, he got restoration contracts from insurance firms. Minkow hired Ernst & Whinney (that later merged with Arthur Young to become Ernst & Young) to audit his firm.

Naturally, one of the first things Ernst did was to audit the insurance business. Minkow, to be fair to Ernst, cheated them. He hired an office in Sacramento, bribed the security guard to pretend he was familiar with ZZZZ's staff, and forced Ernst to do an inspection on a Sunday when other

offices were closed. Duped by an impostor, Ernst said Minkow's business was fine, and repeated the inspections in various other “facilities”. In fact, when the House Committee on Oversight began investigations, Ernst argued they couldn't be blamed for not being able to detect such an elaborate fraud.

Fair enough, but Ernst didn't even do basic checks like going to the buildings department in various cities to find out if the buildings that ZZZZ was helping “restore” had ever had a fire or the kind of water leakages ZZZZ claimed they'd had. Ernst had also signed a confidentiality letter preventing it from disclosing the location of the buildings ZZZZ was restoring to any third party. But, and this is critical, it also said it would “not make any follow-up telephone calls to any contractors, insurance companies, the building owners... involved in the restoration project”. Congressman Ron Wyden asked Ernst how it proposed to do an independent audit with such restrictions on it? Ernst's behaviour gets curiouser. It appears someone told Ernst the “restoration” job it had inspected in Sacramento was a fake, but even then the audit firm didn't feel the need to revisit the Sacramento site. The charge about the restoration being fake, it appears, was withdrawn, but Ernst himself found evidence that ZZZZ had made payments to the individual who made and then withdrew the complaint!

While you're following every twist and riveting turn in the Andersen saga, be sure to compare them with those catalogued by Stevens. It promises to be both an interesting and frightening exercise.

9. It can be inferred from the passage that
  - (a) Ernst conducted an independent audit under the influence of bribe.
  - (b) Ernst attempted to conduct an independent and thorough audit but was prevented from doing so.
  - (c) Ernst's audit lacked professionalism.
  - (d) Ernst's audit was a complete fraud.
  - (e) Both c and d.
10. According to the passage, all of the following are not true except—
  - (a) Arthur Andersen destroyed Enron's document on its own accord.
  - (b) Andersen and Enron were in close complicity in destroying Enron's documents.
  - (c) Andersen was against the concept of selective destruction of documents.

- (d) Andersen was not averse to the practice of selective disposal of documents.
- (e) Destroying documents is a standard audit practise.
11. The author of the book *The Big Six*
- (a) has given the author the requisite insight to look at the various unprofessional modus operandi adopted by audit firms.
- (b) has described the different frauds associated with the different methods of audits adopted by six big audit firms.
- (c) has made a critical analysis of some of the top audit firms' bad practices.
- (d) declares Andersen's audit as the best.
- (e) has written a book on audit firms best practises.
12. According to the author, which of the following could have been the main cause behind Arthur Andersen's dubious shredding of vital files in the case of Enron?
- I. A lead partner acting on instructions.
- II. Complicity between Arthur Andersen, the audit firm, and Enron.
- III. A rogue partner acting on his own.
- (a) I & II only
- (b) All three
- (c) I & III only
- (d) III only
- (e) II and III only.
13. According to the passage, big audit firms
- (a) were often misled and cheated by their clients
- (b) used business practices that were aimed to satisfy their clients.
- (c) were ignorant about the motives of their clients.
- (d) were innocent victims of corporate fraud.
- (e) None of these.

### Passage 3

Iran's officials have reacted angrily to American accusations that their government is developing weapons of mass destruction and sponsoring terrorism. But President George Bush and his colleagues show no sign of backing down, raising questions about the impact their verbal onslaught will have in Iran itself. Khamenei thinks Bush is thirsty for blood.

America's leaders have hardly been mincing their words since President George Bush, in his state-of-the-union message last week, listed Iran, Iraq and North Korea as an "axis of evil". In the case of Iran, this seems an odd time for America to be issuing such ringing denunciations: Iranian acquiescence, if not active co-operation, has been important in the war in Afghanistan; and reformist-minded Iranian leaders are struggling hard to end their country's isolation and to improve relations with the West. But American officials have been quick to deny that Mr Bush's onslaught was intended for a domestic American audience alone. He wants, they claim, to be heard loud and clear in Tehran.

Certainly that was the impression given over the weekend, as Mr Bush's colleagues elaborated the insults and charges levelled at the evil threesome. Condoleeza Rice, the national security adviser, said they "are a clear and present threat to us and to all the responsible and civilised world". Colin Powell, the secretary of state, said they act in ways that are "inconsistent with the expectations of the 21st century".

Iran, in common with the other two countries on Mr Bush's list, is accused of trying to develop weapons of mass destruction, and of sponsoring terrorism elsewhere—notably, in Iran's case, through the activities of the Hizbollah militias in Lebanon. There is another item, too, on the charge-sheet against Iran: that it is now playing an unhelpful role in destabilising Afghanistan, and has even offered shelter to fleeing al-Qaeda terrorists.

Iran has dismissed the accusations as evidence that Mr Bush is, in the words of Ayatollah Ali Khamenei, Iran's spiritual leader, "thirsty for human blood". But there is little doubt that Iran has dabbled in the development of chemical, biological and nuclear weapons, and in the missile technologies that might enable it to deliver them.

Although Iran signed the Chemical Weapons Convention (CWC) in 1997, it is believed to have held stocks of chemical weapons and maintained production facilities ever since its war with Iraq in the 1980s. As for germ warfare, last November, at an acrimonious review of the Biological Weapons Convention, America publicly accused Iran (alongside Iraq and North Korea) of having illegally produced biological agents and turned them into weapons.

But the greatest concern is over Iran's nuclear and missile ambitions. With Russian help, it is building civilian nuclear-power reactors that western intelligence officials fear could mask a clandestine weapons programme. And it is said to

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show a keen interest in the uranium-enrichment technology required for weapons-making.

Iran's officials have pointed out that their declared nuclear facilities are all monitored and inspected by the International Atomic Energy Agency, as required by the 1970 nuclear Non-Proliferation Treaty (NPT). But like many countries, it has yet to submit to new checks that can pick up clandestine activity more effectively. The more Iran learns from its Russian helpers, the greater the danger that it could some day attempt a sudden break-out from the NPT, which requires only three months' notice of withdrawal. On February 5th, however, Admiral Ali Shamkhani, the defence minister, was quoted in a newspaper interview as saying Iran would never seek nuclear weapons "for any reason". He also warned Israel against attacking Iran's nuclear power plants, threatening an "unimaginable" response. Israeli ministers have denied having any such intention.

14. It can be inferred from the contents of the passage, about President Bush's message that:
- It was made due to the fact that America considers Iran an evil state.
  - It was, most probably, aimed to placate American Public opinion.
  - It was issued since America wants to threaten Iran.
  - It was in response to the fact that Iran is trying hard to improve her relations with the US.
  - He wanted to connect to the Iranian public.
15. According to the passage, in declaring that "Iran is a clear and present threat to America and to all the responsible and civilized world",
- Rice was totally justified.
  - Rice was rational.
  - Rice was arbitrary.
  - Rice was self-contradictory.
  - Rice was incorrect.
16. According to the passage, which of the following programmes of Iran is the main concern of America?
- Chemical Weapon Programme (CWP).
  - Biological Weapon Programme (BWP).
  - Nuclear Power Programme (NPP).
- Only II
  - Only I & III
  - Only III
  - I, II and III
  - Only II & III.
17. According to the passage, it can be definitely said that
- Iran is developing weapons of mass destruction.
  - Iran is sponsoring terrorism.
  - Iran is giving refuge to Al-Qaeda terrorists.
  - Iran is a threat to all the responsible and civilized world.
  - Iran is a terrorist state.
18. According to the passage, all of the following are not true except:
- Iran is not a signatory to the NPT.
  - Iran has refused to allow new checks that can pick up clandestine activities more effectively.
  - Iran would break out from NPT after three months.
  - Iran's nuclear facilities are within the jurisdiction of IAEA.
  - Iran definitely has a clandestine nuclear weapons program.

### Passage 4

Professor Gloria Gutman has the kind of credentials that should guarantee a long, fruitful stay at the peak of her profession. She developed and directs the highly regarded Gerontology Research Centre at Simon Fraser University in Vancouver. She's written or edited 20 books and more than 100 scholarly articles on such issues as housing for the elderly, dementia and long-term care. Her work is recognized beyond Canada's borders—she's president of the International Association of Gerontology, representing organizations in 63 countries.

But last summer, she faced a problem. On July 17 she turned 65. At Simon Fraser, as at many institutions and workplaces across Canada, that's the age of mandatory retirement. Happy birthday! Here's your watch, there's the door. One day you're 64, an internationally respected member of the faculty. The next, you're too old to be employed as an expert on aging.

How weird! "I find it odious," Gutman says. "At whatever age we are, we should be judged on the basis of our competency."

In her view, Canada is tossing away a valuable part of its labour force. "It's insane when you figure what life expectancy is today," she says. "And look at



demographics—fertility rates are dropping. We need everybody to work who can work.”

Increasingly, opinion leaders share that view. Mandatory retirement, once a hallmark of a prosperous and civilized society, now seems doomed by demographics. With too many old people and too few young, something’s got to give. Even Canada’s 66-year-old Prime Minister wants an end to mandatory retirement. It’s a notion, however, that sends chills down the aching backs of some labourers bent over factory assembly lines, or office workers trapped in cubicle land, counting the months until their pension kicks in.

Others see lingering longer in the workforce as an economic imperative. Forced retirement and early buyouts make no sense for employers in the face of a looming labour shortage. And as for workers, recent polls show mounting public doubts that their government or company pensions will be there when they retire. For that matter, as life expectancy stretches into the 80s, maybe 60 or 65 is too young to collect a full pension. The United States and several cash-strapped European countries now think so.

For some critics, forced retirement is simply unfair: Why is age the last bastion of socially accepted discrimination? “Nobody has a shelf life” declares the Ontario Human Rights Commission, which set the agenda in that province with a 2001 report, calling for an amendment to the rights code to make mandatory retirement illegal.

Chief Commissioner Keith Norton says society has changed since 1990, when the Supreme Court of Canada upheld mandatory retirement as a justifiable limit on constitutional rights. Among the arguments considered by the judges—themselves with a mandatory retirement age of 75—was that older workers blocked the young from the workforce. Most economists dismiss that as invalid, saying the economy creates as many jobs as there are workers to fill them, as it did when women entered the workforce.

In any case, young people will soon be in short supply as the population ages. Ontario alone will have 2-1/2 million people 65 or older by 2021, two thirds more than in 1998. Careers and families are starting later in life, why not an older age for retirement? Norton, 64, is adamant the public wants “the dignity of planning their own retirement according to their needs and resources.”

Organized labour is not inclined to agree. Many union leaders see the issue as an assault on hard-won collective agreements and pensions—an attempt to roll back progress to the worst days of the Industrial Revolution, an era in which you retired when your heart stopped beating.

Wayne Samuelson, 53, president of the Ontario Federation of Labour and a former worker at a Kitchener tire plant, remembers rubber workers striking and winning the right to retire after 30 years. He doesn’t want such advances eroded. The dubious freedom to work longer to make up pension or benefit shortfalls is a “cop-out,” he says. What next, he asks, a 60-hour workweek?

The “emotional appeal” of a 64-year-old who wants to keep working is hard for the union to counter, he concedes, but he doubts the public appreciates the sweeping ramifications of the issue. If age isn’t the criterion for leaving the workforce, performance will be. Older workers, with higher insurance and disability costs, will be fired at the first dip in productivity—an uglier end to one’s working life, he warns. “You’d have to be living on Mars to not expect that employers will find ways to get rid of people.”

Mandatory retirement is already banned in Australia, New Zealand and, for a generation now, in the United States. The Americans have taken the next logical step—they’re raising the eligibility age for full retirement benefits and Medicare to 67 from 65. Even that may not be enough to spare an aging America from disaster, warns U.S. Federal Reserve Board chairman Alan Greenspan, 78.

The leading edge of the baby boom starts drawing retirement benefits in 2008, a hit the U.S. economy can ill afford, Greenspan told a Congressional committee last year. He advocates cuts to inflation indexing in advance of the boomer wave. “This is a much larger problem than we can handle,” he says.

Canada faces a similar demographic bulge and some of the same economic challenges, says Jonathan Kesselman, 58, a professor of public policy at Simon Fraser University. Currently, there are four people working per senior. By mid-century, there will be just two workers per senior, a shift that will have a huge impact on the economy and labour supply.

“It makes little sense that average retirement ages have been declining at the same time that lifespans have been rising as the health status of older persons improves, and the physical demands of most jobs are falling,” he says. “A person entering the workforce at age 22 and retiring at 61 is spending just 39 years at work, barely half a lifetime.”

The Canada Pension Plan appears sound for at least the next 75 years, due to a substantial jump in contribution rates, but Kesselman questions whether a heavily retired Canada can afford such tax-funded benefits as old-age security and health care. He wants politicians to screw up the courage to

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phase in an increase in the age for full pension benefits as the United States has done.

Raising the pensionable age may not be on the political agenda yet. But offering the choice of an extended working life certainly is. Age-based retirement is already banned to varying degrees in all three northern territories and in Manitoba, Quebec, Alberta and Prince Edward Island. In 2003, the government of Ontario stated its intention to end mandatory retirement.

Age 65, in fact, is increasingly irrelevant as a retirement date. Half of workers are now off the clock before age 61. At the other end of the scale, Statistics Canada estimates 305,000 people 65 and older were employed in 2001—almost a 20 per cent increase in five years.

Patt Noga, executive director of the 50+ Job Bank in Winnipeg, sees such people every day. Some have collected buyouts only to seek work when the money runs low or when they start climbing the walls. “A lot of them have skills they still want to use. They’re proud of them,” she says.

A case in point is her 63-year-old husband, Brian Noga. By day, he’s an accountant for a Manitoba regulatory agency. By night, he’s studying to become a certified general accountant. “I’m probably going to have to work until I die,” he says with remarkable good cheer.

Part of the reason is financial. Like many Canadians, he hasn’t saved enough to live on, a situation worsened when his technology stocks took a plunge. Then, too, he sees retired friends for whom the high point of the day is reading the newspaper. Working keeps you sharp, he says. “If you just sit back and vegetate, everything starts to fall apart, your mind and your focus. I don’t want that to happen.”

Boomers, having never acted their age, aren’t likely to start now. If age 65 becomes the new 50, does that make work the new retirement? Not likely. A generation notoriously averse to heavy lifting is likely to define retirement on its own terms. Optional retirement, freed of the arbitrary restraints of age, is apt to be taken in installments: a bit of play, perhaps a spot of do-goodery—and just enough work to keep the economy from collapsing upon their frantically toiling children.

19. What according to the passage is a socially accepted discrimination?
  - (a) Sex
  - (b) Literacy
  - (c) Age
  - (d) Occupation
  - (e) Productivity.
20. What would be akin to living on Mars?
  - (a) Having no fixed retirement age.
  - (b) Being able to retire when you feel like.
  - (c) Expecting your employers to be generous paymasters.
  - (d) Expecting your employers not to find excuses to fire you.
  - (e) None of these.
21. The quotation “it makes little sense that average retirement ages have been declining at the same time that life spans have been rising as the health status of older person improves, and the physical demands of most jobs are falling,” is most likely to concur with which of the following options?
  - (a) Life expectancy and health of older people is better since they are working less and retiring early.
  - (b) Since people live longer and are healthy, they should work harder than they used to.
  - (c) The fixing of retirement age makes no sense since people have easier work environment and they remain healthy even at an older age.
  - (d) Early retirement is beneficial and it does not make sense for people who live longer to retire later.
  - (e) Retirement age should be abolished.
22. What according to the passage is the meaning of the word “gerontology”?
  - (a) The study of retirement ages.
  - (b) The study of retirement benefits.
  - (c) The study of effects of early retirement.
  - (d) The study of old age.
  - (e) The study of elder workforce.
23. What does Gutman find hateful?
  - (a) Judging people on the basis of their age.
  - (b) Judging people on the basis of their knowledge.
  - (c) Judging people on the basis of their skills.
  - (d) Two of the above.
  - (e) Employers right to fire their workers.
24. What according to Samuelson is classified as a “dubious freedom”?
  - (a) To earn as much as you work.
  - (b) To take off times and have flexible schedules.
  - (c) To be able to work past the retirement age.
  - (d) To be able to work young and retire young.
  - (e) To let productive capacity determine your wages & remuneration.

**ANSWER KEY**

**Test I**

**Passage 1**

1. (a)    2. (d)    3. (d)    4. (c)    5. (c)

**Passage 2**

6. (d)    7. (b)    8. (c)    9. (c)    10. (a)

**Passage 3**

11. (c)    12. (d)    13. (d)    14. (a)    15. (d)

**Passage 4**

16. (b)    17. (c)    18. (b)    19. (a)    20. (b)  
21. (b)

**Passage 5**

22. (e)    23. (b)    24. (c)    25. (b)    26. (a)

**Test II**

**Passage 1**

1. (d)    2. (d)    3. (e)    4. (d)    5. (a)

**Passage 2**

6. (e)    7. (c)    8. (b)    9. (a)    10. (b)

**Passage 3**

11. (c)    12. (a)    13. (b)    14. (c)    15. (c)  
16. (c)

**Passage 4**

17. (c)    18. (b)    19. (d)    20. (e)    21. (a)  
22. (e)

**Passage 5**

23. (d)    24. (d)    25. (a)    26. (a)    27. (b)

**Test III**

**Passage 1**

1. (c)    2. (c)    3. (c)    4. (e)    5. (b)

**Passage 2**

6. (d)    7. (d)    8. (a)    9. (d)

**Passage 3**

10. (a)    11. (c)    12. (c)    13. (b)    14. (b)  
15. (e)

**Passage 4**

16. (b)    17. (a)    18. (c)    19. (a)    20. (b)  
21. (b)

**Passage 5**

22. (a)    23. (b)    24. (b)    25. (b)    26. (b)

**Test IV**

**Passage 1**

1. (b)    2. (d)    3. (b)    4. (d)    5. (a)  
6. (a)

**Passage 2**

7. (a)    8. (b)    9. (b)    10. (c)    11. (b)

**Passage 3**

12. (d)    13. (e)    14. (e)    15. (a)    16. (d)

**Passage 4**

17. (c)    18. (a)    19. (b)    20. (a)    21. (a)  
22. (c)

**Passage 5**

23. (b)    24. (b)    25. (b)    26. (c)    27. (a)

**Test V**

**Passage 1**

1. (c)    2. (c)    3. (a)    4. (c)    5. (c)  
6. (c)

**Passage 2**

7. (d)    8. (d)    9. (d)    10. (d)    11. (b)  
12. (c)

**Passage 3**

13. (c)    14. (c)    15. (a)    16. (d)    17. (b)

**Passage 4**

18. (b)    19. (b)    20. (d)

**Passage 5**

21. (d)    22. (c)    23. (c)    24. (d)    25. (d)  
26. (d)

**Test VI**

**Passage 1**

1. (a)    2. (a)    3. (a)    4. (b)    5. (c)  
6. (a)    7. (b)

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**Passage 2**

8. (e) 9. (d) 10. (e) 11. (b) 12. (e)  
13. (d) 14. (a) 15. (a) 16. (b)

**Passage 3**

17. (c) 18. (c) 19. (c) 20. (c) 21. (c)  
22. (d) 23. (b) 24. (e) 25. (d) 26. (a)

**Passage 4**

27. (e) 28. (e) 29. (a) 30. (e) 31. (d)

**Test VII**

**Passage 1**

1. (a) 2. (c) 3. (a) 4. (a) 5. (c)  
6. (c)

**Passage 2**

7. (b) 8. (a) 9. (e) 10. (a) 11. (a)

**Passage 3**

12. (b) 13. (e) 14. (a) 15. (a) 16. (c)

**Passage 4**

17. (b) 18. (d) 19. (d) 20. (c) 21. (a)

**Passage 5**

22. (c) 23. (d) 24. (e) 25. (a) 26. (b)

**Test VIII**

**Passage 1**

1. (c) 2. (e) 3. (d) 4. (b) 5. (d)

**Passage 2**

6. (e) 7. (b) 8. (c) 9. (a) 10. (d)  
11. (a) 12. (c)

**Passage 3**

13. (c) 14. (b) 15. (b) 16. (e)

**Passage 4**

17. (d) 18. (d) 19. (e) 20. (c) 21. (c)

**Passage 5**

22. (b) 23. (e) 24. (e) 25. (d) 26. (a)  
27. (b)

**Test IX**

**Passage 1**

1. (c) 2. (b) 3. (a) 4. (e) 5. (b)  
6. (b) 7. (c)

**Passage 2**

8. (d) 9. (b) 10. (c) 11. (c) 12. (c)  
13. (a) 14. (d) 15. (d)

**Passage 3**

16. (b) 17. (b) 18. (d) 19. (a) 20. (e)  
21. (d) 22. (c) 23. (b) 24. (e) 25. (d)

**Test X**

**Passage 1**

1. (b) 2. (e) 3. (b) 4. (c) 5. (d)  
6. (d) 7. (d) 8. (c)

**Passage 2**

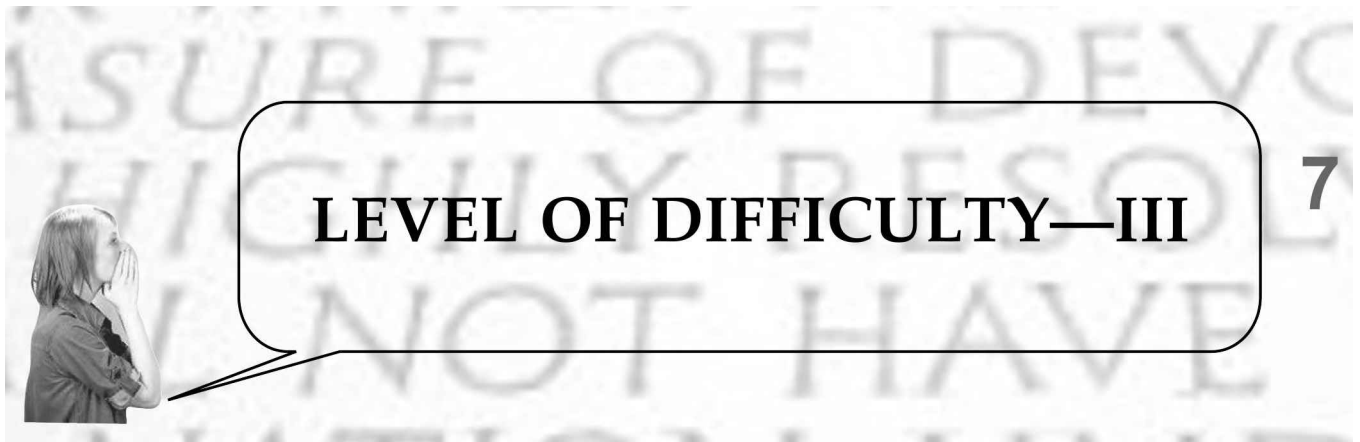
9. (e) 10. (d) 11. (c) 12. (b) 13. (b)

**Passage 3**

14. (b) 15. (c) 16. (c) 17. (a) 18. (b)

**Passage 4**

19. (c) 20. (d) 21. (c) 22. (d) 23. (a)  
24. (c)



## TEST I

### Passage 1

Nitro-glycerine has long been famous for its relief of angina pectoris attacks but ruled out for heart attacks on the theory that it harmfully lowers blood pressure and increases heart rate. A heart attack, unlike an angina attack, always involves some localized, fairly rapid heart muscle death, or myocardial infarction. This acute emergency happens when the arteriosclerotic occlusive process in one of the coronary arterial branches culminates so suddenly and completely that the local myocardium—the muscle area that was fed by the occluded coronary—stops contracting and dies over a period of hours, to be replaced over a period of weeks by a scar, or “healed infarct.” In 1974, in experiments with dogs, it was discovered that administration of nitro-glycerine during the acute stage of myocardial infarction instantly reduced the extent of myocardial injury, provided that the dogs’ heart rate and blood pressure were maintained in the normal range. Soon after, scientists made a preliminary information of the clinical applicability of nitro-glycerin in acute heart attack in human patients. Five of twelve human subjects developed some degree of congestive heart failure. Curiously, the nitro-glycerine alone was enough to reduce the magnitude of injury in these five patients, but the seven patients whose heart attacks were not complicated by any congestive heart failure, were not consistently helped by the nitro-glycerin until another drug, phenylephrine, was added to abolish the nitro-glycerin-induced drop in blood pressure. One explanation for this is that the reflex responses in heart-rate, mediated through the autonomic nervous system, are so blunted in congestive heart failure that a fall in blood pressure prompts less of the cardiac acceleration which otherwise worsens the damage of acute myocardial infarction.

It appears that the size of the infarct that would otherwise result from a coronary occlusion might greatly be reduced,

and vitally needed heart muscle thus saved, by the actions of certain drugs and other measures taken during the acute phase of the heart attack. This is because the size of the myocardial infarct is not really determined at the moment of the coronary occlusion as previously thought. The fate of the stricken myocardial segment remains largely undetermined, hanging on the balance of myocardial oxygen supply and demand, which can be favourably influenced for many hours after the coronary occlusion. So it is possible to reduce the myocardial ischemic injury during acute human heart attacks by means of nitro-glycerin, either alone or in combination with phenylephrine. Other drugs are also being tested to reduce myocardial infarct size, particularly drugs presumed to affect myocardial oxygen supply and demand, including not only vessel dilators such as nitro-glycerin but also antihypertensives, which block the sympathetic nerve reflexes that increase heart rate and work in response to exertion and stress. Such measures are still experimental, and there is no proof of benefit with regard to the 65 great complications of heart attack such as cardiogenic shock, angina, or mortality. But the drugs for reducing infarct size now hold center stage in experimental frameworks.

1. According to the passage, the primary difference between a heart attack and an angina attack is that a heart attack
  - (a) involves an acceleration of the heartbeat.
  - (b) cannot be treated with nitro-glycerin.
  - (c) takes place within a relatively short period of time and always results in a damage to the muscle tissue of the heart.
  - (d) All of the above.
  - (e) Both b and c.
2. In the study referred to in the passage, the patients who developed congestive heart failure did not experience cardiac acceleration because:

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- (a) the nitro-glycerin was not administered soon enough after the onset of the heart attack.
  - (b) the severity of the heart attack blocked the autonomic response to the nitro-glycerin induced drop in blood pressure.
  - (c) administering phenylephrine mitigated the severity of the drop in blood pressure caused by nitro-glycerin.
  - (d) phenylephrine abolished the drop in blood pressure caused by nitro-glycerin.
  - (e) doctors were able to maintain blood pressure, and thus indirectly, the pulse rate, in those patients.
3. The passage provides information to answer all of the following questions EXCEPT:
- (a) What are some of the physiological manifestations of a heart attack?
  - (b) What determines the size of a myocardial infarct following a heart attack?
  - (c) What effect does nitro-glycerin have when administered to a patient experiencing a heart attack?
  - (d) What are the most important after effects of heart attacks?
  - (e) None of these.
4. It can be inferred from the passage that nitro-glycerine is of value in treating heart-attacks because it
- (a) lowers the blood pressure.
  - (b) stimulates the healing of an infarct.
  - (c) causes cardiac acceleration.
  - (d) dilates blood vessels.
  - (e) increases the myocardial infarct.
5. The author's attitude towards the use of nitro-glycerin and other drugs to treat heart attack can best be described as one of
- (a) Concern
  - (b) Resignation
  - (c) Anxiety
  - (d) Optimism
  - (e) Pessimism.
6. It can be inferred that the phenylephrine is administered in conjunction with nitro-glycerin during heart attack in order
- (a) to prevent cardiac acceleration caused by a drop in blood pressure.
  - (b) to block sympathetic nerve reflexes that increase the pulse rate.
  - (c) To blunt the autonomic nervous system which accelerates the pulse rate.
  - (d) To reduce the size of a myocardial infarct by increasing oxygen supply.
  - (e) To increase the blood pressure.

**Passage 2**

Hopes of a significant appreciation of the euro have faded yet again, as the dollar surges amid talk of a speedy recovery in the American economy. Does the weakness of the single European currency matter?

"HOW do they know?" asked Dorothy Parker when told that the former American president Calvin Coolidge, famous for his inactivity, had died. It is a bit like that with the euro: when people start fretting about its weakness, it is tempting to point out that it was ever thus. Since January 1999, when the European single currency came into being, it has consistently under-performed expectations about its value in relation to the American dollar and, to a lesser extent, the Japanese yen. So the latest bout of euro-anxiety prompts two questions. What's new this time? And does euro weakness matter anyway?

It is difficult not to sympathise with those who wonder what the latest fuss is about. It is true that since the beginning of the year the euro, has once again seen its value against the dollar fall. It is also true that this has been a disappointment to those who see the currency's external value as somehow symbolic of Europe's economic strength and who had hoped that the introduction of euro notes and coins on January 1st would somehow transform the new currency's fortunes. But as often happens with discussions about exchange rates, too much emphasis can be placed on short-term fluctuations.

Such debates are also prone to exaggeration. The euro has lost about 3-4 per cent of its value against the dollar in the past month. It may yet lose more. But so far, it remains above the lowest point it has reached in the past six months; and it is still significantly higher than its all-time low, reached in October 2000. And while in the short term, it would be a mistake to attribute too much economic wisdom to the foreign-exchange markets, it is not difficult to find reasonable expectations for the euro's decline.

Foremost is the judgment of many economists that America is now poised for recovery from recession and, if the

trends seen in the latest data are confirmed, to do so more quickly than many people had anticipated. Of all the world's rich economies, America has persistently proved the most dynamic and resilient; and nothing that has happened during the current global downturn seems to contradict that. It is, of course, possible that the optimists are taking too rosy a view of American prospects: although the Federal Reserve decided against another cut in interest rates last week, it sounded a note of caution, talking about the continuing risk of economic weakness.

But the euro-area's performance has given much greater cause for concern. Most economists reckon Germany—the world's third-largest economy, and the euro zone's biggest—is in recession. The German downturn, moreover, came after a relatively brief and half-hearted upturn, especially when compared with the longest peacetime expansion in American history. The euro-area's lacklustre economic performance has disappointed many of those who had detected signs of a stronger commitment to reform, especially in Europe's traditionally rigid labour markets. In the event, reform has been slow to materialise and most euro-area economies have a long way to go before their labour markets are as flexible as those in America, or even Britain. Plans to dismantle state-run monopolies and to open Europe's markets to greater competition are also taking much longer to push through than previously seemed likely.

Seen in this light, the relative weakness of the euro is helpful for the euro-zone economies. The lower the value of the euro, the more competitive are euro-area exports to the rest of the world. Indeed, some big American manufacturers have recently begun to complain about the strength of the dollar, both in relation to the euro and to the yen: they are finding it harder to compete in world markets.

Indeed, it is possible to argue that the euro's continuing weakness is at least partly an inevitable reflection of the dollar's strength. The American currency has consistently defied predictions of impending collapse. It remains the currency of choice in times of trouble, as its sharp appreciation since the war on terror that began after the events of September 11th has shown.

The good news for European exporters is that the American government shows no sign of seeking to push the dollar down. There is great scepticism in Washington about the idea of exchange-rate co-ordination (a tactic much favoured in the 1980s, for example). Paul O'Neill, the treasury secretary, said recently that he had no sympathy for American

manufacturers who lobby against a strong dollar. Good companies, he argued, do not live or die on exchange rates.

Because the dollar is still the world's principal reserve currency—there are large holdings of dollars outside America—any pronounced and prolonged decline in its value ultimately depends on there being attractive alternative assets for people to hold. Many Europeans—or at least European leaders—had hoped that the euro would assume this role. For some, it was a matter of pride, which the new currency's weakness has bruised. In fact, the figures show an increasing number of private-sector bond issues are denominated in euros, for example.

7. According to the passage, which of the following about the performance of Euro is not true?
  - (a) Euro has under-performed against the Dollar and Yen both.
  - (b) Euro performed very well before Jan. 1999.
  - (c) There is little hope of a significant recovery of the Euro in the near future.
  - (d) There was a definite hope of a significant appreciation of the Euro.
  - (e) It needs to be seen whether the value of the Euro matters at all.
8. It can be inferred from the passage that
  - (I) Some people see Euro's external value as a symbol of Europe's economic strength.
  - (II) Some people hoped that the introduction of Euro notes and coins would transform the future of Europe.
  - (III) The hopes of Euro's gaining strength against the dollar crashed.
  - (a) Only III
  - (b) Only I and II
  - (c) Only I and III
  - (d) I, II and III
  - (e) Only I
9. According to the passage, does Euro's weakness matter anyway?
  - (a) Definitely, yes
  - (b) Probably, yes
  - (c) Definitely, not
  - (d) Probably, not
  - (e) Nothing can be inferred.

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10. From the passage, all of the following cannot be inferred except
- (a) America is all set to come out from the current downturn
  - (b) The current global downturn has destroyed the confidence of people in American economy.
  - (c) The current global downturn contradicts the popular belief about the resilience of American economy.
  - (d) The judgment of many economists would most likely not be vindicated.
  - (e) The Euro is crucial for the world economy.
11. According to the passage, the term “Euro-area’s” stands for
- (a) European countries.
  - (b) Area of Europe.
  - (c) Euro’s area of circulation.
  - (d) Members of the European Union.
  - (e) Germany & Britain.

**Passage 3**

We can see because the eye forms a small inverted image of the outside world in the light-sensitive cells of the retina. However, the retinal image is flat, like a photograph or TV screen. How do we see the three dimensions? The two eyes look at the world from slightly different vantage points, and the difference or disparity between the images is used by the brain to see the third dimension. The generally accepted physiological theory of disparity-sensing is that the cells in the brain are stimulated by light falling on slightly different parts of the left and right eyes, making them most responsive to objects at a particular distance. A population of slide cells, each tuned to a different disparity, could in principle provide sufficient information to recover the third dimension. Such cells have been found in monkeys, and models of stereoscopic vision based on their properties have been successfully simulated by computers.

A potential problem arose first from some observation by the German physicists Carl van Pulfrich, who reported that if a person viewed the world with a sunglass lens over one eye (with both eyes open), moving objects appeared displaced in distance from their true positions. It is possible to see this effect on a TV screen: examine an action movie with an ordinary sunglass lens over one eye and objects such as a

car moving across the screen from left to right will appear out of the plane from out of the screen.

This unsolved problem was one of the factors that led me to investigate stereoscopic depth perceptions at high velocities. An optical engineer working at Zeiss (jena) proposed an elegant explanation for the Pulfrich effect. Suppose that the reduction of light in one eye causes it to respond more sluggishly and thus, to delay its signals to the brain. So the covered eye sees the moving object at an earlier time and thus, at an earlier point on its trajectory. This disparity fools the disparity-sensitive cells into computing a false position for the target. The conjecture was triumphantly confirmed when direct recording from retinal cells showed that their response was indeed delayed by reducing the amount of illumination. But calculations carried out on the *effect* revealed some surprising twists. Effect can be simulated by using a stereoscope that slightly delays the signal to one eye. It turns out that our brain senses time delays as small as one half of a thousand of a second. This is smaller than the interval between nerve impulses when a neuron is firing at its fastest rate (about 1,000 impulses per second). Another fact is that the *effect* is still seen when the moving target is presented in a series of flashes such that the flashes occur in the same places in the two eyes, but with a slight delay between the two eyes.

This would not be expected from the simple disparity theory. Finally, a 3D *effect* is seen when the purely random noise such as snowstorm on a detuned TV receiver is examined with a delay between the eyes. Where is the disparity in this case? Anomalies such as these led to the suggestion that the brain computes the position of moving targets by some special mechanism, which is directly sensitive to the differences between the eyes. Is there a stereo mechanism tuned to the movement? I decided to examine the question using a special class of stimuli called sine-wave gratings? Surprisingly, I observed that viewers could not detect delays between the eyes as the velocity of the movement was increased. There seemed to be no upper velocity limit to detection: observers could tell which eye was stimulated first at velocities of up to 1,0000 per second. Observers could detect delays as little as 450 microseconds.

12. Which of the following according to the passage, is incorrect:
- I. According to the Pulfrich *effect*, the covered eye sees the object at an earlier time.



- II. The image formed by the eye on the light sensitive cells of the retina is doubly inverted.
- III. The amount of illumination affects the disparity sensitive cells.
- IV. The brain images stationary and moving objects similarly.
- (a) II only  
 (b) II and III only  
 (c) II and IV only  
 (d) I and II  
 (e) II, III and IV only
13. The generally accepted physiological theory of disparity sensing is that
- I. Two eyes look at the world from slightly different vantage points.
- II. Viewers could not detect delays between the eyes as the velocity of the movement was increased.
- III. The cells in the brain are stimulated by light falling on slightly different parts of the left and right eyes, making them most responsive to objects at a particular distance.
- IV. Effects can be stimulated by using a stereoscope that slightly delays the signal to one eye.
- (a) I & II only  
 (b) II & III only  
 (c) I & III only  
 (d) I & IV only  
 (e) I, II, & III but not IV.
14. Which of the following is correct according to the passage?
- (a) Our brain senses time delays as small as one tenth of a thousandth of a second.
- (b) Three dimensional images are uniform to all living species.
- (c) Brain computes the position of moving targets by some special mechanism.
- (d) The neuron is responsible for the delay in images formed in the eye.
- (e) The eye forms a small inverted image in the light-insensitive cells of the retina.

#### Passage 4

The story of Giselle is a simple one. A country girl falls for a prince who has come to her village in disguise. When she

finds that her Albrecht is a *poseur*, actually betrothed to a princess, she goes mad and dies. He visits her grave, penitent. Giselle, now a spirit, is commanded by the queen of the spirits to lure Albrecht to death by her dancing; instead, she rescues him before returning to her grave.

It is all in the best early 19th-century German Romantic taste: jovial peasants, gloomy forests, simpering maidens dancing in a line and a dreadfully sentimental score. Or so it appeared to Alicia Markova when at 18 she began to hear suggestions that she should dance the role. The world, surely, had moved on since then.

She herself had embraced a style of ballet utterly removed from organza and *pas de deux*. Since being taken up by Serge Diaghilev, who had spotted her in 1924 as a waif-like child at her Chelsea dancing class, she had been at the cutting-edge of the modern movement. She had worn a daring white leotard, covered with squiggles drawn on personally by Matisse, to dance the title role in Stravinsky's "Le Rossignol", and had learned, under Stravinsky's direction, to move to melody rather than beats. The world of the 1920s was cynical and syncopated the ballet full of athleticism, primitivism and jazz. It had no room, surely, for the sugary old melodramas of Gaultier and Heine.

Nonetheless, Diaghilev—"Sergi pop", as she called him—had planned a Giselle for her before he died, in 1929. And in 1932, as she assisted Olga Spessivtseva, who was dancing the role, Miss Markova felt her attitude changing. Sitting on a chair in the wings, she began by simply scrutinizing the diva's footwork; but by the end of Act 1, she found herself in tears. She had never dreamt that so much emotion could be combined with the strictness of classical dancing. As she wrote later, still surprised, "I had not been schooled in this."

From that moment, Giselle was her role, danced almost constantly until she retired in 1963. It was one that particularly suited her, combining steely strength with ethereal grace. For much of the second act, she seemed to float and fly, as if the air was her natural element. Sometimes her leading men (usually Anton Dolin, with whom she was supposed to have been secretly in love) appeared to have trouble bringing her to earth again. Yet the multiple *fouettes* of the second act were exhausting, and the double-turning jumps were something no woman had done before her. Her dancing was all the more extraordinary because, as a child, she had been so knock-kneed and flat-footed that doctors predicted she would spend her life in leg-irons.

Yet Giselle was still a rather creaky, old fashioned vehicle for a woman who was also, at the same time, wildly dancing

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the Polka in Walton's "Facade" and cavorting in a body-suit in Stravinsky's "Rouge et Noir". She was often asked why it was so important to her. In her small, careful voice she would explain that Giselle was the fullest single expression of what can be said in terms of the dance. It was her duty, she felt, to keep the beauty of that character alive through her own.

It was also her duty to bring classical ballet to audiences in Britain and America that had lost touch with it, or had never known it. Dance in the early 20th century was a Russo-French monopoly; plain Alice Marks had been rechristened "Markova" by Diaghilev because a dancer with a British name would not be taken seriously. This she resolved to change, and Giselle was her means to do it.

The role was a central feature of the seasons she helped arrange in the 1930s and 1940s at the Ballet Rambert and the Vic Wells Ballet Gater the Royal Ballet, both ensembles newly formed to cater to the masses. She danced it not only at the Old Vic and the New York Met but at a greyhound-racing stadium in London, where, in the interval, the balletomanes queued for hot dogs and orangeade. Once she left her wings in a cab; the driver happily returned them to "the dancer who flies".

Over the years, her personality and Giselle's became inseparable in the public mind. Her fans were certain that, when analysing Giselle in her book, "Giselle and I", she was describing herself:

She is quiet, yet inflexible in her loves and loyalties, sensitive, yet with an innate simplicity. Always she stands a little apart from her exotic colleagues, the great ladies of Ballet's fairyland, scarcely venturing into this regal Court of Stars, though in one sense, she is Queen of them all.

In reality, the simple village girl was on \$1,000 a week, and able to negotiate such fees with merciless hard-headedness. Rather than favouring peasant skirts and wreaths of woodland flowers, her tastes ran to full-length mink coats and Ferragamo shoes. The onstage wraith would fall on steaks and chocolates as soon as the curtain had descended. But there was always a china-cool remoteness and independence about her—and absolutely no doubt, until Margot Fonteyn's star began to rise, that she was queen of them all.

15. The 1920s world of ballet contained all of the following except:
- (a) athleticism.
  - (b) melodrama.
  - (c) primitivism.

- (d) jazz.
- (e) None of these.

16. The author's style in the passage can at best be described as
- (a) flattering.
  - (b) admiring.
  - (c) appreciating.
  - (d) both (b) & (c).
  - (e) critical.
17. According to the passage, which of the following is not true?
- (a) Gautier did not stand for melodramas.
  - (b) Markova was not flat-footed as a child.
  - (c) Markova brought classical ballet to Germany.
  - (d) Heine did not stand for melodramas.
  - (e) All of the above.
18. Which of the following is not a merit of Markova according to the passage?
- (a) her ability to deal with money.
  - (b) her independent views.
  - (c) loyal and sensitive with innate simplicity.
  - (d) flat-footedness and knock-kneed.
  - (e) none of the above.
19. According to the passage, which of the following as a ballet dancer, rose to stardom after Alicia Markova?
- (a) Margot Fonteyn
  - (b) Olga Spessivtseva
  - (c) Serge Diaghileu
  - (d) Alice Mark.
  - (e) Cannot be determined from the information in the passage.

**Passage 5**

My last growth point offers a chance to bring together the perspectives of Darwin, Marx and Freud. It leads us to the question at the foundations of the human sciences: what is basic, how amenable to change is human nature and how can we bring about more humane human relations? As I see it, all these matters come together in the problematic Marxist notion of 'second nature'. First nature is the biologically given-domain whose boundaries have themselves never been clearly drawn and are now quite open as a result of the phenomena of pharmacology, biofeedback (in traditional and

modern forms) and genetic engineering (an area in which the future is open in both positive and alarming senses).

But without pushing those boundaries between the voluntary and involuntary nervous system and between mere inheritance and manipulated inheritance, we have a large scope for deep reflection and serious practice. Historians of the human sciences will know that belief in the extreme plasticity of human behavior has been held by behaviourists, operant conditioning theorists and those thinking in the related tradition of Pavlovian conditioning. At the other extreme, behavioural geneticists and sociobiologists have held relatively pessimistic views on the potential for change in human behaviour. Moreover, the sociobiologists have made various takeover bids into ethics and the social sciences, although these seem under control for the present.

There is a similar continuum on the optimism/pessimism axis among psychoanalysts. Does psychoanalysis or psychoanalytical psychotherapy change the self or merely adapt it to the given of the inner and outer worlds? Second nature is history experienced as if it were unmodifiable—as though it were not amenable to change through practice and enlightenment. Belief in the ability to learn through practical experience is the *sine qua non* of an enlightened human science, however onerous and slow the process of change. Those of us in the East and West who reached for rapid change in the nineteen-sixties, have learned a lot about the pace that one can hope for.

Neurosis is a perfect example of second nature. On a larger scale, so is racism. On a still larger scale, so are capitalism and eastern European socialism. Beyond these in a degree of generality, lie hierarchy and patriarchy. An important desideratum for a human science is the study of the relative refractoriness to change of various aspects and levels of human nature.

The writings I have found most helpful in understanding second nature are both Freudo-Marxist. They are the works of Herbert Marcuse and Russell Jacoby, although other members of the Frankfurt school, as well as the Lukacs of *History and Class Consciousness*, and various Hungarian philosophers, have also thought about it. Both Marcuse and Jacoby have written widely against various reductionisms – Darwinian, vulgar Marxist and biologicistic Freudian. They have also essayed against extremes of voluntarism and Dionysiac Freudianism. Both have been concerned to pay due respect to the given in biology, economics, culture and therapy, while striving for a better psychic and social order.

Both have de-emphasized traditional notions of class struggle as the key to social change and have focused more clearly on cultural and other political processes. Their perspectives are complemented by the writings of Gramsci on the subtle ways in which consent is organized. In addition to his concept of hegemony, I have benefited from Raymond Williams' writings on cultural materialism. His critique of base-superstructure model of vulgar Marxism stresses the complexity of mediation between culture on the one hand, and the production and reproduction of real life on the other. Indeed, he adds the crucial insight that culture is in the base—a material, that is, spiritual need. Raymond Williams died between the delivery and the publication of this talk. His voice—its substance and its tone – are central to my conception of humanity, and I wish to dedicate my remarks to his memory.

This brings us back to basics. Look now, Darwin, Marx and Freud are mutually constitutive, Darwin brings historicity to the heart of the sciences, linking life to the earth and our humanity to both. Teleological and anthropomorphic concept lie at the basis of his concept of natural selection. Marx teaches us the historicity of all—including scientific-concepts, and points out that there is only one science, the science of history. Freud teaches us that all of history and culture continue to be mediated by basic human drives and that no matter how high we reach into abstractions, our thought remains rooted in primitive psychic mechanisms.

It would seem, then, that our conception of human science must always draw on these three dimensions of what Marx calls our species being. The historical, conceptual and practical tasks that follow from this will surely occupy all of us at least to the retiring age.

We have in these three thinkers—at first glance—biology, economics and the psyche, but looked at more closely, each takes us to history and historicity, to culture and its roots and to the question of the nature and extent of what is distinctly human—the limits, the realities, the visions, aspirations and achievements now and in the future. As I read them, each offers us a conception of the disciplined study of humanity which always retains a notion of human values in action as the central guiding conception. None will do alone while the task of integrating them in historical studies and in theory has hardly begun. Their writings span the century between about 1840 and 1940. Darwin (1809–82) and Marx (1818–83) were—how easily we forget this – near contemporaries and published their main works almost simultaneously. They died

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within a year of each other, just over a hundred years ago. (Indeed, 1986 was the centenary year of Darwin's Life and Letters.) Freud was a toddler of three years when *The Origin of Species* and *An Introduction to Political Economy* appeared in 1859. The problematic of his life's work makes little sense without seeing both Darwin and Marx as providing the framework of ideas and aspirations about nature and human nature, which he addresses. All three are very much alive today—vivid—providing us with the terms of reference for both a realistic and a cautiously hopeful view of our humanity.

20. According to the passage, the role of belief in the ability to learn through practical experience for an enlightened human science is
- (a) very important.
  - (b) indispensable.
  - (c) insignificant.
  - (d) unimaginable.
  - (e) dispensable.
21. According to the passage, which of the following is most helpful in understanding second nature?
- (a) Freud and Marx
  - (b) Herbert Marcuse and Russel Jacoby
  - (c) Members of Frankfurt school
  - (d) (b) and (c) both
  - (e) Lukaces of History and class-consciousness.
22. According to the passage, which of the following is true?
- (a) Marcuse and Jacoby rejected the role of class struggle as the key to social-change and have laid emphasis on cultural and political processes.
  - (b) Marcuse and Jacoby recognised the role of class-struggle as the key to social-change.
  - (c) Marcuse and Jacoby saw the cultural and political processes as the only key to social change.
  - (d) Marcuse and Jacoby recognised a lesser role of class-struggle as the key to social-change than that of the cultural and political processes.
  - (e) None of these.
23. According to the passage
- I. Behaviourists believe in the potential for extreme change in human behaviour.
  - II. Behavioural geneticists do not believe in the potential for extreme change in human behaviours.
  - III. Sociobiologists believe, to some extent, in the potential for extreme change in human behaviour.
- (a) (I) and (II) are correct.
  - (b) Only (I) is correct.
  - (c) (I) and (III) are correct.
  - (d) Only (II) is correct.
  - (e) Only II & III are correct.
24. According to the passage, all of the following are not true except:
- (a) Freud does not see any meeting point between history and culture.
  - (b) Darwin rejects the centrality of life.
  - (c) Freud, Marx and Darwin are not in contradiction among themselves, but they do project different perspectives.
  - (d) Darwin and Marx are unanimous on the role and place of history in linking life to the earth and our humanity to both.
  - (e) Freud, Mare, and Darwin are contradictory to each other.
25. According to the passage, Darwin, Marx and Freud all provide us the most important conception of
- (a) historicity
  - (b) humanity
  - (c) history
  - (d) human sciences
  - (e) evolution

**TEST 2**

**Passage 1**

For a perspective on the polarization electrotonic hypothesis, one should consider the examples of simple forms of temporary connexion-summation reflex and the dominant *focus*, generally called the dominant. Though akin to the conditioned reflex in character, both differ from it by a number of significant attributes. In eliciting conditioned reflexes, the summation reflex and the dominant are the initial phases of their initiation. So the latter two forms must be logically defined as temporary connexions or the initial phases of a single complex process leading to the rise of new connexions. The dominant and its physiological mechanisms are more complex than the summation reflex. For one thing, the latter has not the large inertia that the dominant has. For another, if there is any conjugate inhibition during the summation

reflex, it occurs not in the way it does under the dominant. In that event, furthermore, conjugate inhibition differs from the conventional reciprocal reaction of inhibition because it exerts itself via the connexions brought about by newly formed interrelations in the central nervous system, and not via the connexions anatomically consolidated through the process of evolution. The conditions for and phases of conditioning are well-known from the doctrine of higher nervous activity. The physiological mechanisms for conditioned reflex elaboration are genetically linked with summation. This is not to say that conditioned reflex is equivalent to either the dominant or summation reflex, even though both of them, by virtue of their mechanism, do have a role in the formation of a complex form of temporary connexion. The general circuit diagram of the relation between the physiological mechanisms of summation reflex, the dominant and conditioned reflex may be dissimilar to the relation between specific forms of expression of the dominant and conditioned reflexes. This is because each of them can have a varied degree of complexity in terms of the structures involved in the reaction, levels of the structures and their implications for animal behaviour. For our hypothesis, the startling theoretical assumptions have been the Pavlov theory for dynamic localization of functions and the Ukhtomsky concept of the dominant. In the general context of his theory regarding dynamic localization of functions, Pavlov introduced the concept of 'centre' as a functional integration of neural formations located on different levels in the central nervous system. Variable functions of the nerve cells in the cerebral cortex, according to Pavlov, depend on their *state* which, other conditions being equal, controls their response to a stimulus. Ukhtomsky, reasoning from Wedensky's teaching but drawing on other specific evidence, developed the same understanding of 'centre'. By general inference from Wedensky's teaching, he accepted the proposition that the *functional state* of an excitable substrate, other conditions being equal, determines the reaction to a stimulus. These general postulates by the classics of physiology premised our initial theoretical position for experiments with action by direct current on the cortex and subcortical formations. This was our line of reasoning: if indeed Pavlov and Wedensky with Ukhtomsky were right in assuming that the functional state of a neural substrate, other conditions being equal, does determine the response to a stimulus, then direct current must of necessity be made part of the experiment, much more on the cerebral cortex. The general physiology of the nervous system knows of no better factor to employ as the agent to modify gradually,

the state of a neural substrate, than weak direct current. It was our feeling that by gradually modifying the intensity of direct current it would be possible to pick up all progressive alterations of the functional state and locate the optimum likely to give rise to the exact state, necessary for the formation of however simple, but still new, temporary connexion in the cerebral cortex. The thesis suggesting for the state of a neural substrate, a decisive role in determining, other conditions being equal, the reaction to a stimulus, lays a bridge that joins the Pavlov doctrine with that of Wedensky-Ukhtomsky, its derivation from different experimental data notwithstanding.

The first fundamental principle of the polarization electrotonic hypothesis is this: *weak direct current, more precisely the electric field it generates, acts on the cerebral cortex, modifying the state of the nerve cells there and is an essential determinant factor of change in the function of these cells.*

Based on pertinent experimental findings in our laboratory and data from the literature, we have come to the conclusion (Rusinov, 1951) that overall rhythms of the electrical activity of the cerebral cortex suggest, first and foremost, the presence of a connexion between neurons that may have three different forms, or types, of expression. The first type of the functional connexion between neurons is a gradually spreading excitation (which we called 'local spreading excitation'). The second type is a propagating wave of excitation, shown electrographically as an action current or action potential (AP). The third connexion type is electrotonic, that is, similar to the action of a direct current. All the three types of the connexion, between 'neuron's' comprise a total connexion system, and thereby define the functional unity of the nervous system. Let us examine these types of functional communication between neurons to see which is the major one in the formation of simple forms of temporary connexion. On present neurophysiological evidence, discrete processes in the nervous system—in the form of action potentials driving impulse transmission—occur mainly in the nerve fibre and not at the neuronal input and output, the critical integration sites of the neuron; the gradual processes in action there may be described as continuous functions. Some evidence in the literature suggests that changes in the state of the neuron may not necessarily be accompanied by the generation of an impulse, but still influence the activity of neighbouring neurons, thus compelling recognition for the probabilistic character of neuronal discharge. There is no question that an electric field

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has the ability to modify the activity of neighbouring neurons. In other words, the processes going on in the nervous system make up a complex plexus of both analog and discrete properties of the system, which is at once deterministic and probabilistic in character. Much attention is being paid today to the functional role of gradual electrotonic potentials and their presumed involvement in information transmission to the neighbouring neuron, particularly, through dendrodendritic or axoaxonal junctions or even as a gradual process propagating via the axon itself. In view of the methodological difficulties involved, there are as yet no accurate direct electro physiological data on that score. There are nonetheless indirect pointers to possible conveyance of gradual electrical activity through the axon in the form of a monophasic potential. The proposition about the first type of connexion between neurons ensued from experiments with repeated KCl alteration of the sciatic nerve in the frog. Wedensky considered such a nerve segment and the processes set in train there in response to stimulation, as an analog, a model of the cell in the central nervous system. Our laboratory offered a clear demonstration that under certain conditions, specifically after repeated alteration with KCl of a frog sciatic nerve segment, gradual potentials are able to radiate through the nerve in monophasic waves. Because of its resemblance with local excitation, it was called 'local spreading excitation' but in fact, this is gradual spreading excitation (Grindel and Rusinov, 1957). Therefore, the concept of gradual spreading excitation as a possible type of functional connexion between neurons leaned on the support of factual data. Frolov and Mauranin from the neurocybernetics laboratory of the Institute of Higher Nervous Activity and Neurophysiology have presently shown, using a mathematical model, that apparently, an intermediate potential between the AP and electrotonic potential might propagate in dendrites of the central nervous system (CNS). Our first type of functional connexion between neurons is exactly the intermediate type between AP and electrotonic transmission. As is known, evidence for the possible transmission in the form of a gradual potential has been found also for the retina. The American investigators, Schmitt, Dev and Smith (1976), emphasize in the article 'Electrotonic Processing of Information by Brain Cells' that investigations of the latter day anticipate recognition of an important role for local circuits in higher brain functions (Schmitt et al, 1976). Among other things, they point to a major rethinking on the concept that information

transfer between neurons requires the spike to spread. The data of the recent years indicate that minor gradual changes in one neuron may affect the electrical activity of other neurons (Dowling, 1970; Ezrokhi, 1970; Shepherd, 1974). Our proposition for the third type of functional connexion between neurons was rested on the data of Wedensky and other scientists, about the effect and long-distance effect in the nervous system of a weak direct current, meaning the physiological electrotonic. For, consistent with the Wedensky concept, we do distinguish between physical and physiological electrotonic. While the former is observable on live and dead nerves, the latter is on the live nerve only. Consequently, speaking about the third type of functional connexion between neurons, we mean properly the electrotonic effect similar to the effect of a weak direct current. Now it is common knowledge that the effect of a weak direct current on CNS can modify the distribution of interspike intervals. The study of the influence of a weak direct current (from 0 to  $10 \cdot 10^{-6}$  A) on cortical and subcortical formations was the central line of research in a series of our works devoted to the polarization dominant. The second fundamental principle of the polarization electrotonic hypothesis for the formation of simple forms of temporary connexions reads as follows: *in addition to the presence and action of chemical and electric local fields, there exist three types of the functional connexion between neurons expressed bioelectrically as a spreading gradual potential, a well-familiar action potential, and an electrotonic interaction.* All the three types support the system of communication between neurons and participate in the formation of the dominant and initiation of the dominant focus.

1. What defines the functional unity of the nervous system?
  - (a) The state of a neural substrate.
  - (b) Local spreading excitation, action potential and electrotonic connexions.
  - (c) The dynamic localisation of functions.
  - (d) Summation reflex and the dominant focus.
  - (e) Local spreading excitation of a neural substrate.
2. What may not be similar according to the passage, to the relation between specific forms of expressions of the conditioned & dominant reflexes?
  - (a) The temporary connexions or the initial phases of a single complex process, leading to the rise of new connexions.

- (b) The functional states of a neural substrate.
- (c) The relation between the physiological mechanisms of the three reflexes, i.e., summation, dominant & conditioned shown by a general circuit diagram.
- (d) All of the above.
- (e) Both (a) & (b).
3. What ensued from the experiments that were done in the sciatic nerve in the frog with repeated potassium chloride alterations?
- (a) The hypothesis about the first type of connexion between neurons.
- (b) The functional state of an excitable substrate.
- (c) The difference between the physical and physiological electrotones.
- (d) Electrotonic Processing of Information.
- (e) The functional state of physiological electrotones.
4. Discrete processes in the nervous system—in the form of action potential driving impulse transmission—happens
- (a) at the neuronal input and output.
- (b) the critical integration sites of the neuron.
- (c) in the nerve fibres.
- (d) all of the above locations.
- (e) Only (a) & (b).
5. What did Pavlov mean by the concept of ‘centre’?
- (a) A functional integration of neural formations on different levels of the CNS.
- (b) an excitable substrate.
- (c) A cell.
- (d) A nucleus.
- (e) An excitable substrate of neural formations on different levels of the CNS.
6. What are the initial phases of a single complex process which give rise to the new connexions?
- (a) Summation reflex.
- (b) Dominant focus.
- (c) Both (a) and (b).
- (d) Either (a) or (b).
- (e) Nither (a) nor (b).
7. According to the Polarisation Electrotonic hypothesis, what is supposedly similar to the action that might also be stimulated by the action of a direct current?
- (a) Local spreading excitation.
- (b) Propagating wave of excitation.
- (c) Action Potential.
- (d) Electrotonic connexion.
- (e) None of these.
8. While considering the examples of simple forms of temporary connexions, the author logically arrives that the dominant focus (or the dominant) together with its physiological processes is supposedly more complex than the other simple form of temporary connexion, the summation reflex, due to which of the following?
- I. Summation reflex does not have the large inertia the dominant has.
- II. Conjugate inhibition differs from the conventional reciprocal reaction of inhibition in the dominant.
- III. Conjugate inhibition during the summation reflex differs in its occurrence from its occurrence in the dominant.
- (a) I only
- (b) I & II
- (c) I & III
- (d) All of these.
- (e) II & III only.
9. Which of the following is true according to the passage?
- I. Pavlov’s theory regarding the dynamic localisation of functions says that the suspense of nerve cells to a stimulus is controlled by the state of the excitable substrate.
- II. Ukhtomsky’s concept of the dominant was formulated subsequent to the teachings of Wedensky.
- III. According to Ukhtomsky, other things being equal, the functional state of an excitable substrate determines the relation to a stimulus.
- (a) I & II
- (b) II & III only
- (c) I & III only
- (d) I, II & III
- (e) Only I
10. What is observable only on the live nerve?
- I. Action Potential.

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- II. Physiological electrotone.
  - III. Physical electrone.
  - (a) I, II & III
  - (b) II & III
  - (c) only III
  - (d) only II
  - (e) only I
11. Apart from the three types of functional connexions between neurons, what other factors affect the formation of simple forms of temporary connexions?
- (a) Chemical and electric local fields.
  - (b) Excitation of excitable substrates.
  - (c) State of the nerve cells.
  - (d) Both (a) and (b).
  - (e) Chemical and electric local fields in the context of the state of the nerve cells.
12. What is both deterministic and probabilistic in character?
- (a) Generation of an impulse.
  - (b) The processes going on in the nervous system.
  - (c) The role of gradual electrotonic potentials.
  - (d) Local spreading excitation.
  - (e) None of these can be inferred.

**Passage 2**

ALL men by nature, desire to know. An indication of this is the delight we take in our senses: for even apart from their usefulness they are loved for themselves; and above all others, the sense of sight. For not only with a view to action, but even when we are not going to do anything, we prefer seeing (one might say) to everything else. The reason is that this, most of all the senses, makes us know and brings to light many differences between things. By nature, animals are born with the faculty of sensation, and from sensation, memory is produced in some of them, though not in others. And therefore, the former are more intelligent and apt at learning than those which cannot remember; those which are incapable of hearing sounds are intelligent though they cannot be taught, e.g., the bee, and any other race of animals that may be like it; and those which besides memory, have this sense of hearing can be taught. The animals other than man live by appearances and memories, and have but little of connected experience; but the human race lives also by art

and reasonings. Now from memory, experience is produced in men; for the several memories of the same thing produce finally the capacity for a single experience. And experience seems pretty much like science and art, but really, science and art come to men through experience; for 'experience made art', as Polus says, 'but inexperience luck.' Now art arises, when from many notions gained by experience, one universal judgement about a class of objects is produced. For to have a judgement that when Callias was ill of this disease that did him good, and similarly, in the case of Socrates and in many individual cases, is a matter of experience; but to judge that it has done good to all persons of a certain constitution, marked off in one class, when they were ill of this disease, e.g., to phlegmatic or bilious people when burning with fevers—this is a matter of art.

With a view to action, experience seems in no respect inferior to art, and men of experience succeed even better than those who have theory without experience. (The reason is that experience is knowledge of individuals, art of universals, and actions and productions are all concerned with the individual; for the physician does not cure man, except in an incidental way, but Callias or Socrates or some other called by some such individual name, who happens to be a man. If, then, a man has the theory without the experience, and recognizes the universal but does not know the individual included in this, he will often fail to cure; for it is the individual that is to be cured.) But yet we think that knowledge and understanding belong to art rather than to experience, and we suppose artists to be wiser than men of experience (which implies that wisdom depends in all cases rather on knowledge); and this because the former know the cause, but the latter do not. For men of experience know that the thing is so, but do not know why, while the others know the 'why' and the cause. Hence we think also that the masterworkers in each craft are more honourable and know in a truer sense and are wiser than the manual workers, because they know the causes of the things that are done (we think the manual workers are like certain lifeless things which act indeed, but act without knowing what they do, as fire burns, but while the lifeless things perform each of their functions by a natural tendency, the labourers perform them through habit); thus we view them as being wiser not in virtue of being able to act, but of having the theory for themselves and knowing the causes. And in general, it is a sign of the man who knows and of the man who does not know, that the former can teach, and therefore, we think art



more truly knowledge than experience is; for artists can teach, and men of mere experience cannot.

Again, we do not regard any of the senses as Wisdom; yet surely these give the most authoritative knowledge of particulars. But they do not tell us the ‘why’ of anything—e.g., why fire is hot; they only say that it is hot. At first, he who invented any art whatever, that went beyond the common perceptions of man was naturally admired by men, not only because there was something useful in the inventions, but because he was thought wiser and superior to the rest. But as more arts were invented, and some were directed to the necessities of life, others to recreation, the inventors of the latter were naturally always regarded as wiser than the inventors of the former, because their branches of knowledge did not aim at utility.

Hence, when all such inventions were already established, the sciences which do not aim at giving pleasure or at the necessities of life were discovered, and first in the places where men first began to have leisure. This is why the mathematical arts were founded in Egypt; for there the priestly caste was allowed to be at leisure. We have said in the Ethics what the difference is between art and science and the other kindred faculties; but the point of our present discussion is this, that all men suppose what is called Wisdom to deal with the first causes and the principles of things; so that, as has been said before, the man of experience is thought to be wiser than the possessors of any sense-perception whatever, the artist wiser than the men of experience. The masterworker than the mechanic, and the theoretical kinds of knowledge to be more of the nature of Wisdom than the productive. Clearly then, wisdom is knowledge about certain principles and causes.

13. What is the relationship between sensation and memory?

- (a) All animals have sensation but some animals do not have memory.
- (b) Human beings have sensation and memory both.
- (c) Human beings are intelligent as they can reason, whereas animals do not have the capacity of reasoning.
- (d) When sensation is remembered, it becomes a memory experience and this leads to connected experience, which in turn gives rise to reasoning.
- (e) Remembered sensation gives rise to reasoning.

14. What is the difference between art and experience?

- (a) Art explains the cause of things together with its effects, whereas experience gives us just the effect of things, not the cause.
- (b) Experience and art give rise to one another and they are complementary and supplementary to each other.
- (c) Art does not give the cause and effect of things, whereas experience gives the cause and effect of things.
- (d) Both experience and art are views of a contradictory time and space and this is where the difference between the two lies.
- (e) Art explains to us the cause of things together with its effect, while experience gives us just the effect of things with a probable cause.

15. Why according to the author, were the mathematical arts founded in Egypt?

- (a) Because they were men of experience and had wisdom and knowledge about certain principles and causes.
- (b) Because the inventors of luxuries were considered more important than the inventors of necessities and in Egypt, the kingly and priestly class had developed great standards in luxurious tastes and attitudes.
- (c) Because the sciences which do not cater to necessities or pleasures develop only after the previous two have been invented and only then, men have time for themselves. So was the case in Egypt where the priestly caste had ample leisure time.
- (d) Because Egyptians were considered to be connoisseurs of art and crafts and had superior civilization as opposed to the other ancient civilizations.
- (e) Mathematical arts were better suited to Egyptian priests.

16. Which of the following can be considered to be the central idea of the passage?

- (a) “Experience made art, but inexperience luck”.
- (b) What actually is “Wisdom”?
- (c) Art is superior to experience.
- (d) Knowledge is wisdom.
- (e) Wisdom is experience and art is not science.

**Passage 3**

“Life is not a simple geometrical pattern. The essence of life is creativity. It is a living creation of something new, not a dead connection of cause and effect. Then a ploughman said, “Speak to us of Work.” And he answered, saying: You work that you may keep pace with the earth, and the soul of the earth. For to be idle is to become a stranger unto the seasons, and to step out of life’s procession that marches in majesty and proud submission towards the infinite.

When you work, you are a flute through whose heart the whispering of the hours turns to music. Which of you would be a reed, dumb and silent, when all else sing together in unison? Always you have been told that work is a curse and labour a misfortune. But I say to you that when you work, you fulfill a part of earth’s furthest dream, assigned to you when that dream was born. And in keeping yourself with labour you are in truth, loving life, and to love life through labour is to be intimate with life’s inmost secret.

But if you in your pain, call birth an affliction and the support of the flesh a curse written upon your brow, then I answer that naught but the sweat of your brow shall wash away that which is written. You have been told also that life is darkness, and in your weariness you echo what was said by the weary. And I say that life is indeed darkness save when there is urge, and all urge is blind save when there is knowledge, and all knowledge is vain save when there is work, and all work is empty save when there is love; and when you work with love you bind your self to yourself, and to one another, and to God. And what is it to work with love? It is to weave the cloth with threads drawn from your heart, even as if your beloved were to wear that cloth. It is to build a house with affection, even as if your beloved were to dwell in that house. It is to sow seeds with tenderness and reap the harvest with joy, even as if your beloved were to eat the fruit. It is to charge all things your fashion with a breath of your own spirit, and to know that all the blessed dead are standing about you and watching. Often have I heard you say, as if speaking in sleep, “He who works in marble, and finds the shape of his *own* soul in the stone, is nobler than he who ploughs the soil. And he who seizes the rainbow to lay it on a cloth in the likeness of man, is more than he who makes the sandals for our feet.” But I say, not in sleep, but in the overwakefulness of noontide, that the wind speaks not more sweetly to the giant oaks than to the least of all the blades of grass; and he alone is great who turns the voice of the wind into a song made sweeter by his own loving. Work is love made visible. And if you cannot work with love but only

with distaste, it is better that you should leave your work and sit at the gate of the temple and take alms of those who work with joy. For if you bake bread with indifference, you bake a bitter bread that feeds but half man’s hunger. And if you grudge the crushing of the grapes, your grudge distills a poison in the wine. And if you sing though as angels, and love not the singing, you muffle man’s ears to the voices of the day and the voices of the night.

17. For what purpose has the author used the analogy of the ‘Wind’ and the ‘Oak’?
  - (a) He has used it to differentiate between the mighty ‘Oak’ and the lowly blade of grass, where the Oak is much more powerful.
  - (b) He has tried to show that the Oak due to its sheer size, gets the maximum share of the wind in comparison to others.
  - (c) He has tried to show the non-partisan and the impartial character of nature and that it shows that all are equal in the eyes of nature.
  - (d) He has tried to explain how the wind which has the strength to blow away the giant Oak, does not even harm the lowly blade of grass.
  - (e) Cannot be inferred.
18. What can be understood by the line in the passage—“curse written upon your brow”?
  - (a) It refers to our destiny that we have been born with—to toil and support our mortal flesh.
  - (b) It refers to our past sins which are the reason why we have been born as mortal humans.
  - (c) It refers to the curse of God on Adam and Eve and to all mankind.
  - (d) It refers to the misfortunes that we will have to endure as we have been cursed.
  - (e) It refers to the curse on mankind that each of us has to carry.
19. Which of the following sentences is correct according to the passage?
  - (a) That life is full of darkness.
  - (b) Work should be worship and not working leads us to suffering.
  - (c) A ploughman is inferior to the one who works in marble.
  - (d) If you love what you do, then you have the key to real happiness in life.
  - (e) Work is duty.

20. What do you think that the speaker means by talking about—‘the dead connection of cause and effect’?
- He is referring to the physical reality of cause and effect, but actually cause and effect is cyclical.
  - He is saying that life is not just cause and effect, actually it is not cause and effect at all.
  - The speaker wants to say that the theory of cause and effect is a dead theory and is an incompetent philosophy.
  - Both (a) & (b).
  - None of these.

#### Passage 4

Civilization cannot merely be a growing totality of happenings that by chance have assumed a particular shape and tendency which we consider to be excellent. It must be the expression of some guiding moral force which we have evolved in our society for the object of attaining perfection. The word ‘perfection’ has a simple and definite meaning when applied to an inanimate thing, or even to a creature whose life has principally a biological significance. But man being complex and always on the path of transcending himself, the meaning of the word ‘perfection’ as applied to him, cannot be crystallised into an inflexible idea. This has made it possible for different races to have different shades of definition for this term.

The Sanskrit word dharma is the nearest synonym in our own language, that occurs to me, for the word civilization. In fact, we have no other word except perhaps some newly coined one, lifeless and devoid of atmosphere. The specific meaning of dharma is that principle which holds us firm together and leads us to our best welfare. The radical meaning of this word is the essential quality of a thing.

We have for over a century, been dragged by the prosperous West behind its chariot, choked by the dust, deafened by the noise, humbled by our own helplessness, and overwhelmed by the speed. We agreed to acknowledge that this chariot-drive was progress, and that progress was civilization. If we ever ventured to ask, ‘Progress towards what, and progress for whom?’—it was considered to be peculiarly and ridiculously oriental to entertain such doubts about the absoluteness of progress. Of late, a voice has come to us bidding us to take count not only of the scientific perfection of the chariot but of the depth of the ditches lying across its path.

In India, we have a species of Sanskrit poem in which all the complex grammatical rules are deliberately illustrated. This produces continual sparks of delight in the minds of some readers, who, even in a work of art, seek some tangible proof of power, almost physical in its manifestation. This shows that by special cultivation, a kind of mentality can be produced which is capable of taking delight in the mere spectacle of power, manipulating materials, forgetting that materials have no value of their own. We see the same thing in the modern Western world where progress is measured by the speed with which materials are multiplying. Their measure by horse-power is one before which spirit-power has made itself humble. Horse-power drives, spirit-power sustains. That which drives is called the principle of progress, that which sustains we call dharma; and this word dharma I believe should be translated as civilization. Western society, for some ages, had for its central motive force, a great spiritual ideal and not merely an impetus to progress. It had its religious faith which was actively busy in bringing about reconciliation among the conflicting forces of society. What it held to be of immense value was the perfection of human relationship, to be obtained by progress. It is an important objective of every enlightened national government to adopt and execute a development model, strategy, or method, suited to improving the quality of its people’s life. The government of a developed nation aims at making the quality still better, even though as it is, it may be quite satisfactory.

21. Why does the author say that perfection cannot be defined for man?
- Because man is not inanimate.
  - Because perfection is different for different races.
  - Because man has kept surpassing his ideal all the time.
  - Because man cannot be perfect.
  - Because perfection is an unachievable ideal.
22. Which of the following can be said to be the meaning of dharma according to the passage?
- Dharma is the closest in meaning to the word civilisation.
  - Dharma is that which leads to our betterment.
  - Dharma is the inherent quality of a thing.
- Both 1 & 2.
  - Only 3
  - All three

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- (d) 2 & 3 only  
 (e) 1 & 3 only.
23. Which of the following according to the passage, cannot be classified as an act of Dharma?  
 (a) Doing your job sincerely.  
 (b) Reforming convicts.  
 (c) Following a religion.  
 (d) Being kind to fellow human beings.  
 (e) Cannot be inferred from the passage.
24. What is understood by the phrase in the passage—“lifeless and devoid of atmosphere”?  
 (a) A word without a cultural and historical background.  
 (b) A senseless word.  
 (c) A new word in a language.  
 (d) Something incoherent and difficult.  
 (e) A ‘dead’ word, which is no longer in active use.
25. Which of the following words/expressions would describe the attitude of the author towards different societal ideals?  
 I. Pro-spiritualism  
 II. Anti-capitalism  
 III. Pro-socialism  
 IV. Anti-materialism  
 (a) All of these  
 (b) I & II  
 (c) I, III & IV  
 (d) I, II & IV  
 (e) I, II & III only.

**ANSWER KEY**

**Test I**

**Passage 1**

1. (c)    2. (b)    3. (d)    4. (a)    5. (d)  
 6. (a)

**Passage 2**

7. (b)    8. (c)    9. (d)    10. (a)    11. (c)

**Passage 3**

12. (b)    13. (c)    14. (c)

**Passage 4**

15. (b)    16. (d)    17. (e)    18. (d)    19. (a)

**Passage 5**

20. (b)    21. (b)    22. (d)    23. (b)    24. (c)  
 25. (d)

**Test II**

**Passage 1**

1. (b)    2. (a)    3. (a)    4. (d)    5. (a)  
 6. (c)    7. (d)    8. (c)    9. (b)    10. (d)  
 11. (a)    12. (b)

**Passage 2**

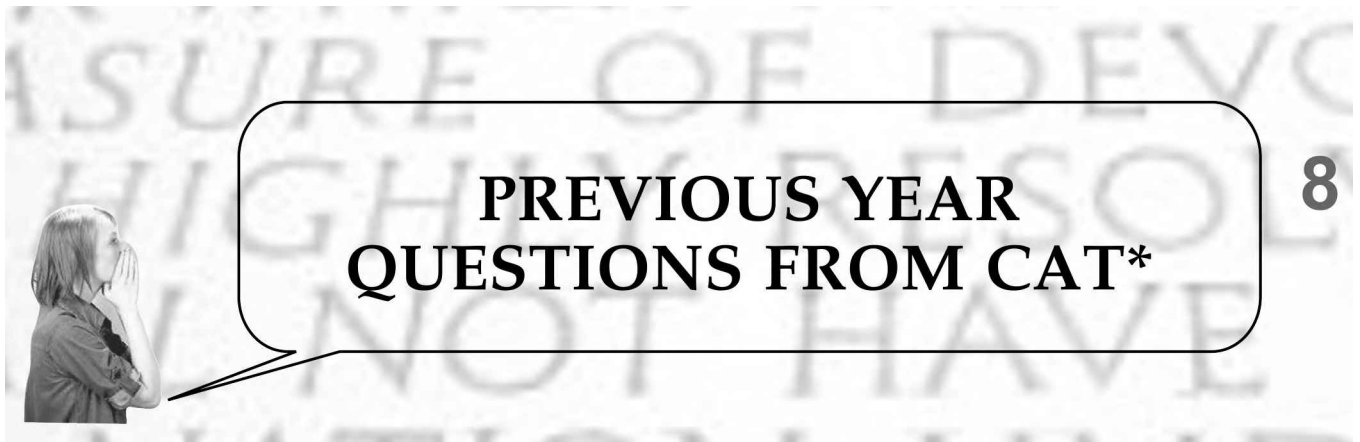
13. (d)    14. (a)    15. (c)    16. (b)

**Passage 3**

17. (c)    18. (a)    19. (d)    20. (a)

**Passage 4**

21. (c)    22. (c)    23. (e)    24. (a)    25. (a)



Given below are a set of original reading comprehension questions from previous year CAT papers. Readers are advised to attempt on these papers only after going through the theory portion of the book.

## I

**Directions for Questions 1 to 30:** Each of the six passages given below is followed by questions. Choose the best answers for each question.

### Passage 1 (Total Words—632) (CAT 2001)

The union government's present position vis-à-vis the upcoming United Nations conference on racial and related discrimination world-wide seems to be the following: discuss race please, not caste; caste is our very own and not at all bad as you think. The gross hypocrisy of that position has been lucidly underscored by *Kancha Ilaiah*. Explicitly, the world community is to be cheated out of considering the matter on the technicality that caste is not, as a concept, tantamount to a racial category. Internally, however, allowing the issue to be put on agenda at the said conference would, we are patriotically admonished, damage the country's image. Somehow, India's virtual beliefs elbow out concrete actualities. Inverted representations, as we know, have often been deployed in human histories as balm for the forsaken—religion being the most persistent of such inversions. Yet, we would humbly submit that if globalizing our markets are thought good for the 'national' pocket, globalizing our social inequities might not be so bad for the mass of our people. After all, racism was uniquely institutionalized in South Africa as caste discrimination has been with in our society: why then can't we permit the world community to express itself on the latter with a fraction of the zeal with which, through the years, we pronounced on the former?

As to the technicality about whether or not caste is admissible into an agenda about race (that the conference is also about 'related discriminations' tends to be forgotten), a reputed sociologist has recently argued that where race is a 'biological' construct, caste is a 'social' one. Having earlier fiercely opposed implementation of the Mandal Commission Report, the said sociologist is at least to be complemented now for admitting, however tangentially, that caste discrimination is a reality, although, in his view, incompatible with racial discrimination. One would like quickly to offer the hypothesis that biology, in important ways that affect the lives of many millions, is in itself perhaps a social construction. But let us look at the matter in another way.

If it is agreed—as per the position today at which anthropological and allied scientific determinations rest—that the entire race of *homo sapiens* derived from an originary black African female (called 'Eve') then one is hard put to understand how, on some subsequent ground, ontological distinctions are to be drawn either between races or castes. Let us also underline the distinction between the supposition that we are all god's children and the rather more substantiated argument about our descent from 'Eve', lest both positions are thought to be equally diversionary. It then stands to reason that all subsequent distinctions are, in modern parlance, 'constructed' ones, and, like all ideological constructions, attributable to changing equations between knowledge and power among human communities through contested histories here, there, and elsewhere.

\* The questions in this section have been compiled from CAT papers till 2005. The 2006, 2007 and 2008 CAT papers have been provided with explanatory answers as a separate section at the end of the book.

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This line of thought receives, thankfully, extremely consequential buttress from the findings of the Human Genome project. Contrary to earlier (chiefly 19<sup>th</sup> century colonial) persuasions on the subject of race, as well as, one might add, the somewhat infamous Jensen offerings in the 20<sup>th</sup> century from America, those findings deny genetic difference between ‘races’. If anything, they suggest that environmental factors impinge on gene-function, as dialectic seems to unfold between nature and culture. It would thus seem that ‘biology’ as the constitution of pigmentation enters the picture first only as a part of that dialectic. Taken together, the originary mother stipulation and the Genome findings ought indeed to furnish ground for human equality across the board, as well as yield policy initiatives towards equitable material dispensations aimed at building a global order where, in Hegel’s stirring formulation, only the rational constitutes the right. Such, sadly, is not the case as everyday, fresh arbitrary grounds for discrimination are constructed in the interests of sectional dominance.

1. When the author writes ‘globalizing our social inequities’, the reference is to:
  - (a) going beyond an internal deliberation of social inequity.
  - (b) dealing with internal poverty through the economic benefits of globalization.
  - (c) going beyond an internal delimitation of social inequity.
  - (d) achieving disadvantaged people’s empowerment, globally.
2. According to the author, ‘inverted representations as balm for the forsaken;
  - (a) is good for the forsaken and often deployed in human histories.
  - (b) is good for the forsaken, but not often deployed historically for the oppressed.
  - (c) occurs often as a means of keeping people oppressed.
  - (d) occurs often to invert the status quo.
3. Based on the passage, which broad areas unambiguously fall under the purview of the UN conference being discussed?
  - (A) Racial prejudice
  - (B) Racial pride.

- (C) Discrimination, racial or otherwise.
- (D) caste-related discrimination.
- (E) Race-related discrimination.
  - (a) A, E
  - (b) C, E
  - (c) A, C, E
  - (d) B, C, D
4. According to the author, the sociologist who argued that race is a ‘biological’ construct and caste is a ‘social’ one:
  - (a) generally shares the same orientation as the author’s on many of the central issues discussed.
  - (b) tangentially admits to the existence of “caste” as a category.
  - (c) admits the incompatibility between the people of different race and caste.
  - (d) admits indirectly, that both caste-based prejudice and racial discrimination exist.
5. An important message in the passage, if one accepts a dialectic between nature and culture, is that:
  - (a) the results of the Human Genome Project reinforces racial differences.
  - (b) race is at least partially, a social construct.
  - (c) discrimination is at least partially, a social construct.
  - (d) caste is at least partially, a social construct.

**Passage 2 (Total Word—652) (CAT 2001)**

Studies of the factors governing reading development in young children have achieved remarkable degree of consensus over the past two decades. This consensus concerns the casual role of phonological skills in young children’s reading progress. Children, who have good phonological skills, or good “phonological awareness”, become good readers and good spellers. Children with poor phonological skills progress more poorly. In particular, those who have a specific phonological deficit are likely to be classified as dyslexic by the time that they are 9 or 10 years old.

Phonological skills in young children can be measured at a number of different levels. The term phonological awareness is a global one, and refers to a deficit in recognizing smaller units of sound within spoken words. Development work has shown that this deficit can be at the

level of syllables, of onsets and rimes, or of phonemes. For example, a 4-year old child might have difficulty in recognizing that a word like valentine has three syllables, suggesting a lack of syllabic awareness. A 5-year old might have difficulty in recognizing that the odd word out in the set of words fan, cat, hat, mat is fan. This task requires an awareness of the sub-syllabic units of the onset and the rime. The onset corresponds to any initial consonants in a syllable, and the rime corresponds to the vowel and to any following consonants. Rimes correspond to rhyme in single-syllable words, and so the rime in fan differs from the rime in cat, hat and mat. In longer words, rime and rhyme may differ. The onsets in val: en: tine are /v/ and /t/, and the rimes correspond to the spelling patterns 'al', 'en', and 'ine'.

A 6-year-old might have difficulty in recognizing that plea and pray begin with the same initial sound. This is a phonemic judgment. Although the initial phoneme /P/ is shared between the two words, in plea it is part of the onset 'pl', and in pray it is part of the onset 'pr'. Until children can segment the onset (or the rime), such phonemic judgments are difficult for them to make. In fact, a recent survey of different developmental studies has shown that the different levels of phonological awareness appear to emerge sequentially. The awareness of syllables, onsets, and rimes appears to emerge at around the ages of 3 and 4, long before most children go to school. The awareness of phonemes, on the other hand, usually emerges at around the age of 5 or 6, when children have been taught to read for about a year. An awareness of onsets and rimes thus appears to be a precursor of reading, whereas an awareness of phonemes at every serial position in a word, only appears to develop as reading is taught. The onset-rime and phonemic levels of phonological structure, however, are not distinct. Many onsets in English are single phonemes, and so are some rimes (e.g., sea, go, zoo).

The early availability of onsets and rimes is supported by studies that have compared the development of phonological awareness of onsets, rimes, and phonemes in the same subjects using the same phonological awareness tasks. For example, a study by Treiman and Zudowski used a same/different judgment task based on the beginning or the end sounds of words. In the beginning sound task, the words either began with the same onset, as in plea and plank, or shared only the initial phoneme, as in plea and pray. In the end sound task, the words either shared the entire rime, as in spit and wit, or shared only the final

phoneme, as in rat and wit. Treiman and Zudowski showed that 4- and 5-year old children found the onset-rime version of the same/different task significantly easier than the version based on phonemes. Only the 6-year old, who had been learning to read for about a year, were able to perform both versions of the tasks with equal levels of success.

6. From the following statements, pick out the true statement according to the passage:
  - (a) A mono-syllabic word can have only one onset.
  - (b) A mono-syllabic word can have only one rhyme but more than one rime.
  - (c) A mono-syllabic word can have only one phoneme.
  - (d) All of the above.
7. Which one of the following is likely to emerge last in the cognitive development of a child?
  1. Rhyme
  2. Rime
  3. Onset
  4. Phoneme.
8. A phonological deficit in which of the following is likely to be classified as dyslexia?
  - (a) Phonemic judgment
  - (b) Onset judgment.
  - (c) Rime judgment
  - (d) Any one or more of the above.
9. The Treiman and Zudowski experiment found evidence to support the following:
  - (a) At age 6, reading instruction helps children perform both, the same-different judgment task.
  - (b) The development of onset-rime awareness precedes the development of an awareness of phonemes.
  - (c) At age 4–5, children find the onset-rime version of the same/different task significantly easier.
  - (d) The development of onset-time awareness is a necessary and sufficient condition for the development of an awareness of phonemes.
10. The single-syllable words Rhyme and Rime are constituted by the exact same set of:
  - I. rime(s)
  - II. onset(s).
  - III. rhyme(s)
  - IV. phonemes(s)

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- (a) I, II
- (b) I, III
- (c) I, II, III
- (d) II, III, IV

**Passage 3 (Total Words—653) (CAT 2001)**

Billie Holiday died a few weeks ago. I have been unable until now to write about her, but since she will survive many who receive longer obituaries, a short delay in one small appreciation will not harm her or us. When she died we—the musicians, critics, all who were ever transfixed by the most heart-rending voice of the past generation—grieved bitterly. There was no reason to. Few people pursued self-destruction more whole-heartedly than she, and when the pursuit was at an end, at the age of forty-four, she had turned herself into a physical and artistic wreck. Some of us tried gallantly to pretend otherwise, taking comfort in the occasional moments when she still sounded like a ravaged echo of her greatness. Others had not even the heart to see and listen any more. We preferred to stay home and, if old and lucky enough to own the incomparable records of her heyday from 1937 to 1946, many of which are not even available on British LP, to recreate those coarse-textured, sinuous, sensual and unbearable sad noises which gave her a sure corner of immortality. Her physical death called, if anything, for relief rather than sorrow. What sort of middle age would she have faced without the voice to earn money for her drinks and fixes, without the looks—and in her day she was hauntingly beautiful—to attract the men she needed, without business sense, without anything but the disinterested worship of ageing men who had heard and seen her in her glory?

And yet, irrational though it is, our grief expressed Billie Holiday's art—that of a woman for whom one must be sorry. The great blues singers, to whom she may be justly compared, played their game from strength. Lionesses, though often wounded or at bay (did not Bessie Smith call herself 'a tiger, ready to jump?'), their tragic equivalents were Cleopatra and Phaedra; Holiday's was an embittered Ophelia. She was the Puccini heroine among blues singers, or rather among jazz singers. For though she sang a cabaret version of the blues incomparably, her natural idiom was the op song. Her unique achievement was to have twisted this into a genuine expression of the major passions by means of a total disregard of its sugary tunes, or indeed of any tune other than her own few delicately crying elongated

notes, phrased like Bessie Smith or Louis Armstrong in sackcloth, sung in a thin, gritty, haunting voice whose natural mood was an unresigned and voluptuous welcome for the pains of love. Nobody has sung, or will sing, Bess's songs from porgy as she did. It was this combination of bitterness and physical submission, as of someone lying still while watching his legs being amputated, which give such a blood-curdling quality to her *Strange Fruit*, the anti-lynching poem which she turned into an unforgettable art song. Suffering was her profession; but she did not accept it.

Little need be said about her horrifying life, which she described with emotional, though hardly with factual, truth in her autobiography *Lady Sings the Blues*. After an adolescence in which self-respect was measured by a girl's insistence on picking up the coins thrown to her by clients with her hands, she was plainly beyond help. She did not lack it, for she had the flair and scrupulous honesty of John Hammond to launch her, the best musicians of the 1930s to accompany her—notably Teddy Wilson, Frankie Newton and Lester Young—the boundless devotion of all serious connoisseurs, and much public success. It was too late to arrest a career of systematic embittered self-immolation. But, while she destroyed herself, she sang, unmelodious, profound and heartbreaking. It is impossible not to weep for her, or not to hate the world, which made her what she was.

11. Why will Billie Holiday survive many who receive longer obituaries?
  - (a) Because of her blues creations.
  - (b) Because she was not as self-destructive as some other blues exponents.
  - (c) Because of her smooth and mellow voice.
  - (d) Because of the expressions of anger in her songs.
12. According to the author, if Billie Holiday had not died in her middle age:
  - (a) she would have gone on to make a further mark.
  - (b) she would have become even richer than she was when she died.
  - (c) she would have led a rather ravaged existence.
  - (d) she would have led a rather comfortable existence.
13. Which of the following statements is not representative of the author's opinion?
  - (a) Billie Holiday had her unique brand of melody.
  - (b) Billie Holiday's voice can be compared to other singers in certain ways.



- (c) Billie Holiday's voice had a ring of profound sorrow.
- (d) Billie Holiday was suffering in her profession and in her life.
14. According to the passage, Billie Holiday was fortunate in all but one of the following ways:
- (a) she was fortunate to have been picked up young by an honest producer.
- (b) she was fortunate to have the likes of Louis Armstrong and Bessie Smith accompany her.
- (c) she was fortunate to possess the looks.
- (d) she enjoyed success among the public and the connoisseurs.

**Passage 4 (Total Words—880) (CAT 2001)**

The narrative of *Dersu Uzala* is divided into two major sections, set in 1902 and 1907 that deal with separate expeditions, which Arseniev conducts into the Ussuri region. In addition, a third time frame forms a prologue to the film. Each of the temporal frames has a different focus, and by shifting them, Kurosawa is able to describe the encroachment of settlements upon the wilderness and the consequent erosion of Dersu's way of life. As the film opens, that erosion has already begun. The first image is a long shot of a huge forest; the trees piled upon one another by the effects of the telephoto lens so that the landscape becomes an abstraction and appears like a huge curtain of green. A title informs us that the year is 1910. This is as late into the century as Kurosawa will go. After this prologue, the events of the film will transpire even further back in time and will be presented as Arseniev's recollections. The character of Dersu Uzala is heart of the film, his life the example that Kurosawa wishes to affirm. Yet the formal organization of the film works to contain, to close, to circumscribe that life by erecting a series of obstacles around it. The film itself is circular, opening and closing by Dersu's grave, thus sealing off the character from the modern world to which Kurosawa once so desperately wanted to speak. The multiple time frames also work to maintain a separation between Dersu and the contemporary world. We must go back farther even than 1910 to discover who he was. But this narrative structure has yet another implication. It safeguards Dersu's example, inoculates it from contamination with history, and protects it from contact with the industrialized, urban world. Time is

organized by the narrative into a series of barriers, which enclose Dersu in a kind of vacuum chamber, protecting him from the social and historical dialectics that destroyed the other Kurosawa heroes. Within the film, Dersu does die. But the narrative structure attempts to immortalize him and his example, as Dersu passes from history into myth.

We see all this at work in the enormously evocative prologue. The camera tilts down to reveal felled trees littering the landscape and an abundance of construction. Roads and houses outline the settlement that is being built. Kurosawa cuts to a medium shot of Arseniev standing in the midst of the clearing, looking uncomfortable and disoriented. A man passing in a wagon asks him what he is doing, and the explorer says he is looking for a grave. The driver replies that no one has died here, the settlement is too recent. These words enunciate the temporal rupture that the film studies. It is the beginning of things (industrial society) and the end of things (the forest), the commencement of one world so young that no one has had time yet to die and the eclipse of another, in which Dersu has died. It is his grave for which the explorer searches. His passing symbolizes the new order, the development that now surrounds Arseniev. The explorer says he buried his friend three years ago, next to huge cedar and fir trees, but now they are all gone. The man on the wagon replies they were probably chopped down when the settlement was built, and he drives off. Arseniev walks to a barren, treeless spot next to a pile of bricks. As he moves, the camera tracks and pans to follow, revealing a line of freshly built houses and a woman hanging her laundry to dry. A distant train whistle is heard, and the sounds of construction in the clearing vie with the cries of birds and the rustle of wind in the trees. Arseniev pauses, looks around for the grave that 1902, and the first section of the film commences, which describes Arseniev's meeting with Dersu and their friendship.

Kurosawa defines the world of the film initially upon a void, a missing presence. The grave is gone, brushed aside by a world rushing into modernism, and now the hunter exists only in Arseniev's memories. The hallucinatory dreams and visions of *Dodeskaden* are succeeded by nostalgic, melancholy ruminations. Yet by exploring these ruminations, the film celebrates the timelessness of Dersu's wisdom. The first section of the film has two purposes: to describe the magnificence and inhuman vastness of nature and to delineate the code of ethics by which Dersu lives and which permits him to survive in these conditions. When Dersu first appears, the other soldiers treat him with

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condescension and laughter, but Arseniev watches him closely and does not share their derisive response. Unlike them, he is capable of immediately grasping Dersu's extraordinary qualities. In camp, Kurosawa frames Arseniev by himself, sitting on the other side of the fire from his soldiers. While they sleep or joke among themselves, he writes in his diary and Kurosawa cuts in several point-of-view shots from his perspective of trees that appear animated and sinister as the fire light dances across their gnarled, leafless outlines. This reflective dimension, this sensitivity of the spirituality of nature, distinguishes him from the other and forms the basis of his receptivity to Dersu and their friendship. It makes him a fit pupil for the hunter.

15. How is Kurosawa able to show the erosion of Dersu's way of life?
- (a) By documenting the ebb and flow of modernization.
  - (b) By going back farther and farther in time.
  - (c) By using three different time frames and shifting them.
  - (d) Through his death in a distant time.
16. Arseniev's search for Dersu's grave:
- (a) is part of the beginning of the film.
  - (b) symbolises the end of industrial society.
  - (c) is misguided since the settlement is too new.
  - (d) symbolises the rediscovery of modernity.
17. The film celebrates Dersu's wisdom:
- (a) by exhibiting the moral vacuum of the pre-modern world.
  - (b) by turning him into a mythical figure.
  - (c) through hallucinatory dreams and visions.
  - (d) through Arseniev's nostalgic, melancholy ruminations.
18. According to the author, the selection of the film following the prologue:
- (a) serves to highlight the difficulties that Dersu faces that eventually kills him.
  - (b) shows the difference in thinking between Arseniev and Dersu.
  - (c) shows the code by which Dersu lives that allows him to survive his surroundings.
  - (d) serves to criticize the lack of understanding of nature in the pre-modern era.

19. In the film, Kurosawa hints at Arseniev's reflective and sensitive nature:
- (a) by showing him as not being derisive towards Dersu, unlike other soldiers.
  - (b) by showing him as being aloof from other soldiers.
  - (c) through shots of Arseniev writing his diary, framed by trees.
  - (d) All of the above.
20. According to the author, which of these statements about the film are correct?
- (a) The film makes its arguments circuitously.
  - (b) The film highlights the insularity of Arseniev.
  - (c) The film begins with the absence of its main protagonist.
  - (d) None of these.

**Passage 5 (Total Words—925) (CAT 2001)**

Democracy rests on a tension between two different principles. There is, on the one hand, the principle of equality before the law, or, more generally, of equality, and, on the other, what may be described as the leadership principle. The first gives priority to rules and the second to persons. No matter how skillfully we contrive our schemes; there is a point beyond which the one principle cannot be promoted without some sacrifice of the other.

Alexis de Tocqueville, the great nineteenth century writer on democracy, maintained that the age of democracy, whose birth he was witnessing, would be the age of mediocrity: in saying this he was thinking primarily of a regime of equality governed by impersonal rules. Despite his strong attachment to democracy, he took great pains to point out what he believed to be its negative side: a dead level plane of achievement in practically every sphere of life. The age of democracy would, in his view, be an unheroic age; there would not be room in it for either heroes or hero-worshippers.

But modern democracies have not been able to do without heroes: this too was foreseen, with much misgiving, by Tocqueville. Tocqueville viewed this with misgiving because he believed, rightly or wrongly, that unlike in aristocratic societies, there was no proper place in a democracy for heroes and, hence, when they arose, they would sooner or later turn into despots. Whether they require heroes or not, democracies certainly require

leaders, and, in the contemporary age, breed them in great profusion; the problem is to know what to do with them.

In a world preoccupied with scientific rationality, the advantages of a system based on an impersonal rule of law should be a recommendation with everybody. There is something orderly and predictable about such a system. When life is lived mainly in small, self-contained communities, men are able to take finer personal distinctions into account in dealing with their fellow men. They're unable to do this in a large and amorphous society, and organized living would be impossible here without a system of impersonal rules. Above all, such a system guarantees a kind of equality to the extent that everybody, no matter in what station of life, is bound by the same explicit, often written, rules, and nobody is above them.

But a system governed solely by impersonal rules can at best ensure order and stability; it cannot create any shining vision of a future in which mere formal equality will be replaced by real equality and fellowship. A world governed by impersonal rules cannot easily change itself, or when it does, the change is so gradual as to make the basic and fundamental feature of society appear unchanged. For any kind of basic or fundamental change, a push is needed from within, a kind of individual initiative which will create new rules, new terms and conditions of life.

The issue of leadership thus acquired crucial significance in the context of change. If the modern age is preoccupied with scientific rationality, it is no less preoccupied with change. To accept what exists on its terms is traditional, not modern, and it may be all very well to appreciate tradition in music, dance and drama, but for society as a whole, the choice has already been made in favour of modernization and development. Moreover, in some countries, the gap between ideal and reality has become so great that the argument of development and change is now irresistible.

In these countries no argument for development has greater appeal or urgency than the one which shows development to be the condition for the mitigation, it not the elimination, of inequality. There is something contradictory about the very presence of large inequalities in a society which professes to be democratic. It does not take people too long to realize that democracy by itself can guarantee only formal equality; beyond this, it can only whet people's appetite for real or substantive equality. From this arises continued preoccupation with plans and schemes that will help to bridge the gap between the ideal of equality and the reality which is so contrary to it.

When pre-existing rules give no clear directions of change, leadership comes into its own. Every democracy invests its leadership with a measure of charisma, and expects from it a corresponding measure of energy and vitality. Now, the greater the urge for change in a society, the stronger the appeal of a dynamic leadership in it. A dynamic leadership seeks to free itself from the constraints of existing rules; in a sense that is the test of its dynamism. In this process, it may take a turn at which it ceases to regard itself as being bound by these rules, placing itself above them. There is always a tension between 'charisma' and 'discipline' and in the case of a democratic leadership, puts forward revolutionary claims, the tension tends to be resolved at the expense of discipline.

Characteristically, the legitimacy of such a leadership rests on its claim to be able to abolish or at least substantially reduce the existing inequalities in society. From the argument that formal equality or equality before the law is but a limited good, it is often one short step to the argument that it is a hindrance or an obstacle to the establishment of real or substantive equality. The conflict between a 'progressive' executive and a 'conservative' judiciary is but one aspect of this larger problem. This conflict naturally acquires added piquancy when the executive is elected and the judiciary appointed.

21. Dynamic leaders are needed in democracies because:
  - (a) they have adopted the principles of 'formal' equality rather than 'substantive' equality.
  - (b) 'formal' equality whets people's appetite for 'substantive' equality.
  - (c) systems that rely on the impersonal rules of 'formal' equality lose their ability to make large changes.
  - (d) of the conflict between a 'progressive' executive and a 'conservative' judiciary.
22. What possible factor would a dynamic leader consider a 'hindrance' in achieving the development goals of a nation?
  - (a) Principle of equality before the law.
  - (b) Judicial activism
  - (c) A conservative judiciary.
  - (d) Need for discipline.
23. Which of the following four statements can be inferred from the above passage?
  - I. Scientific rationality is an essential feature of modernity.

- II. Scientific rationality results in the development of impersonal rules.
  - III. Modernisation and development have been chosen over traditional music, dance and drama.
  - IV. Democracies aspire to achieve substantive equality.
- (a) I, II, III but not III
  - (b) I, IV but not II, III
  - (c) I, II but not III, IV
  - (d) I, II, III but not IV
24. Tocqueville believed that the age of democracy would be an un-heroic age because:
- (a) Democratic principles do not encourage heroes.
  - (b) There is no urgency for development in democratic countries.
  - (c) Heroes that emerged in democracies would become despots.
  - (d) Aristocratic society has a greater ability to produce heroes.
25. A key argument the author is making is that:
- (a) in the context of extreme inequality, the issue of leadership has limited significance.
  - (b) democracy is incapable of eradicating inequality.
  - (c) formal equality facilitates development and change.
  - (d) impersonal rules are good for avoiding instability but fall short of achieving real equality.
26. Which of the following four statements can be inferred from the above passage?
- I. There is conflict between the pursuit of equality and individuality.
  - II. The disadvantages of impersonal rules can be overcome in small communities.
  - III. Despite limitations, impersonal rules are essential in large systems.
  - IV. Inspired leadership, rather than plans and schemes, is more effective in bridging inequality.
- (a) II, IV but not I, III
  - (b) I, II but not III, IV
  - (c) I, IV but not II, III
  - (d) I, IV but not II, IV

**Passage 6 (Total Words—620) (CAT 2001)**

In the modern scientific story, light was created not once but twice. The first time was in the Big Bang, when the universe began its existence as a glowing, expanding fireball, which cooled off into darkness after a few million years. The second time was hundreds of millions of years later, when the cold material condensed into dense nuggets under the influence of gravity, and ignited to become the first stars.

Sir Martin Rees, Britain's astronomer royal, named the longer interval between these two enlightenments, the cosmic "Dark Age". The name describes not only the poorly lit conditions, but also the ignorance of astronomers about that period. Nobody knows exactly when the first stars formed, or how they organized themselves into galaxies—or even whether stars were the first luminous objects. They may have been preceded by quasars, which are mysterious, bright spots found at the centers of some galaxies.

Now, two independent groups of astronomers, one led by Robert Becker of the University of California, Davis, and the other by George Djorgovski of the Caltech, claim to have peered far enough into space with their telescopes (and therefore backwards enough in time) to observe the closing days of the Dark Age.

The main problem that plagued previous efforts to study the Dark Age was not the lack of suitable telescopes, but rather the lack of suitable things at which to point them. Because these events took place over 13 billion years ago, if astronomers are to have any hope of unraveling them, they must study objects that are at least 13 billion light years away. The best prospectuses are quasars, because they are so bright and compact that they can be seen across vast stretches of space. The energy source that powers a quasar is unknown, although it is suspected to be the intense gravity of a giant black hole. However, at the distances required for the study of Dark Age, even quasars are extremely rare and faint.

Recently, some members of Dr. Becker's team announced their discovery of the four most distant quasars known. All the new quasars are terribly faint, a challenge that both teams overcame by peering at them through one of the twin Keck telescopes in Hawaii. These are the world's largest, and can therefore collect the most light. Dr. Becker's team analysed the light from all four quasars. Three of them appeared to be similar to ordinary, less

distant quasars. However, the fourth and most distant, unlike any other quasar ever seen, showed unmistakable signs of being shrouded in a fog of hydrogen gas. This gas is leftover material from the Big Bang that did not condense into stars or quasars. It acts like fog because new born stars and quasars emit mainly ultraviolet light, and hydrogen gas is opaque to ultraviolet light. Seeing this fog had been the goal of would-be Dark Age astronomers since 1965, when James Gunn and Bruce Peterson spelled out the technique for using quasars as backlighting beacons to observe the fog's ultraviolet shadow.

The fog prolonged the period of darkness until the heat from the first stars and quasars had the chance to ionize hydrogen (breaking it into its constituent parts, protons and electrons). Ionised hydrogen is transparent to ultraviolet radiation, so at that moment the fog lifted and the universe became the well-lit place it is today. For this reason, the end of the Dark Age is called the "Epoch of Re-ionisation". Because the ultraviolet shadow is visible only in the most distant of the four quasars, Dr. Becker's team concluded that the fog had dissipated completely by the time the universe was about 900 million years old, and one-seventh of its current size.

27. In the passage, the Dark Age refers to:
- (a) the period when the universe became cold after the Big Bang.
  - (b) a period about which astronomers know very little.
  - (c) the medieval period when cultural activity seemed to have come to an end.
  - (d) the time that the universe took to heat up after the Big Bang.
28. Astronomers find it difficult to study the Dark Age because:
- (a) suitable telescopes are few.
  - (b) the associated events took place aeons ago.
  - (c) the energy source that powers a quasar is unknown.
  - (d) their best chance is to study quasars, which are faint objects to begin with.
29. The four most distant quasars discovered recently:
- (a) could only be seen with the help of large telescopes.
  - (b) appear to be similar to other, ordinary quasars.
  - (c) appear to be shrouded in a fog of hydrogen gas.

- (d) have been sought to be discovered by Dark Age astronomers since 1965.
30. The fog of hydrogen gas seen through the telescopes:
- (a) is transparent to hydrogen radiation from stars and quasars in all states.
  - (b) was lifted after heat from stars and quasars ionised it.
  - (c) is material which eventually becomes stars and quasars.
  - (d) is broken into constituent elements when stars and quasars are formed.

## II

### Passage 1 (Total Words—884) (CAT 1999)

The World Trade Organisation (WTO) was created in the early 1990s as a component of the Uruguay Round negotiation. However; it could have been negotiated as part of the Tokyo Round of the 1970s, since that negotiation was an attempt at a 'constitutional reform' of the General Agreement on Tariffs and Trade (GATT). Or it could have been put off to the future, as the US government wanted. What factors led to the creation of the WTO in the early 1990s?

One factor was the pattern of multilateral bargaining that developed late in the Uruguay Round. Like all complex international agreements, the WTO was a product of a series of trade-offs between the principal actors and groups. For the United States, which did not want a new organization, the dispute settlement part of the WTO package achieved its longstanding goal of a more effective and more legal dispute settlement system. For the Europeans, who by the 1990s had come to view GATT dispute settlement less in political terms and more as a regime of legal obligations, the WTO package was acceptable as a means to discipline the resort to unilateral measures by the United States. Countries like Canada and other middle and smaller trading partners were attracted by the expansion of a rules-based system and by the symbolic value of a trade organization, both of which inherently support the weak against the strong. The developing countries were attracted due to the provisions banning unilateral measures. Finally, and perhaps most important, many countries at the Uruguay Round came to put a higher priority on the export gains than on the import losses that the negotiation would produce, and they came to associate the WTO and a rules-

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based system with those gains. This reasoning—replicated in many countries—was contained in U.S. Ambassador Kantor’s defence of the WTO, and it amounted to a recognition that international trade and its benefits cannot be enjoyed unless trading nations accept the discipline of a negotiated rules-based environment.

A second factor in the creation of the WTO was pressure from lawyers and the legal process. The dispute settlement system of the WTO was seen as a victory of legalists over pragmatists but the matter went deeper than that. The GATT and the WTO, are contract organizations based on rules, and it is inevitable that an organization created to further rules will in turn be influenced by the legal process. Robert Hudec has written of the ‘momentum of legal development’, but what is this precisely? Legal development can be defined as promotion of the technical legal values of consistency, clarity (or, certainty) and effectiveness; these are values that those responsible for administering any legal system will seek to maximize. As it played out in the WTO, consistency meant integrating under one roof, the whole lot of separate agreements signed under GATT auspices; clarity meant removing ambiguities about the powers of contracting parties to make certain decisions or to undertake waivers; and effectiveness meant eliminating exceptions arising out of grandfather rights and resolving defects in dispute settlement procedures and institutional provisions. Concern for these values is inherent in any rules-based system of co-operation, since without these values, rules would be meaningless in the first place. Rules, therefore, create their own incentive for fulfillment.

The momentum of legal development has occurred in other institutions besides the GATT, most notably in the European Union (E.U). Over the past two decades, the European Court of Justice (ECJ) has consistently rendered decisions that have expanded incrementally the EU’s internal market, in which the doctrine of ‘mutual recognition’ handed down in the case *Cassis de Dijon* in 1979 was a key turning point. The Court is now widely recognized as a major player in European integration, even though arguably, such a strong role was not originally envisaged in the Treaty of Rome, which initiated the current European Union. One means the Court used to expand integration was the ‘teleological method of interpretation’, whereby the actions of member states were evaluated against ‘the accomplishment of the most elementary community goals set forth in the Preamble to the [Rome]

treaty’. The teleological method represents an effort to keep current policies consistent with stated goals, and it is analogous to the effort in GATT to keep contracting party trade practices consistent with stated rules. In both cases, legal concerns and procedures are an independent force for further co-operation.

In large part, the WTO was an exercise in consolidation. In the context of a trade negotiation that created a near-revolutionary expansion of international trade rules, the formation of the WTO was a deeply conservative act needed to ensure that the benefits of the new rules would not be lost. The WTO was all about institutional structure and dispute settlement; these are the concerns of conservatives and not revolutionaries, which is why lawyers and legalists took the lead on these issues. The WTO codified the GATT institutional practice that had developed by custom over three decades, and it incorporated a new dispute settlement system that was necessary to keep both old and new rules from becoming a sham. Both the international structure and the dispute settlement system were necessary to preserve and enhance the integrity of the multilateral trade regime that had been built incrementally from the 1940s to the 1990s.

1. What could be the closest reason why WTO was not formed in the 1970s?
  - (a) The US government did not like it.
  - (b) Important players did not find it in their best interest to do so.
  - (c) Lawyers did not work for the dispute settlement system.
  - (d) The Tokyo Round negotiation was an attempt at constitutional reform.
2. The most likely reason for the acceptance of the WTO package by nations was that
  - (a) it had the means to prevent the US from taking unilateral measures.
  - (b) they recognized the need for a rule-based environment to protect the benefits of increased trade.
  - (c) it settles disputes more legally and more effectively.
  - (d) its rule-based system leads to export gains.
3. According to the passage, WTO promoted the technical legal values partly through:

- (a) integrating under one roof, the agreements signed under GATT.
  - (b) rules that create their own incentive for fulfillment.
  - (c) grandfather-rights, exceptions and defects in dispute settlement procedures.
  - (d) ambiguities about the powers of contracting parties to make certain decisions.
4. In the method of interpretation of the European Court of Justice:
- (a) current policies need to be consistent with stated goals.
  - (b) contracting party trade practices needed to be consistent with stated rules.
  - (c) enunciation of the most elementary community goals needed to be emphasized.
  - (d) actions of member states needed to be evaluated against the stated community goals.
5. In the statement "... It amounted to a recognition that international trade and its benefits cannot be enjoyed unless trading nations accept the discipline of a negotiated rules-based environment.", 'it' refers to:
- (a) Ambassador Cantor's defence of the WTO.
  - (b) The higher priority on export gains placed by many countries at the Uruguay Round.
  - (c) The export gains many countries came to associate with a rule-based system.
  - (d) The provision of a rule-based system by the WTO.
6. The importance of Cassis de Dijon is that it
- (a) gave a new impetus to the momentum of legal development at the European Court of Justice.
  - (b) resulted in a decision that expanded incrementally, the EU's internal market.
  - (c) strengthened the role of the court beyond what was envisaged in the Treaty of Rome.
  - (d) led to a doctrine that was a key turning point in European integration.

**Passage 2 (Total Words—855) (CAT 1999)**

Have you ever come across a painting, by Picasso, Mondrain, Miro, or any other modern abstract painter of this century, and found yourself engulfed in a brightly

coloured canvas, which your senses cannot interpret? Many people would tend to denounce abstractionism as senseless trash. These people are disoriented by Miro's bright, fanciful creatures and two-dimensional canvases. They click their tongues and shake their heads at Mondrain's grid works, declaring the poor guy played too many scrabble games. They silently shake their heads in sympathy for Picasso; whose gruesome, distorted figures must be a reflection of his mental health. Then, standing in front of a work by Charlie Russell, the famous Western artist, they'll declare it a work of God. People feel more comfortable with something they can relate to and understand immediately without too much thought. This is the case with the work of Charlie Russell. Being able to recognize the elements in his paintings—trees, horses and cowboys—gives people a safety line to their world of "reality". There are some who would disagree when I say abstract art requires more creativity and artistic talent to produce a good piece than does representational art, but there are many weaknesses in their arguments.

People who look down on abstract art have several major arguments to support their beliefs. They feel that artists turn abstract because they are not capable of the technical drafting skills that appear in a Russell; therefore, such artists create an art form that anyone is capable of and that is less time consuming, and then parade it as artistic progress. Secondly, they feel that the purpose of art is to create something of beauty in an orderly, logical composition. Russell's compositions are balanced and rational; everything sits calmly on the canvas, leaving the viewer satisfied that he has seen all there is to see. The modern abstractionists, on the other hand, seem to compose their pieces irrationally. For example, upon seeing Picasso's Guernica, a friend of mine asked me. "What's the point?" Finally, many people feel that art should portray the ideal and real. The exactness of detail in Charlie Russell's work is an example of this. He has been called a great historian because his pieces depict the life style, dress, and events of the times. His subject matter is derived from his own experiences on the trail, reproduced to the smallest detail. I agree in part with many of these arguments, and at one time, even endorsed them. But now, I believe differently. Firstly, I object to the argument that abstract artists are not capable of drafting. Many abstract artists, such as Picasso, are excellent draftsmen. As his work matured, Picasso became more abstract in order to increase the expressive quality of his work. Guernica was meant as a protest against

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the bombing of that city by the Germans. To express the terror and suffering of the victims more vividly, he distorted the figures and presented them in a black and white journalistic manner. If he had used representational images and colour, much of the emotional content would have been lost and the piece would not have caused the demand for justice that it did. Secondly, I do not think that a piece must be logical and aesthetically pleasing to be art. The message it conveys to its viewers is more important. It should reflect the ideals and issues of its time and be true to itself, not just a flowery, glossy surface. For example, through his work, Mondrain was trying to present a system of simplicity, logic and rational order. As a result, his pieces did end up looking like a scrabble board. Miro created powerful, surrealistic images from his dreams and subconscious. These artists were trying to evoke a response from society through an expressionistic manner. Finally, abstract artists and representational artists maintain different ideas about 'reality'. To the abstract artist, reality is what he feels about what his eyes see. This is the reality he interprets on canvas. This can be illustrated by Mondrain's *Trees* series. You can actually see the progression from the early recognizable, though abstracted, *Trees*, to his final solution, the grid system.

A cycle of abstract and representational art began with the first scratching of prehistoric man. From the abstractions of ancient Egypt to representational, classical Rome, returning to abstractionism in early Christian art and so up to the present day, the cycle has been going on. But this day and age may witness its death through the camera. With film, there is no need to produce finely detailed, historical records manually; the camera does this for us more efficiently. May be, representational art would cease to exist. With abstractionism as the victor of the first battle, may be a different kind of cycle will be touched off. Possibly, some time in the distant future, thousands of years from now, art itself will be physically non-existent. Some artists today believe that once they have planned and constructed a piece in their mind, there is no sense in finishing it with their hands; it has already been done and can never be duplicated.

7. The author argues that many people look down upon abstract art because they feel that:

- (a) Modern abstract art does not portray what is ideal and real.

- (b) Abstract artists are unskilled in matters of technical drafting.
  - (c) Abstractionists compose irrationally.
  - (d) All of the above.
8. The author believes that people feel comfortable with representational art because:
- (a) they are not engulfed in brightly colored canvases.
  - (b) they do not have to click their tongues and shake their heads in sympathy.
  - (c) they understand the art without having to put too much strain on their minds.
  - (d) Paintings like *Guernica* do not have a point.
9. In the author's opinion, Picasso's *Guernica* created a strong demand for justice since
- (a) it was a protest against the German bombing of *Guernica*.
  - (b) Picasso managed to express the emotional content well with his abstract depiction.
  - (c) it depicts the terror and suffering of the victims in a distorted manner.
  - (d) it was a mature work of Picasso's, painted when the artist's drafting skills were excellent.
10. The author acknowledges that Mondrain's pieces may have ended up looking like a scrabble board because:
- (a) many people declared the poor guy played too many scrabble games.
  - (b) Mondrain believed in the 'grid-work' approach to abstractionist painting.
  - (c) Mondrain was trying to convey the message of simplicity and rational order.
  - (d) Mondrain learned from his *Trees* series to evolve a grid system.
11. The main difference between the abstract artist and the representational artist in matters of the 'ideal' and the 'real' according to the author is:
- (a) how each chooses to deal with 'reality' on his or her canvas.
  - (b) the superiority of interpretation of reality over reproduction of reality.
  - (c) the different values attached by each to being a historian.
  - (d) the varying levels of drafting skills and logical thinking abilities.



**Passage 3 (Total Words—1006) (CAT 1999)**

Each one has his reasons; for one, art is a flight: for another, a means of conquering. But one can flee into a hermitage, into madness, into death. One can conquer by arms. Why does it have to be Writing, why does one have to manage his escapes and conquests by Writing? Because, behind the various aims of authors, there is a deeper and more immediate choice which is common to all of us. We shall try to elucidate this choice, and we shall see whether it is not in the name of this very choice of writing that the engagement of writers must be required.

Each of our perceptions is accompanied by the consciousness that human reality is a 'revealer', that is, it is through human reality that 'there is' being, or, to put it differently, that man is the means by which things are manifested. It is our presence in the world which 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 the directors of being, we also know that we are not its producers. If we turn away from this landscape, it will sink back into its dark permanence. At least, it will sink back; there is no one mad enough to think that it is going to be annihilated. It is we who shall be annihilated, and the earth will remain in its lethargy until another consciousness comes along to awaken it. Thus, to our inner certainty of being 'revealers' is added that of being inessential in relation to the thing revealed.

One of the chief motives of artistic creation is certainly the need of feeling that we are essential in relationship to the world. If I fix on canvas or in writing, a certain aspect of the fields or the sea or a look on someone's face which I have disclosed, I am conscious of having produced them by condensing relationships. By introducing order where there was none, by imposing the unity of mind on the diversity of things. That is, I think myself essential in relation to my creation. But this time, it is the created object which escapes me; I cannot reveal and produce at the same time. The creation becomes inessential in relation to the creative activity. First of all, even if it appears to others as definitive, the created object always seems to us in a state of suspension; we can always change this line, that shade,

that word. Thus, it never forces itself. A novice painter asked his teacher. 'When should I consider my painting finished?' And the teacher answered. 'When you can look at it in amazement and say to yourself "I'm the one who did that!"'

Which amounts to saying never. For it is virtually considering one's work with someone else's eyes and revealing what has been created. But it is self evident that we are proportionally less conscious of the thing produced and more conscious of our productive activity. When it is a matter of poetry or carpentry, we work according to traditional norms. With tools whose usage is codified, it is Heidegger's famous 'they' who are working with our hands. In this case, the result can seem to us sufficiently strange to preserve its objectivity in our eyes. But if we ourselves produce the rules of production, the measure, the criteria, and if our creative drive comes from the very depth of 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 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

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always ahead of the sentence they are reading in a merely probable future, which partly collapses and partly comes together in proportion as they progress, which withdraws from one page to the next and forms the moving horizon of the literary object. Without waiting, without a future, without ignorance, there is no objectivity.

12. The author holds that:
- (a) There is an objective reality and a subjective reality.
  - (b) Nature is the sum total of disparate elements.
  - (c) It is human action that reveals the various facets of nature.
  - (d) Apparently disconnected elements in nature are unified in a fundamental sense.
13. It is the author's contention that:
- (a) Artistic creations are results of human consciousness.
  - (b) The very act of artistic creation leads to the escape of the created object.
  - (c) Man can produce and reveal at the same time.
  - (d) An act of creation forces itself on our consciousness, leaving us full of amazement.
14. The passage makes a distinction between perception and creation in terms of:
- (a) Objectivity and subjectivity.
  - (b) Revelation and action.
  - (c) Objective reality and perceived reality.
  - (d) Essentiality and non-essentiality of objects and subject.
15. The art of writing manifests the dialectic of perception and creation because:
- (a) reading reveals the writing till the act of reading lasts.
  - (b) writing to be meaningful, needs the concrete act of reading.
  - (c) this art is anticipated and progresses on a series of hypotheses.
  - (d) this literary object has a moving horizon brought about by the very act of creation.
16. A writer, as an artist,
- (a) reveals the essentiality of revelation.
  - (b) makes us feel essential vis-à-vis nature.
  - (c) creates reality.
  - (d) reveals nature in its permanence

**Passage 4 (Total Words—921) (CAT 1999)**

Since World War II, the nation-state has been regarded with approval by every political system and every ideology. In the name of modernization in the West, of socialism in the Eastern bloc, and of development in the Third World, it was expected to guarantee the happiness of individuals as citizens and of peoples as societies. However, the state today appears to have broken down in many parts of the world. It has failed to guarantee either security or social justice, and has been unable to prevent either international wars or civil wars. Disturbed by the claims of communities within it, the nation-state tries to repress their demands and to proclaim itself as the only guarantor of security of all. In the name of national unity, territorial integrity, equality of all its citizens and non-partisan secularism, the state can use its powerful resources to reject the demands of the communities; it may even go so far as genocide to ensure that order prevails.

As one observes the awakening of communities in different parts of the world, one cannot ignore the context in which identity issues arise. It is no longer a context of sealed frontiers and isolated regions, but is one of integrated global systems. In a reaction to this trend towards globalisation, individuals and communities everywhere are voicing their desire to exist, to use their power of creation and to play an active part in national and international life.

There are two ways in which the current upsurge in demands for the recognition of identities can be looked at. On the positive side, the efforts by certain population groups to assert their identity can be regarded as "liberation movements", challenging oppression and injustice. What these groups are doing—proclaiming that they are different, rediscovering the roots of their culture or strengthening group solidarity—may accordingly be seen as legitimate attempts to escape from their state of subjugation and enjoy a certain measure of dignity. On the downside, however, militant action for recognition tends to make such groups more deeply entrenched in their attitude and to make their cultural compartments even more watertight. The assertion of identity then starts turning into self-absorption and isolation, and is liable to slide into intolerance of others and towards ideas of "ethnic cleansing", xenophobia and violence.

Whereas continuous variations among peoples prevent drawing of clear dividing lines between the groups, those militating for recognition of their group's identity arbitrarily

choose a limited number of criteria such as religion, language, skin colour; and place or origin so that their members recognise themselves primarily in terms of the labels attached to the group whose existence is being asserted. This distinction between the group in question and other groups is established by simplifying the feature selected. Simplification also works by transforming groups into essences, abstractions endowed with the capacity to remain unchanged through time. In some cases, people actually act as though the group has remained unchanged and talk, for example, about the history of nations and communities as if these entities survived for centuries without changing, with the same ways of acting and thinking, the same desires, anxieties, and aspirations.

Paradoxically, precisely because identity represents a simplifying fiction, creating uniform groups out of disparate people, that identity performs a cognitive function. It enables us to put names to ourselves and others, form some idea of who we are and who others are, and ascertain the place we occupy along with the others in the world and society. The current upsurge to assert the identity of groups can thus be partly explained by the cognitive function performed by identity. However, that said, people would not go along as they do, often in large numbers, with the propositions put to them, in spite of the sacrifices they entail, if there was not a very strong feeling of need for identity, a need to take stock of things and know who we are where we come from and where we are going.

Identity is thus a necessity in a constantly changing world, but it can also be a potent source of violence and disruption. How can these two contradictory aspects of identity be reconciled? First, we must bear the arbitrary nature of identity categories in mind, not with a view to eliminating all forms of identification—which would be unrealistic since identity is a cognitive necessity—but simply to remind ourselves that each of us has several identities at the same time. Second, since tears of nostalgia are being shed over the past, we recognize that culture is constantly being recreated by cobbling together fresh and original elements and counter-cultures. There are in our own country, a large number of syncretic cults wherein modern elements are blended with traditional values or people of different communities venerate saints or divinities of particular faiths. Such cults and movements are characterized by a continual inflow and outflow of members which prevent them from taking on a self-perpetuating existence of their own and hold out hope for

the future, indeed perhaps for the only possible future. Finally, the nation-state must respond to the identity urges of its constituent communities and to their legitimate quest for security and social justice. It must do so by inventing what the French philosopher and sociologist, Raymond Aron, called peace through law. That would guarantee justice both to the state as a whole and its parts, and respect the claims of both reason and emotions. The problem is one of reconciling nationalist demands with the exercise of democracy.

17. According to the author, happiness of individuals was expected to be guaranteed in the name of:
  - (a) Development in the Third World.
  - (b) Socialism in the Third World.
  - (c) Development in the West.
  - (d) Modernisation in the Eastern Bloc.
18. Demands for recognition of identities can be viewed:
  - (a) positively and negatively.
  - (b) as liberation movements and militant action.
  - (c) as efforts to rediscover cultural roots which can slide towards intolerance of others.
  - (d) All of the above.
19. Going by the author's exposition of the nature of identity, which of the following statements is untrue?
  - (a) Identity represents creating uniform groups out of disparate people.
  - (b) Identity is a necessity in the changing world.
  - (c) Identity is a cognitive necessity.
  - (d) None of the above.
20. According to the author, the nation-state
  - (a) has fulfilled its potential.
  - (b) is willing to do anything to preserve order.
  - (c) generates security for all its citizens.
  - (d) has been a major force in preventing civil and international wars.
21. Which of the following views of the nation-state cannot be attributed to the author?
  - (a) It has not guaranteed peace and security.
  - (b) It may go as far as genocide for self-preservation.
  - (c) It represents the demands of communities within it.
  - (d) It is unable to prevent international wars.

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**Passage 5 (Total Words—1460) (CAT 1999)**

The persistent patterns in the way nations fight reflect their cultural and historical traditions and deeply rooted attitudes that collectively make up their strategic culture. These patterns provide insights that go beyond what can be learnt just by comparing armaments and divisions. In the Vietnam War, the strategic tradition of the United States called for forcing the enemy to fight a massed battle in an open area, where superior American weapons would prevail. The United States was trying to fight World War II in the jungles of Southeast Asia, against an enemy with no intention of doing so.

Some British military historians describe the Asian way of war as one of indirect attacks, avoiding frontal attacks meant to overpower an opponent. This traces back to Asian history and geography: the great distances and harsh terrain have often made it difficult to execute the sort of open field clashes allowed by the flat terrain and relatively compact size of Europe. A very different strategic tradition arose in Asia.

The bow and arrow were metaphors for an Eastern way of war: By its nature, the arrow is an indirect weapon. Fired from a distance of hundreds of yards, it does not necessitate immediate physical contact with the enemy. Thus, it can be fired from hidden positions. When fired from behind a bridge, the barrage seems to come out of nowhere, taking the enemy by surprise. The tradition of this kind of fighting is captured in the classical strategic writings of the East. The 2,000 years' worth of Chinese writings on war constitutes the subtlest writings on the subject in any language. Not until Clausewitz did the West produce a strategic theorist to match the sophistication of Sun-tzu, whose *Art of War* was written 2,300 years earlier.

In Sun-tzu and other Chinese writings, the highest achievement of arms is to defeat an adversary; without fighting. He wrote. "To win one hundred victories in one hundred battles is not the acme of skill. To subdue the enemy without fighting is the supreme excellence." Actual combat is just one among many means towards the goal of subduing an adversary. War contains too many surprises to be a first resort. It can lead to ruinous losses, as has been seen time and again. It can have the unwanted effect of inspiring heroic efforts in an enemy, as the United States learned in Vietnam, and as the Japanese found out after Pearl Harbor.

Aware of the uncertainties of a military campaign, Sun-tzu advocated war only after the most thorough preparations. Even then, it should be quick and clean. Ideally, the army is just an instrument to deal the final blow to an enemy already weakened by isolation, poor morale, and disunity. Ever since Sun-tzu, the Chinese have been seen as masters of subtlety, who take measured actions to manipulate an adversary without his knowledge. The dividing line between war and peace can be obscure. Low level violence often is the backdrop to a larger strategic campaign. The unwitting victim, focused on the day-to-day events, never realizes what's happening to him until it's too late. History holds many examples. The Viet Cong lured French and U.S. infantry deep into the jungle, weakening their morale over several years. The mobile army of the United States was designed to fight on the plains of Europe, where it could quickly move unhindered from one spot to the next. The jungle did more than make quick movement impossible; broken down into smaller units and scattered in isolated bases, US forces were deprived of the feeling of support and protection that ordinarily comes from being part of a big army.

The isolation of U.S. troops in Vietnam was not just a logistical detail, something that could be overcome by, for instance, bringing in reinforcements by helicopter. In a big army reinforcements are readily available. It was Napoleon who realized the extraordinary effects on morale that come from being part of a larger formation. Just the knowledge of it lowers the soldier's fear and increases his aggressiveness. In the jungle and on isolated bases, this feeling was removed. The thick vegetation slowed down the reinforcements and made it difficult to find stranded units. Soldiers felt they were on their own.

More important, by altering the way the war was fought, the Viet Cong stripped the United States of its belief in the inevitability of victory, as it had done to the French before them. Morale was high when these armies first went to Vietnam. Only after many years of debilitating and demoralizing fighting did Hanoi launch its decisive attacks, at Dienbienphu in 1954 and against Saigon in 1975. It should be recalled that in the final push to victory, the North Vietnamese abandoned their jungle guerrilla tactics completely, committing their entire army of twenty divisions to pushing the South Vietnamese into collapse. The final battle, with the enemy's army all in one place, was the one that the United States had desperately wanted

to fight in 1965. When it did come out into the open in 1975, Washington had already withdrawn its forces and there was no possibility of re-intervention.

The Japanese early in World War II, used a modern form of the indirect attack, one that relied on stealth and surprise for its effect. At Pearl Harbor, in the Philippines, and in Southeast Asia, stealth and surprise were attained by sailing under radio silence so that the navy's movements could not be tracked. Moving troops aboard ships into Southeast Asia made it appear that the Japanese army was also "invisible". Attacks against Hawaii and Singapore seemed, to the American and British defenders, to come from nowhere. In Indonesia and the Philippines, the Japanese attack was even faster than the German blitz against France in the West. The greatest military surprises in American history have all been in Asia. Surely, there is something going on here beyond the purely technical difficulties of detecting enemy movements. Pearl Harbor, the Chinese intervention in Korea, and the Tet offensive in Vietnam, all came out of a tradition of surprise and stealth. U.S. technical intelligence—the location of enemy units and their movements—was greatly improved after each surprise, but with no noticeable improvement in the American ability to foresee or prepare what would happen next. There is a cultural divide here, not just a technical one. Even when it was possible to track an army with intelligence satellites, as when Iraq invaded Kuwait or when Syria and Egypt attacked Israel, surprise was achieved. The United States was stunned by Iraq's attack on Kuwait even though it had satellite pictures of Iraqi troops massing at the border.

The exception that proves the point that cultural differences obscure the West's understanding of Asian behavior was the Soviet Union's 1979 invasion of Afghanistan. This was fully anticipated and understood in advance. There was no surprise because the United States understood Moscow's world view and thinking. It could anticipate Soviet action almost as well as the Soviets themselves, because the Soviet Union was really a Western country.

The difference between the Eastern and the Western way of war is striking. The West's great strategic writer, Clausewitz, linked war to politics, as did Sun-tzu. Both were opponents of militarism, of turning war over to the generals. But there all similarity ends. Clausewitz wrote that the way to achieve a larger political purpose is through destruction of the enemy's army. After observing Napoleon

conquer Europe by smashing enemy armies to bits, Clausewitz made his famous remark in *On War* (1932) that combat is the continuation of politics by violent means. Morale and unity are important, but they should be harnessed for the ultimate battle. If the Eastern way of war is embodied by the stealthy archer, the metaphorical Western counterpart is the swordsman charging forward, seeking a decisive showdown, eager to administer the blow that will obliterate the enemy once and for all. In this view, war proceeds along a fixed course and occupies a finite extent of time, like a play in three acts with a beginning, a middle, and an end. The end, the final scene, decides the issue for good.

When things don't work out quite this way, the Western military mind feels tremendous frustration. Sun-tzu's great disciples, Mao Zedong and Ho Chi Minh, are respected in Asia for their clever use of indirection and deception to achieve an advantage over stronger adversaries. But in the West, their approach is seen as underhanded and devious. To the American strategic mind, the Viet Cong guerrilla did not fight fairly. He should have come out into the open and fought like a man, instead of hiding in the jungle and sneaking around like a cat in the night.

22. According to the author; the main reason for the U.S losing the Vietnam war was
  - (a) the Vietnamese understood the local terrain better.
  - (b) the lack of support for the war from the American people.
  - (c) the failure of the U.S. to mobilize its military strength.
  - (d) their inability to fight a war on terms other than those they understood well.
23. Which of the following statements does not describe the 'Asian' way of war?
  - (a) Indirect attacks without frontal attacks.
  - (b) The swordsman charging forward to obliterate the enemy once and for all.
  - (c) Manipulation of an adversary without his knowledge.
  - (d) Subduing an enemy without fighting.
24. Which of the following is not one of Sun-tzu's deans?
  - (a) Actual combat is the principal means of subduing an adversary.

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- (b) War should be undertaken only after thorough preparation.
  - (c) War is linked to politics.
  - (d) War should not be left to the generals alone.
25. The difference in the concepts of war of Clausewitz and Sun-tzu is best characterized by
- (a) Clausewitz's support for militarism as against Sun-tzu's opposition to it.
  - (b) Their relative degrees of sophistication.
  - (c) Their attitude to guerilla warfare.
  - (d) Their differing conceptions of the structure, time and sequence of war.
26. To the Americans, the approach of the Viet Cong seemed devious because
- (a) the Viet Cong did not fight like men out in the open.
  - (b) the Viet Cong allied with America's enemies.
  - (c) the Viet Cong used bows and arrows rather than conventional weapons.
  - (d) None of these
27. According to the author, the greatest military surprises in American history have been in Asia because:
- (a) The Americans failed to implement their military strategies many miles away from their own country.
  - (b) The Americans were unable to use their technologies like intelligence satellites effectively to detect enemy movements.
  - (c) The Americans failed to understand the Asian culture of war that was based on stealth and surprise.
  - (d) Clausewitz is inferior to Sun-tzu.

**III**

**Passage 1 (Total Words—1233) (CAT 2000)**

The current debate on intellectual property rights (IPRs) raises a number of important issues concerning the strategy and policies for building a more dynamic national agricultural research system, the relative roles of public and private sectors, and the role of agribusiness multinational corporations (MNCs). This debate has been stimulated by the international agreement on Trade Related Intellectual Property Rights (TRIPs), negotiated as part of the Uruguay

Round. TRIPs, for the first time, seeks to bring innovations in agricultural technology under a new world wide IPR regime. The agribusiness MNCs (along with pharmaceutical companies) played a leading part in lobbying for such a regime during the Uruguay Round negotiations. The argument was that incentives are necessary to stimulate innovations, and that this calls for a system of patents which gives innovators the sole right to use (or sell/ lease the right to use) their innovations for a specified period and protects them against unauthorized copying or use. With strong support of their national governments, they were influential in shaping the agreement on TRIPs, which eventually emerged from the Uruguay Round.

The current debate on TRIPs in India—as indeed elsewhere—echoes wider concerns about ‘privations’ of research and allowing a free field for MNCs in the sphere of biotechnology and agriculture. The agribusiness corporations and those with unbounded faith in the power of science to overcome all likely problems; point to the vast potential that new technology holds for solving the problems of hunger, malnutrition and poverty in the world. The exploitation of this potential should be encouraged and this is best done by the private sector for which patents are essential. Some, who do not necessarily accept this optimism, argue that fears of MNC domination are exaggerated and that farmers will accept their products only if they decisively outperform the available alternatives. Those who argue against agreeing to introduce an IPR regime in agriculture and encouraging private sector research are apprehensive that this will work to the disadvantage of farmers by making them more and more dependent on monopolistic MNCs. A different, though related apprehension is that extensive use of hybrids and genetically engineered new varieties might increase the vulnerability of agriculture to outbreaks of pest and disease. The larger, longer-term consequences of reduced biodiversity that may follow from the use of specially bred varieties are also another cause for concern. Moreover; corporations, driven by the profit motive, will necessarily tend to underplay, if not ignore, potential adverse consequences, especially those which are unknown and which may manifest themselves only over a relatively long period. On the other hand, high-pressure advertising and aggressive sales campaigns by private companies can seduce farmers into accepting varieties without being aware

of potential adverse effects and the possibility of disastrous consequences for their livelihood if these varieties happen to fail. There is no provision under the laws, as they now exist, for compensating users against such eventualities. Excessive preoccupation with seeds and seed material has obscured other important issues involved in reviewing the research policy. We need to remind ourselves that improved varieties by themselves are not sufficient for sustained growth of yields. In our own experience, some of the early high yielding varieties (HYVs) of rice and wheat were found susceptible to widespread pest attacks; and some had problems of grain quality. Further research was necessary to solve these problems. This largely successful research was almost entirely done in public research institutions. Of course, it could in principle have been done by private companies, but whether they choose to do so depends crucially on the extent of the loss in market for their original introductions on account of the above factors and whether the companies are financially strong enough to absorb the losses, invest in research to correct the deficiencies and recover the lost market. Public research, which is not driven by profit, is better placed to take corrective action. Research for improving common pool resource management, maintaining ecological health and ensuring sustainability is both critical and also demanding in terms of technological challenge and resource requirements. As such research is crucial to impact new varieties, chemicals and equipment in the farmer's field, private companies should be interested in such research. But their primary interest is in the sale of seed material, chemicals, equipments and other inputs produced by them. Knowledge and techniques for resource management are not 'marketable' in the same way as those inputs. Their applications to land, water and forests has a long gestation and their efficacy depends on resolving difficult problems such as designing institutions for proper and equitable management of common pool resources. Public or quasi-public research institutions informed by broader; long-term concerns can only do such work.

The public sector must therefore continue to play a major role in the national research system. It is both wrong and misleading to pose the problem in terms of public sector versus private sector or of privatization of research. We need to address problems likely to arise on account of the public-private sector complementarity, and ensure that the public research system performs efficiently. Complementarity between various elements of research

raises several issues in implementing an IPR regime. Private companies do not produce new varieties and inputs entirely as result of their own research. Almost all-technological improvement is based on knowledge and experience accumulated from the past. And the results of basic and applied research in public and quasi-public institutions (universities, research organization). Moreover, as is increasingly recognized, accumulated stock of knowledge does not reside only in the scientific community and its academic publications, but is also widely diffused in traditions and folk knowledge of local communities all over.

The deciphering of the structure and functioning of DNA forms the basis of much of modern biotechnology. But this fundamental breakthrough is a 'public good' freely accessible in the public domain and usable free of any charge. Varieties/ techniques developed using that knowledge can however be, and are, patented for private profit. Similarly, private corporations draw extensively, and without any charge, on germ plasma available in varieties of plants species (neem and turmeric are by now famous examples). Publicly funded gene banks as well as new varieties bred by public sector research stations can also be used freely by private enterprises for developing their own varieties and seek patent protection for them. Should private breeders be allowed free use of basic scientific discoveries? Should the repositories of traditional knowledge and germ plasma be collected which are maintained and improved by publicly funded institutions? Or should users be made to pay for such use? If they are to pay, what should be the basis of compensation? Should the compensation be for individuals or for communities/ institutions to which they belong? Should individuals/institutions be given the right of patenting their innovations?

These are some of the important issues that deserve more attention than they now get and need serious detailed study to evolve reasonably satisfactory, fair and workable solutions. Finally, the tendency to equate the public sector with the government is wrong. The public state is much wider than government departments and includes co-operatives, universities, public trusts and a variety of non-government organizations. Giving greater autonomy to research organizations from government control and giving non-government public institutions the space and resources to play a larger, more effective role in research, is therefore an issue of direct relevance in restructuring the public system.

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1. Which one of the following statements describes an important issue or important issues, not being raised in the context of the current debate on IPRs?
  - (a) The role of MNCs in the sphere of biotechnology and agriculture.
  - (b) The strategy and policies for establishing an IPR regime for Indian agriculture.
  - (c) The relative roles of public and private sectors.
  - (d) Wider concerns about 'privatization' of research.
2. The fundamental breakthrough in deciphering the structure and functioning of DNA has become a public good. This means that:
  - (a) Breakthroughs in fundamental research on DNA are accessible by all, without any monetary considerations.
  - (b) The fundamental research on DNA has the characteristic of having beneficial effects for the public at large.
  - (c) Due to the large scale of fundamental research on DNA, it falls in the domain of public sector research institutions.
  - (d) The public and other companies must have free access to such fundamental breakthroughs in research.
3. In debating the respective roles of the public and private sectors in the national research system, it is important to recognize:
  - (a) that private companies do not produce new varieties and inputs entirely on their own research.
  - (b) that almost all technological improvements are based on knowledge and experience accumulated from the past.
  - (c) the complementary role of public and private sector research.
  - (d) that knowledge repositories are primarily the scientific community and its academic publications.
4. Which one of the following may provide incentives to address the problem of potential adverse consequences of biotechnology?
  - (a) Include IPR issue in the TRIPs agreement.
  - (b) Nationalise MNCs engaged in private research in biotechnology.
  - (c) Encourage domestic firms to patent their innovation.
  - (d) Make provision in the law for user compensation against failure of newly developed varieties.
5. Which of the following statements is not a likely consequence of emerging technology in agriculture?
  - (a) Development of newer and newer varieties will lead to increase in biodiversity.
  - (b) MNCs may underplay the negative consequences of the newer technology on environment.
  - (c) Newer varieties of seeds may increase vulnerability of crops to pest and diseases.
  - (d) Reforms in patent laws and user compensation against crop failures would be needed to address new technology problems.
6. The TRIPs agreement emerged from the Uruguay Round to:
  - (a) address the problem of adverse consequences of genetically engineered new varieties of grain.
  - (b) fulfill the WTO requirement to have an agreement on trade related property rights.
  - (c) provide innovators a way of protecting their intellectual property.
  - (d) give credibility to the innovations made by MNCs in the field of pharmaceuticals and agriculture.
7. Public or quasi-public research institutions are more likely than private companies to address the negative consequences of new technologies, because of which of the following reason/s?
  - (a) Public research is not driven by profit motive.
  - (b) Private companies may not be able to absorb losses arising out of the negative effects of the new technologies.
  - (c) Unlike new technology, product knowledge and techniques for resource management are not amenable to simple market transactions.
  - (d) All of the above.
8. While developing a strategy and policies for building a more dynamic national agricultural research system, which one of the following statements needs to be considered?
  - (a) Public and quasi-public institutions are not interested in making profits.



- (b) Public and quasi-public institutions have a broader and longer-term outlook than private companies.
- (c) Private companies are incapable of building products based on traditional and folk knowledge.
- (d) Traditional and folk knowledge cannot be protected by patents.

**Passage 2 (Total Words—1195) (CAT 2000)**

One of the criteria by which we judge the vitality of a style of painting is its ability to renew itself—its responsiveness to the changing nature and quality of experience, the degree of conceptual and formal innovation that it exhibits. By this criterion, it would appear that the practice of abstractionism has failed to engage creatively with the radical change in human experience in recent decades. It has, seemingly, been unwilling to re-invent itself in relation to the system of artistic expression and viewers' expectations that have developed under the impact of the mass media.

The judgment that abstractionism has slipped into 'inertia gear' is gaining endorsement, not only among discerning viewers and practitioners of other art forms, but also among abstract painters themselves. Like their companions elsewhere in the world, abstractionists in India are asking themselves an overwhelming question today. Does abstractionism have a future? The major crisis that abstractionists face is that of revitalizing their picture surface; few have improvised many solutions beyond the ones that were exhausted by the 1970s. Like all revolutions, whether in politics or in art, abstractionism must now confront its moment of truth: having begun life as a new and radical pictorial approach to experience, it has become an entrenched orthodoxy itself. Indeed, when viewed against a historical situation in which a variety of subversive, interactive and richly hybrid forms are available to the art practitioner, abstractionism assumes the remote and defiant air of an aristocracy that has outlived its age; trammled by formulaic conventions, yet buttressed by a rhetoric of sacred mystery, it seems condemned to being the last citadel of the self-regarding 'fine-art' tradition, the last hurrah of painting for painting's sake.

The situation is further complicated in India by the circumstances in which an indigenous abstractionism came into prominence here during the 1960s. From the beginning

it was propelled by the dialectic between two motives, one revolutionary and the other conservative—it was inaugurated as an act of emancipation from the dogmas of the nascent Indian nation state, when art was officially viewed as an indulgence at worst, and at best, as an instrument for the celebration of the republic's hopes and aspirations. Having rejected these dogmas, the pioneering abstractionists also went on to reject the various figurative styles associated with the Shantiniketan circle and others. In such a situation, abstractionism was a revolutionary move. It led art towards the exploration of the subconscious mind, the spiritual quest and the possible expansion of consciousness. Indian painting entered into a phase of self-inquiry, meditative inner space where cosmic symbols and non-representational images ruled. Often, the transition from figurative idioms to abstractionist ones took place within the same artist.

At the same time, Indian abstractionists have rarely committed themselves wholeheartedly to a non-representational idiom. They have been preoccupied with the fundamentally metaphysical project of aspiring to the mystical-holy without altogether renouncing the symbolic. This has been sustained by a hereditary reluctance to give up the murti, the inviolable iconic form, which explains why abstractionism is marked by the conservative tendency to operate with images from the sacred repertoire of the past. Abstractionism thus entered India as a double-edged device in a complex cultural transaction. Ideologically, it served as an internationalist legitimization of the emerging revolutionary local trends. However, on entry, it was conscripted to serve local artistic preoccupations—a survey of indigenous abstractionism will show that its most obvious points of affinity with European and American abstract art were with the more mystically oriented of the major sources of abstractionist philosophy and practice, for instance, the Kandinsky-Klee, school. There have been no takers for Malevich's Supermatism, which militantly rejected both the artistic forms of the past and the world of appearances, privileging the new-minted geometric symbol as an autonomous sign of the desire for infinity.

Against this backdrop, we can identify three major abstractionist idioms in Indian art. The first develops from a love of earth, and assumes the form of a celebration of the self's dissolution in the cosmic panorama; the landscape is no longer a realistic transcription of the scene, but is transformed into a visionary occasion for contemplating

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cycles of decay and regeneration. The second idiom phrases its departures from symbolic and archetypal devices as invitations to heightened planes of awareness. Abstractionism begins with the establishment or dissolution of the motif, which can be drawn from diverse sources, including the hieroglyphic tablet, the Sufi meditation dance or Tantric diagram. The third idiom is based on the lyric play of forms guided by gesture or allied with formal improvisations like the assemblage. Here, sometimes, the line dividing abstract image from patterned design or quasi-random expressive marking may blur. The flux of forms can also be regimented through the poetics of pure colour arrangements, vector-diagrammatic spaces and gestural design.

In this genealogy, some pure lines of descent follow their logic to the inevitable point of extinction, others engage in cross-fertilization, and yet others undergo mutation to maintain their energy. However, this genealogical survey demonstrates the wave at its crest, those points where the metaphysical and the painterly have been fused in images of abiding potency, ideas sensuously ordained rather than fabricated programmatically to a concept. It is equally possible to enumerate the troughs where the two principles do not come together; thus arriving at a very different account. Uncharitable as it may sound, the history of Indian abstractionism records a series of attempts to avoid the risks of abstraction by resorting to an overt and near-generic symbolism, which many Indian abstractionists embrace when they find themselves bereft of the imaginative energy to negotiate the union of metaphysics and painterliness. Such symbolism falls into a dual trap: it succumbs to the pompous vacuity of pure metaphysics when the burden of intention is passed off as justification: or then it is desiccated by the arid formalism of pure painterliness. With delight in the measure of change or pattern guiding the execution of a painting, the ensuing conflict of purpose stalls the progress of abstractionism in an impasse. The remarkable Indian abstractionists are precisely those who have overcome this and addressed themselves to the basic elements of their art with a decisive sense of independence from prior models. In their recent work, we see the logic of Indian abstractionism pushed almost to the furthest it can be taken. Beyond such artists stands a lost generation of abstractionism whose work invokes a wistful, delicate beauty, but stops there.

Abstractionism is not a universal language; it is an art that points up the loss of a shared language of signs in

society. And yet, it affirms the possibility of its recovery through the effort of awareness. While its rhetoric has always emphasized a call for new forms of attention, abstractionists' practice has tended to fall into a complacent pride in its own incomprehensibility; fatal in an ethos where vibrant new idioms compete for viewers' attention. Indian abstractionists ought to really return to basics, to reformulate and replenish their understanding of the nature of the relationship between the painted image and the world around it. But can they abandon their favourite conceptual habits and formal conventions, if this becomes necessary?

9. Which one of the following is not stated by the author as a reason for abstractionism losing its vitality?
  - (a) Abstractionism has failed to reorient itself in the context of changing human experience.
  - (b) Abstractionism has not considered the developments in artistic expression that have taken place in recent times.
  - (c) Abstractionism has not followed the path taken by all revolutions, whether in politics or art.
  - (d) The impact of mass media on viewers' expectation has not been assessed, and responded to, by abstractionism.
10. Which one of the following, according to the author; is the role that abstractionism plays in a society?
  - (a) It provides an idiom that can be understood by most members in a society.
  - (b) It highlights the absence of a shared language of meaningful symbols, which can be recreated through greater awareness.
  - (c) It highlights the contradictory artistic trends of revolution and conservation that any society needs to move forward.
  - (d) It helps abstractionists invoke the wistful, delicate beauty that may exist in society.
11. According to the author, which one of the following characterizes the crisis faced by abstractionism?
  - (a) Abstractionists appear to be unable to transcend the solutions tried out earlier.
  - (b) Abstractionism has allowed itself to be confined by set forms and practices.
  - (c) Abstractionists have been unable to use the multiplicity of forms now becoming available to an artist.
  - (d) All of the above.

12. According to the author; the introduction of abstraction was revolutionary because it:
- (a) celebrated the hopes and aspirations of a newly independent nation.
  - (b) provided a new direction to Indian art, towards self-inquiry and non-representational images.
  - (c) managed to obtain international support for the abstractionist agenda.
  - (d) was emancipation from the dogmas of the nascent nation state.
13. Which one of the following is not part of the author's characterization of the conservative trend in Indian abstractionism?
- (a) An exploration of the subconscious mind.
  - (b) A lack of full commitment to non-representational symbols.
  - (c) An adherence to the symbolic while aspiring to the mystical.
  - (d) Usage of the images of gods or similar symbols.
14. Given the author's delineation of the three abstractionist idioms in Indian art, the third idiom can be best distinguished from the other two idioms through its:
- (a) depiction of nature's cyclical renewal.
  - (b) use of non-representational images.
  - (c) emphasis on arrangement of forms.
  - (d) limited reliance on original models.
15. According to the author; the attraction of the Kandinsky-Klee School for Indian abstractionists can be explained by which one of the following?
- (a) The conservative tendency to aspire to the mystical without a complete renunciation of the symbolic.
  - (b) The discomfort of Indian abstractionists with Malevich's supermatism.
  - (c) The easy identification of Obvious points of affinity with European and American abstract art, of which the Kandinsky-Klee School is an example.
  - (d) The double-edged nature of abstractionism which enabled identification with mystically-oriented schools.
16. Which one of the following, according to the author, is the most important reason for the stalling of abstractionism's progress in an impasse?

- (a) Some artists have followed their abstractionist logic to the point of extinction.
- (b) Some artists have allowed chance or pattern to dominate the execution of their paintings.
- (c) Many artists have avoided the trap of a near generic and an open symbolism.
- (d) Many artists have found it difficult to fuse the twin principles of the metaphysical and the painterly.

**Passage 3 (Total Words—1244) (CAT 2000)**

In a modern computer, electronic and magnetic storage technologies play complementary roles. Electronic memory chips are fast but volatile (their contents are lost when the computer is unplugged). Magnetic tapes and hard disks are slower; but have the advantage that they are non-volatile, so that they can be used to store software and documents even when the power is off.

In laboratories around the world, however; researchers are hoping to achieve the best of both worlds. They are trying to build magnetic memory chips that could be used in place of today's electronic ones. These magnetic memories would be non-volatile; but they would also be faster, would consume less power, and would be able to stand up to hazardous environments more easily. Such chips would have obvious applications in storage cards for digital cameras and music-players; they would enable handheld and laptop computers to boot up more quickly and to operate for longer; they would allow desktop computers to run faster; they would doubtless have military and space-faring advantages too. But although the theory behind them looks solid, there are tricky practical problems that need to be overcome. Two different approaches, based on different magnetic phenomena are being pursued. The first, being investigated by Gary Prinz and his colleagues at the Naval Research Laboratory (NRL) in Washington, D.C., exploits the fact that the electrical resistance of some materials changes in the presence of a magnetic field—a phenomenon known as magneto-resistance. For some multi-layered materials this effect is particularly powerful and is, accordingly, called "giant" magneto-resistance (GMR). Since 1997, the exploitation of GMR has made cheap multi-gigabyte hard disks commonplace. The magnetic orientations of the magnetized spots on the surface of a spinning disk are detected by measuring the changes they induce in the resistance of a tiny sensor. This technique is

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so sensitive that it means the spots can be made smaller and packed closer together than was previously possible, thus increasing the capacity and reducing the size and cost of a disk drive.

Dr. Prinz and his colleagues are now exploiting the same phenomenon on the surface of memory chips, rather than spinning disks. In a conventional memory chip, each binary digit (bit) of data is represented using a capacitor—reservoir of electrical charge that is either empty or full—to represent a zero or a one. In the NRL's magnetic design, by contrast, each bit is stored in a magnetic element in the form of a vertical pillar of magnetized material, either clockwise or anticlockwise to represent zero or one. Another set of wires allows current to pass through any particular element. By measuring an element's resistance you can determine its magnetic orientation, and hence, whether it is storing a zero or a one. Since the elements retain their magnetic orientation even when the power is off, the result is nonvolatile memory. Unlike the elements of an electronic memory, a magnetic memory's elements are not easily disrupted by radiation. And compared with electronic memories, whose capacitors need constant topping up, magnetic memories are simpler and consume less power. The NRL researchers plan to commercialise their device through a company called Non-Volatile Electronics, which recently began work on the necessary processing and fabrication techniques. But it will be some years before the first chips roll off the production line.

Most attention in the field is focused on an alternative approach based on magnetic tunnel-junctions (MTJs), which are being investigated by researchers at chipmakers such as IBM, Motorola, Siemens and Hewlett-Packard. IBM's research team, led by Stuart Parkin, has already created a 500-element working prototype that operates at 20 times the speed of conventional memory chips and consumes 1% of the power: Each element consists of a sandwich of two layers of magnetable material separated by a barrier of aluminum oxide just four or five atoms thick. The polarization of lower magnetable layer is fixed in one direction, but that of the upper layer can be set (again by passing a current through a matrix of control wires) either to the left or to the right, to store a zero or a one. The polarizations of the two layers are then in either the same or opposite directions.

Although the aluminium-oxide barrier is an electrical insulator, it is so thin that electrons are able to jump across it via a quantum-mechanical effect called tunneling. It turns

out that such tunneling is easier when the two magnetic layers are polarized in the same direction than when they are polarized in opposite directions, so, by measuring the current that flows through the sandwich, it is possible to determine the alignment of the topmost layer; and hence, whether it is storing a zero or a one.

To build a full-scale memory chip based on MTJs is, however, no easy matter. According to Paulo Freitas, an expert on chip manufacturing at the Technical University of Lisbon, magnetic memory elements will have to become far smaller and more reliable than current prototypes if they are to compete with electronic memory. At the same time, they will have to be sensitive enough to respond when the appropriate wires in the control matrix are switched on, but not so sensitive that they respond when a neighboring element is changed. Despite these difficulties, the general consensus is that MTJs are the more promising ideas. Dr. Parkin says his group evaluated the GMR approach and decided not to pursue it, despite the fact that IBM pioneered GMR in hard disks. Dr. Prinz, however, contends that his plan will eventually offer higher storage densities and lower production costs.

Not content with shaking up the multi-billion-dollar market for computer memory, some researchers have even more ambitious plans for magnetic computing. In a paper published last month in *Science*, Russell Cowburn and Mark Welland of Cambridge University outlined research that could form the basis of a magnetic microprocessor—a chip capable of manipulating (rather than merely storing) information magnetically. In place of conducting wires, a magnetic processor would have rows of magnetic dots, each of which could be polarized in one of two directions. Individual bits of information would travel down the rows as magnetic pulses, changing the orientation of the dots as they went. Dr. Cowburn and Dr. Welland have demonstrated how a logic gate (the basic element of a microprocessor) could work in such a scheme. In their experiment, they fed a signal in at one end of the chain of dots and used a second signal to control whether it propagated along the chain.

It is, admittedly, a long way from a single logic gate to a full microprocessor, but this was true also when the transistor was first invented. Dr. Cowburn, who is now searching for backers to help commercialise the technology, says he believes it will be at least ten years before the first magnetic microprocessor is constructed. But other researchers in the field agree that such a chip is the next

logical step. Dr. Prinz says that once magnetic memory is sorted out “the target is to go after the logic circuits.” Whether all magnetic computers will ever be able to compete with other contenders that are jostling to knock electronics off its perch—such as optical, biological and quantum computing—remains to be seen. Dr. Cowburn suggests that the future lies with hybrid machines that use different technologies. But computing with magnetism evidently has an attraction all its own.

17. In developing magnetic memory chips to replace the electronic ones, two alternative research paths are being pursued. These are approaches based on:
  - (a) Volatile and non-volatile memories.
  - (b) Magneto-resistance and magnetic tunnel junctions.
  - (c) Radiation-disruption and radiation-neutral effects.
  - (d) Orientation of magnetised spots on the surface of a spinning disk and alignment of magnetic dots on the surface of a conventional memory chip.
18. A binary digit or bit is represented in the magneto-resistance based magnetic chip using
  - (a) a layer of aluminium oxide.
  - (b) a capacitor.
  - (c) a vertical pillar of magnetised material.
  - (d) a matrix of wires.
19. In the magnetic tunnel-junctions (MTJs), tunneling is easier when:
  - (a) two magnetic layers are polarised in the same direction.
  - (b) two magnetic layers are polarised in the opposite directions.
  - (c) two aluminium-oxide barriers are polarized in the same direction.
  - (d) two aluminium- oxide barriers are polarized in opposite directions.
20. A major barrier on the way to build a full-scale memory chip based on MTJs is:
  - (a) The low sensitivity of the magnetic memory elements.
  - (b) The thickness of aluminium oxide barriers.
  - (c) The need to develop more reliable and far smaller magnetic memory chips.
  - (d) All of the above.
21. In the MTJs approach, it is possible to identify whether the topmost layer of the magnetised memory elements is storing a zero or one by:
  - (a) Measuring an element’s resistance and thus determining its magnetic orientation.
  - (b) Measuring the degree of disruption caused by radiation in the elements of the magnetic memory.
  - (c) Magnetising the elements either clockwise or anti-clockwise.
  - (d) Measuring the current that flows through the sandwich.
22. A line of research which is trying to build a magnetic chip that can both store and manipulate information, is being pursued by:
  - (a) Paul Freitas.
  - (b) Stuart Parkin.
  - (c) Gary Prinz.
  - (d) None of the above.
23. Experimental research currently underway, using rows of magnetic dots, each of which could be polarized in one of the two directions, has led to the demonstration of:
  - (a) Working of a microprocessor.
  - (b) Working of a logic gate.
  - (c) Working of a magneto-resistance based chip.
  - (d) Working of a magneto tunneling-junction (MTJs) based chip.
24. From the passage, which of the following cannot be inferred?
  - (a) Electronic memory chips are faster and non-volatile.
  - (b) Electronic and magnetic storage technologies play a complementary role.
  - (c) MTJs are the more promising idea, compared to the magneto-resistance approach.
  - (d) Non-volatile Electronics is the company set up to commercialise the GMR chips.

**Passage 4 (Total Words—1256) (CAT 2000)**

The story begins as the European pioneers crossed the Alleghenies and started to settle in the Midwest. The land they found was covered with forests. With incredible effort they felled the trees, pulled the stumps and planted their

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crops in the rich, loamy soil. When they finally reached the western edge of the place we now call Indiana, the forest stopped and ahead lay a thousand miles of the great grass prairie. The Europeans were puzzled by this new environment. Some even called it the “Great Desert”. It seemed untellable. The earth was often very wet and it was covered with centuries of tangled and matted grasses. With their cast iron plows, the settlers found that the prairie sod could not be cut and the wet earth struck to their plowshares. Even a team of the best oxen bogged down after a few years of tugging. The iron plow was a useless tool to farm the prairie soil. The pioneers were stymied for nearly two decades. Their western march was halted and they filled in the eastern regions of the Midwest.

In 1837, a blacksmith in the town of Grand detour, Illinois, invented a new tool. His name was John Deere and the tool was a plow made of steel. It was sharp enough to cut through matted grasses and smooth enough to cast off the mud. It was a simple tool, the “sod buster” that took the great prairies to agricultural development. Sauk Country, Wisconsin is the part of that prairie where I have a home. It is named after the Sauk Indians. In 1673, father Marquette was the first European to lay his eyes upon their land. He found a village laid out in regular patterns on a plain beside the Wisconsin River. He called the place Prairie Dusac. The village was surrounded by fields that had provided maize, beans and squash for the Sauk People for generations reaching back into the unrecorded time.

When the European settlers arrived at the Sauk prairie in 1837, the government forced the native Sauk people west of the Mississippi River. The settlers came with John Deere’s new invention and used the tool to open the area to a new kind of agriculture. They ignored the traditional ways of the Sauk Indian and used their sod-busting tool for planting wheat. Initially, the soil was generous and the farmers thrived. However, each year the soil lost more of its nurturing power. It was only thirty years after the Europeans arrived with their new technology that the land was depleted. Wheat farming became uneconomic and tens of thousands of farmers left Wisconsin seeking new land with sod to bust.

It took the Europeans and their new technology just one generation to make their homeland into a desert. The Sauk Indians who knew how to sustain themselves on the Sauk prairie land were banished to another kind of desert called a reservation. And they even forgot about the techniques and tools that had sustained them on the prairie for

generations unrecorded. And that is how it was that three deserts were created—Wisconsin, the reservation and the memories of a people. A century later, the land of the Sauks is now populated by the children of a second wave of European farmers who learned to replenish the soil through the regenerative powers of dairying, ground cover crops and animal manures. These third and fourth generation farmers and townspeople do not realize, however; that a new settler is coming soon with an invention as powerful as John Deere’s plow.

The new technology is called ‘bereavement counseling’. It is a tool forged at the great state university, an innovative technique to meet the needs of those experiencing the death of a loved one, a tool that can “process” the grief of the people who now live on the Prairie of the Sauk. As one can imagine the final days of the village of the Sauk Indians before the arrival of the settlers with John Deere’s plow, one can also imagine these final days before the arrival of the first bereavement counsellor at Prairie Du Sac. In these final days, the farmers and the townspeople mourn at the death of a mother, brother, son or friend. Neighbours join the bereaved and kin, they meet grief together in lamentation, prayer and song, they call upon the words of the clergy and surround themselves in community.

It is in these ways that they grieve and then go on with life. Through their mourning, they are assured of the bonds between them and renewed in the knowledge that this death is a part of the Prairie of the Sauk. Their grief is common property, an anguish from which the community draws strength and gives the bereaved the courage to move ahead.

It is into this prairie community that the bereavement counselor arrives with the new grief technology. The counselor calls the invention a service and assures the prairie folk of its effectiveness and superiority by invoking the name of the great university while displaying a diploma and certificate. At first, we can imagine that the local people will be puzzled by the bereavement counsellor’s claim. However, the counselor will tell a few of them that the new technique is merely to assist the bereaved’s community at the time of death. To some other prairie folk who are isolated or forgotten, the counselor will approach the Country Board and advocate the right to treatment for these unfortunate souls. This right will be guaranteed by Board’s decision to reimburse those too poor to pay for counseling services. There will be others, schooled to believe in the innovative new tools certified by universities and medical centers, who will seek to the bereavement counselor by

force of habit. And one of these people will tell a bereaved neighbour who is unschooled that unless his grief is processed by a counselor, he will probably have major psychological problems in later life, several people will begin to use the bereavement counselor because, since the Country Board now taxes them to insure access to the technology, they will feel that to fail to be counseled is to waste their money, and to be denied a benefit, or even a right.

Finally, one day, an aged father of a Sauk woman will die. And the next-door neighbour will not drop by because he doesn't want to interrupt the bereavement counselor. The woman's kin will stay home because they will have learned that only the bereavement counselor knows how to process grief the proper way. The local clergy will seek technical assistance from the bereavement counselor to learn the correct form of service to deal with guilt and grief. And the grieving daughter will know that it is the bereavement counselor who really cares for her because only the bereavement counselor comes when death visits this family on the Prairie of the Sauk.

It will be only one generation between the bereavement counselor arrives and the community of mourners disappears. The counsellor's new tool will cut through the social fabric. Throwing aside kinship, care, neighbourly obligations and community ways of coming together and going on. Like John Deere's plow, the tools of bereavement counseling will create a desert where a community once flourished. And finally, even the bereavement counselor will see the impossibility of restoring hope in clients once they are genuinely alone with nothing but a service for consolation. In the inevitable failure of the service, the bereavement counsellor will find the deserts even in herself.

25. Which one of the following best describes the approach of the author?
- (a) Comparing experiences with two innovations tried, in order to illustrate the failure of both.
  - (b) Presenting community perspectives on two technologies, which have negative effects on people.
  - (c) Using the negative outcomes of one innovation to illustrate how 'deserts' have arisen.
  - (d) Contrasting two contexts separated in time, to illustrate how 'deserts' have arisen.
26. According to the passage, bereavement handling traditionally involves.

- (a) The community bereavement counselor working with the bereaved to help him/her overcome grief.
  - (b) The neighbours and kin joining the bereaved and meeting grief together in mourning and prayer.
  - (c) Using techniques developed systematically in formal institutions of learning, a trained counselor helping the bereaved cope with grief.
  - (d) The Sauk Indian Chief leading the community with rituals and rites to help lessen the grief of the bereaved.
27. Due to which of the following reasons, according to the author, will the bereavement counselor find the desert even in herself?
- (a) Over a period of time, working with Sauk Indians who have lost their kinship and relationships, she becomes one of them.
  - (b) She is working in an environment where the disappearance of community mourners makes her work place a social desert.
  - (c) Her efforts at grief processing with the bereaved will fail as no amount of professional service can make up for the loss due to the disappearance of community mourners.
  - (d) She has been working with people who have settled for a long time in the Great Desert.
28. According to the author, the bereavement counsellor is:
- (a) A friend of the bereaved helping him or her handle grief.
  - (b) An advocate of the right to treatment for the community.
  - (c) A kin of the bereaved helping the bereaved handle grief.
  - (d) A formally trained person helping the bereaved handle grief.
29. The Prairie was a great puzzlement for the European pioneers because:
- (a) It was covered with thick, untellable layers of grass over a vast stretch.
  - (b) It was a large desert immediately next to lush forests.
  - (c) It was rich cultivable land left fallow for centuries.
  - (d) It could be easily tilled with iron plows.

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30. Which of the following does the 'desert' in the passage refer to?
- (a) Prairie soil depleted by cultivation of wheat.
  - (b) Reservations in which native Indians were re-settled.
  - (c) Absence of, and emptiness in, community kinship and relationships.
  - (d) All of the above.
31. According to the author, people will begin to utilize the service of the bereavement counselor because:
- (a) New Country regulations will make them feel it is a right, and if they don't use it, it would be a loss.
  - (b) The bereaved in the community would find her a helpful friend.
  - (c) She will fight for subsistence allowance from the Country Board for the poor among the bereaved,
  - (d) Grief processing needs tools certified by universities and medical centers.
32. Which one of the following parallels between the plow and bereavement counseling is not claimed by the author?
- (a) Both are innovative technologies.
  - (b) Both result in migration of the communities into which the innovations are introduced.
  - (c) Both lead to deserts in the space of only one generation.
  - (d) Both are tools introduced by outsiders entering existing communities.

**Passage 5 (Total Words—1028) (CAT 2000)**

The teaching and transmission of North Indian classical music is, and long has been, achieved by largely oral means. The raga and its structure, the often breathtaking intricacies of tala or rhythm, and the incarnation of raga and tala as bandish or composition, are passed thus, between guru and Shishya by word of mouth and direct demonstration, with no printed sheet of notated music, as it were, acting as a go-between. Saussure's conception of language as a communication between addresser and addressee is given, in this model, a further instance, and a new, exotic complexity and glamour.

These days, especially with the middle class having entered the domain of classical music and playing not a

small part in ensuring the continuation of this ancient tradition, the tape recorder serves as a handy technological slave and preserves, from oblivion, the vanishing, elusive moment of oral transmission. Hoary gurus, too, have seen the advantage of this device, and increasingly use it as an aid to instructing their pupils; in place of the shawls and other traditional objects that used to pass from shishya to guru in the past, as a token of the regard of the former for the latter, it is not unusual, today, to see cassettes changing hands.

Part of my education in North Indian classical music was conducted via this rather ugly but beneficial rectangle of plastic, which I carried with me to England when I was an undergraduate. One cassette had stored in it various talas played upon the tabla, at various tempos, by my music teacher's brother-in-law, Hazarilalji, who was a teacher of Kathak dance, as well as a singer and a tabla player. This was a work of great patience and prescience, a one-and-a-half hour performance without any immediate point or purpose, but intended for some delayed future moment when I'd practice the talas solitarily.

This repeated playing out of the rhythmic cycles on the tabla was inflected by the noises – an irate auto driver blowing a horn; the sound of overbearing pigeons that were such a nuisance on the banister; even the cry of a kulfi seller in a summer—entering from the balcony of the third floor flat we occupied in those days, in a lane in a Bombay suburb, before we left the city for good. These sounds, in turn, would invade, hesitantly, the ebb and flow of silence inside the artificially heated room, in a borough of west London, in which I used to live as an undergraduate. There, in the trapped dust, silence and heat, the theka of the tabla, qualified by the imminent but intermittent presence of the Bombay suburb, would come to life again. A few years later, the tabla and, in the background, the pigeons and the itinerant kulfi seller, would inhabit a small graduate room in Oxford.

The tape recorder, though, remains an extension of the oral transmission of music, rather than a replacement of it. And the oral transmission of North Indian classical music remains, almost uniquely, a testament to the fact that the human brain can absorb, remember and reproduce structures of great complexity and sophistication without the help of the hieroglyph or written mark or a system of notation. I remember my surprise on discovering that Hazarilalji—who has mastered Kathak dance, tala and North Indian classical music, and who used to narrate to



me, occasionally, compositions meant for dance that were grand and intricate in their verbal prosody, architecture and rhythmic complexity—was near illiterate and had barely learnt to write his name in large and clumsy letters.

Of course, attempts have been made, throughout the 20<sup>th</sup> century, to formally codify and even notate this music, and institutions set up and degrees created, specifically to educate students in this “scientific” and codified manner. Paradoxically, however, this style of teaching has produced no noteworthy student or performer; the most creative musicians still emerge from the guru-shishya relationship, their understanding of music developed by oral communication.

The fact that North Indian classical music emanates from, and evolved through, oral culture, means that this music has a significantly different aesthetic, and that this aesthetic, has a different politics, from that of Western classical music. A piece of music in the Western tradition, at least in its most characteristic and popular conception, originates in its composer, and the connection between the two, between composer and the piece of music, is relatively unambiguous precisely because the composer writes down, in notation, his composition, as a poet might write down and publish his poem. However far the notion of property remains at the heart of the Western conception of “genius”, which derives from the Latin *gignere* or ‘to beget’.

The genius in Western classical music is, then, the originator, begetter and owner of his work—the printed, notated sheet testifying to his authority over his product and his power, not only of expression or imagination, but of origination. The conductor is a custodian and guardian of this property. Is it an accident that Mandelstam, in his notebooks, compares—celebratorily—the conductor’s baton to a policeman’s saying all the music of the orchestra lies mute within it, waiting for its first movement to release it into the auditorium. The raga-transmitted through oral means is, in a sense, no one’s property; it is not easy to pin down its source, or to know exactly where its provenance or origin lies. Unlike the Western classical tradition, where the composer begets his piece, notates it and stamps it with his ownership and remains, in effect, larger than, or the father of, his work, in the North Indian classical tradition, the raga—unconfined to a single incarnation, composer or performer—remains necessarily greater than the artiste who invokes it.

This leads to a very different politics of interpretation and valuation, to an aesthetic that privileges the evanescent

moment of performance and invocation over the controlling authority of genius and the permanent record. It is a tradition, thus, that would appear to value the performer, as medium, more highly than the composer who presumes to originate what, effectively, couldn’t be originated in a single person, because the raga is the inheritance of a culture.

33. The author’s contention that the notion of property lies at the western conception of genius is best indicated by which one of the following?
  - (a) The creative output of a genius is invariably written down and recorded.
  - (b) The link between the creator and his output is unambiguous.
  - (c) The word “genius” is derived from a Latin word which means, “to beget”.
  - (d) The music composer notates his music and thus becomes the “father” of a particular piece of music.
34. Saussure’s conception of language as a communication between addresser and addressee, according to the author, is exemplified by the:
  - (a) Teaching of North Indian classical music by word of mouth and direct demonstration.
  - (b) Use of the recorded cassette as a transmission medium between the music teacher and the trainee.
  - (c) Written down notation sheets of musical compositions.
  - (d) Conductor’s baton and the orchestra.
35. The author holds that the “rather ugly but beneficial rectangle of plastic” has proved to be a “handy technological slave” in:
  - (a) Storing the talas played upon the tabla, at various tempos.
  - (b) Ensuring the continuance of an ancient tradition.
  - (c) Transporting North Indian classical music across geographical borders.
  - (d) Capturing the transient moment of oral transmission.
36. The oral transmission of North Indian classical music is an almost unique testament of the:
  - (a) Efficacy of the guru-shishya tradition.
  - (b) Learning impact of direct demonstration.
  - (c) Brain’s ability to reproduce complex structures without the help of written marks.

- (d) Ability of an illiterate person to narrate grand and intricate musical compositions.
37. According to the passage, in the North Indian classical tradition, the raga remains greater than the artist who invokes it. This implies an aesthetic which
- (a) Emphasises performance and invocation over the authority of genius and permanent record.
  - (b) Makes the music no one's property.
  - (c) Values the composer more highly than the performer.
  - (d) Supports oral transmission of traditional music.
38. From the author's explanation of the notion that in the Western tradition, music originates in its composer, which one of the following cannot be inferred?
- (a) It is easy to transfer a piece of Western classical music to a distant place.
  - (b) The conductor in the Western tradition, as a custodian, can modify the music, since it 'lies mute' in his baton.'
  - (c) The authority of the Western classical music composer over his music product is unambiguous.
  - (d) The power of the Western classical music composer extends to the expression of his music.
39. According to the author; the inadequacy of teaching North Indian classical music through a codified, notation based system is best illustrated by:
- (a) A loss of the structural beauty of the ragas.
  - (b) A fusion of two opposing approaches creating mundane music.
  - (c) The conversion of free-flowing ragas into a stilted set piece.
  - (d) Its failure to produce any noteworthy student or performer:
40. Which of the following statements best conveys the overall idea of the passage?
- (a) North Indian and Western classical music are structurally different.
  - (b) Western music is the intellectual property of the genius while the North Indian raga is the inheritance of a culture.
  - (c) Creation as well as performance are important in the North Indian classical tradition.
  - (d) North Indian classical music is orally transmitted while Western classical music depends on written down notations.

## IV

### Passage 1 (Total Words—435) (CAT 1998)

Emile Durkheim, the first person to be formally recognized as a sociologist and the most scientific of the pioneers, conducted a study that stands as a research model for sociologists today. His investigation of suicide was, in fact, the first sociological study to use statistics. In 'Suicide' (1964, originally published in 1897) Durkheim documented his contention that some aspects of human behaviour—even something as allegedly individualistic as suicide—can be explained without reference to individuals.

Like all of Durkheim's work, suicide must be viewed within the context of his concern for social integration. Durkheim wanted to see if suicide rates within a social entity (for example a group, organization, or society) are related to the degree to which individuals are socially involved (integrated and regulated). Durkheim described three types of suicide; egoistic, anomic, and altruistic. Egoistic suicide is promoted when individuals do not have sufficient social ties. Since single (never married) adults, for example, are not heavily involved with family life, they are more likely to commit suicide than are married adults. Altruistic suicide on the other hand, is more likely to occur when social integration is too strong. The ritual suicide of Hindu widows on their husband's funeral pyres is one example. Military personnel, trained to lay down their lives for their country, provide another illustration.

Durkheim's third type of suicide—anomic suicide—increases when the social regulation of individuals is disrupted. For example, suicide rates increase during economic depressions. People who suddenly find themselves without a job or without hope of finding one are more prone to kill themselves. Suicides may also increase during periods of prosperity. People may loosen their social ties by taking new jobs, moving to new communities, or finding new mates.

Using data from the government population reports of several countries (much of it from the French Government Statistical Office), Durkheim found strong support for his line of reasoning. Suicide rates were higher among single than married people, among military personnel than civilians, among divorced than married people, and among people involved in nationwide economic crises.

It is important to realize that Durkheim's primary interest was not in the empirical (observable) indicators he used such as suicide rates among military personnel,

married people and so forth. Rather, Durkheim used the following indicators to support several of his contentions: (1) social behaviour can be explained by social rather than psychological factors; (2) suicide is affected by the degree of integration and regulation within social entities; and (3) since society can be studied scientifically, sociology is worthy of recognition in the academic world. Durkheim was successful on all three counts.

1. In his study of suicide, Durkheim's main purpose was:
  - (a) to document that suicide can be explained without reference to the individual.
  - (b) to provide an explanation of the variation in the rate of suicide across societies.
  - (c) to categorise various types of suicides.
  - (d) to document that social behaviour can be explained by social rather than psychological factors.
2. According to Durkheim, suicide rates within a social entity can be explained in terms of:
  - (a) absence of social ties.
  - (b) disruption of social regulation.
  - (c) nature of social integration.
  - (d) all of the above.
3. Since single adults are not heavily involved with family life they are more likely to commit suicide, which Durkheim categorized as:
  - (a) anomic suicide.
  - (b) altruistic suicide.
  - (c) egoistic suicide.
  - (d) (b) and (c).
4. Higher suicide rates during rapid progress in a society is a manifestation of:
  - (a) altruistic suicide.
  - (b) anomic suicide.
  - (c) egoistic suicide.
  - (d) None of the above.
5. Ritual suicide of Hindu widows on their husband's funeral pyres was:
  - (a) a manifestation of strong social integration.
  - (b) an example of brutality against women.
  - (c) an example of anomic suicide.
  - (d) an example of egoistic suicide.
6. Increase in the suicide rate during economic depression is an example of
  - (a) altruistic suicide.
  - (b) anomic suicide.
  - (c) egoistic suicide.
  - (d) both (a) and (c).
7. According to Durkheim, altruistic suicide is more likely among:
  - (a) military personnel than among civilians.
  - (b) single people than among married people.
  - (c) divorcees than among married people.
  - (d) people involved in nationwide economic crises.
8. To support his contentions, Durkheim relied on the following indicators:
  - (a) Social behaviour is explicable predominantly through social factors.
  - (b) Suicide is contingent upon the degree of regulation and interaction.
  - (c) Recognising sociology to acknowledge that society is susceptible to scientific investigation.
  - (d) All of the above.
9. Basing himself on his own indicators, Durkheim was:
  - (a) Right on some counts, not others.
  - (b) Vindicated on all counts.
  - (c) Wrong but did not realize that he was right.
  - (d) Substantially correct but formally wrong.

**Passage 2 (Total Words—813) (CAT 1998)**

How quickly things change in the technology business! A decade ago, IBM was the awesome and undisputed king of the computer trade, universally feared and respected. A decade ago, two little companies called Intel and Microsoft were mere blips on the radar screen of the industry, upstart startups that had signed on to make the chips and software for IBM's new line of personal computers. Though their products soon became industry standards, the two companies remained protected children of the market leader.

What has happened since is a startling reversal of fortune. IBM is being ravaged by the worst crisis in the company's 79-year history. It is undergoing its fifth restructuring in the past seven years as well as seemingly

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endless rounds of job cuts and firings that have eliminated 100,000 jobs since 1985. Last week, IBM announced to its shell-shocked investors that it lost \$4.97 billion last year—the biggest loss in American corporate history.

And just when IBM is losing ground in one market after another, Intel and Microsoft have emerged as the computer industry's most fearsome pair of competitors. The numbers on Wall Street tell a stunning story. Ten years ago, the market value of the stock of Intel and Microsoft combined amounted to about a tenth of IBM's. Last week, with IBM's stock at an 11 year low, Microsoft's value surpassed its old mentor's for the first time ever (\$26.76 billion to \$26.48 billion), and Intel (\$24.3 billion) is not far behind. While IBM is posting losses, Intel's profits jumped 30% and Microsoft's rose 44%.

Both Intel, the world's largest supplier of computer chips, and Microsoft, the world's largest supplier of computer software, have assumed the role long played by Big Blue as the industry's pacesetter. What is taking place is a generational shift unprecedented in the information age—one that recalls transition in the U.S. auto industry 70 years ago, when Alfred Sloan's upstart General Motors surpassed Ford Motors as America's No. 1 car maker. The transition also reflects the decline of computer manufacturers such as IBM, Wang and Unisys, and the rise of companies like Microsoft, Intel and AT&T that create the chips and software to make the computers work. Just like Dr. Frankenstein, IBM created these two monster competitors, says Richard Shaffer, publisher of the *Computer Letter*. Now, even IBM is in danger of being trampled by the creations it unleashed.

Although Intel and Microsoft still have close relationships with Big Blue, there is little love lost between IBM and its potent progeny. IBM had an ugly falling-out with former partner Microsoft over the future of personal-computer software. Microsoft developed the now famous disk operating system for the IBM-PC called DOS—and later created the operating software for the next generation of IBM personal computers, the Personal System/2. When PS/2 and its operating system, OS/3, failed to catch on, a feud erupted over how the two companies would upgrade the system. Although they publicly patched things up, the partnership was tattered. IBM developed its own version of OS/3, which has so far failed to capture the industry's imagination, Microsoft's competing version, dubbed New Technology, or NT, will debut in a few months and will

incorporate Microsoft's highly successful Windows program, which lets users juggle several programs at once. Windows NT however, will offer more new features, such as the ability to link many computers together in a network and to safeguard them against unauthorized use.

IBM and Intel have also been parting company. After relying almost exclusively on the Santa Clara, California company for the silicon chips that serve as computer brains, IBM has moved to reduce its dependence on Intel by turning to competing vendors. In Europe, IBM began selling a low-cost line of PCs called Ambra, which runs on chips made by Intel rival Advanced Micro Devices. IBM also demonstrated a sample PC using a chip made by another Intel enemy, Cyrix. And last October, IBM said it would begin selling the company's own chips to outsiders, in direct competition with Intel.

IBM clearly feels threatened. And the wounded giant still poses the biggest threat to any future dominance by Intel and Microsoft. Last year, it teamed up with both companies' most bitter rivals—Apple Computers and Motorola—to develop advanced software and microprocessors for a new generation of desktop computers. In selecting Apple and Motorola, IBM bypassed its longtime partners. Just as Microsoft's standard operations system runs only on computers built around Intel's computer chips, Apple's software runs only on Motorola's chips. Although IBM has pledged that the new system will eventually run on a variety of machines, it will initially run only computer programs written for Apple's Macintosh or IBM's OS/2. Its competitive juices now flowing, IBM last week announced that it and Apple Computer will deliver the operating system in 1994—a year ahead of schedule.

10. As a result of greater competition in the US Computer industry:
  - (a) Some computer companies are expanding while others are contracting.
  - (b) Employment in the industry is going down.
  - (c) The industry is becoming more monopolized.
  - (d) The share value of IBM is going up relative to that of Intel and Microsoft.
11. Why is something that happened 70 years ago in the US auto industry being mentioned here?
  - (a) General Motors broke away from Ford Motors.
  - (b) A new company went ahead of an established market leader.

- (c) Like Dr. Frankenstein, Ford Motor created a monster in General Motors.
  - (d) Microsoft, Intel and AT&T were originally created by IBM.
12. Who is mentioned as the principal supplier of silicon chips to IBM?
- (a) AT&T
  - (b) Microsoft
  - (c) Cyrix
  - (d) Intel
13. The personal computer called Ambra is marketed by:
- (a) Cyrix
  - (b) IBM
  - (c) Intel
  - (d) Microsoft
14. What was the original reason for the feud between IBM and Microsoft?
- (a) The two companies developed competing softwares.
  - (b) Microsoft and Intel teamed up against IBM.
  - (c) IBM began to purchase microchips from Intel instead of Microsoft.
  - (d) IBM made losses while Microsoft made profits.
15. Which of the following statements is not implied by the passage?
- (a) The makers of microchips and softwares are becoming leaders in the computer industry.
  - (b) Wang and Unisys are primarily manufacturers of computers.
  - (c) IBM laying off workers is the biggest job cut in American corporate history.
  - (d) Intel is based in California.
16. Which of the following statements is true?
- (a) IBM plans to introduce a new system that will run on a variety of machines.
  - (b) IBM's new generation desk top computers will run only on Motorola's chips.
  - (c) IBM is working out a joint strategy with Apple to force Motorola to supply chips at a lower price.
  - (d) IBM is going to sell its own chips to Apple and Motorola.

17. Many computers would be linked together through a network in a system developed by:
- (a) IBM
  - (b) Apple
  - (c) Microsoft
  - (d) None of the above.
18. One possible conclusion from the passage is that:
- (a) Share prices are not a good indicator of a company's performance.
  - (b) Firing workers restore a company's health.
  - (c) All companies ultimately regret being a Dr. Frankenstein to some other company.
  - (c) Consumers gain as a result of competition among producers.

**Passage 3 (Total Words—1284) (CAT 1998)**

Environmental protection and management is deservedly attracting a lot of attention these days. This is a desirable development in the face of the alarming rate of natural resource degradation which greatly hampers their optimal utilization. When waste waters emanating from municipal sewage, industrial effluent, agricultural and land runoffs, find their way either to ground water reservoirs or other surface water sources, the quality of water deteriorates, rendering it unfit for use. The natural balance is disturbed when concentrated discharges of waste water is not controlled. This is because the cleansing forces of nature cannot do their job in proportion to the production of filthy matter.

According to the National Environment Engineering and Research Institute (NEERI), a staggering 70 per cent of water available in the country is polluted. According to the Planning Commission, "From the Dal lake in the North to the Periyar and Chaliyar rivers in the South, from Damodar and Hoogly in the East to the Thane creek in the West, the picture of water pollution is uniformly gloomy. Even our large perennial rivers, like the Ganga, are today heavily polluted."

According to one study, all the 14 major rivers of India are highly polluted. Besides the Ganga, these rivers include the Yamuna, Narmada, Godavari, Krishna and Cauvery. These rivers carry 85 percent of the surface runoff and their drainage basins cover 73 percent of the country. The pollution of the much revered Ganga is due in particular to

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municipal sewage that accounts for 3/4<sup>th</sup> of its pollution load. Despite India having legislation on water pollution [The water (Prevention and Control of Pollution) Act, 1974] and various water pollution control boards, rivers have today become synonymous with drains and sewers.

Untreated community wastes discharged into water courses from human settlements account for four times as much waste water as industrial effluent. Out of India's 3,119 towns and cities, only 217 have partial (209) or full (8) sewerage treatment facilities and cover less than a third of the urban population. Statistics from a report of the Central Board for Prevention and Control of Water Pollution reveal that 1,700 of 2,700 water using industries in India, are polluting the water around their factories. Only 160 industries have waste water treatment plants. One estimate suggests that the volume of waste water of industrial origin will be comparable to that of domestic sewage in India by 2000 A.D. Discharges from agricultural fields, which carry fertilizing ingredients of nitrogen, phosphorus and pesticides are expected to be three times as much as domestic sewage. By that date, thermal pollution generated by discharges from thermal power plants will be the largest in volume.

Toxic effluents deplete the level of oxygen in the rivers, endanger all aquatic life and render water absolutely unfit for human consumption, apart from affecting industrial production. Sometimes, these effects have been disastrous. A recent study reveals that the water of the Ganga, Yamuna, Kali and Hindon rivers have considerable concentration of heavy metals due to inflow of industrial wastes, which pose a serious health hazard to the millions living on their banks. Similarly, the Cauvery and Kapila rivers in Karnataka have been found to contain metal pollution which threatens the health of people in riverine towns. The Periyar, the largest river of Kerala, receives extremely toxic effluent that result in high incidence of skin problems and fish kills. The Godavari of Andhra Pradesh and the Damodar and Hoogly in West Bengal receive untreated industrial toxic wastes. A high level of pollution has been found in the Yamuna, while the Chambal of Rajasthan is considered the most polluted river in Rajasthan. Even in industrially backward Orissa, the Rushikula river is extremely polluted. The fate of the Krishna in Andhra Pradesh, the Tungabhadra in Karnataka, the Chaliyar in Kerala, the Gomati in U.P., the Narmada in M.P. and the Sone and the Subarnarekha rivers in Bihar is no different.

According to the W.H.O., eighty percent of diseases prevalent in India are water-borne; many of them assume epidemic proportions. The prevalence of these diseases heighten under conditions of drought. It is also estimated that India loses as many as 73 million man days every year due to water borne diseases, costing Rs. 600 crore by way of treatment expenditure and production losses. Management of water resources with respect to their quality also assumes greater importance especially when the country can no more afford to waste water.

The recent Clean-the-Ganga Project, with an action plan estimated to cost the exchequer Rs. 250 crore (which has been accorded top priority) is a trend setter in achieving this goal. The action plan evoked such great interest that offers of assistance have been received from France, U.K., U.S. and the Netherlands, as also from the World Bank. This is indeed laudable. Poland too has now joined this list.

The very fact that these countries have volunteered themselves to contribute their mite is a healthy reflection of global concern over growing environmental degradation and the readiness of the international community to participate in what is a truly formidable task. It may be recalled that the task of cleansing the Ganga along the Rishikesh-Hardwar stretch under the first phase of the Ganga Action Plan, has been completed and the results are reported to be encouraging.

The crisis of drinking water is deepening because water resources are drying up and the lowering of ground water through over pumping, this is compounded by the pollution of water resources. All these factors increase the magnitude of the problem. An assessment of the progress achieved by the end of March 1985, on completion of the first phase of the International Drinking Water Supply and Sanitation Decade (1981–91), reveals that drinking water has been made available to 73 percent of the urban population and 56 percent of the rural population only. This means that nearly half the country's rural population has to get drinking water facilities. This needs to be urgently geared up especially when considered against the Government's professed objective of providing safe drinking water and sanitation to all by the end of the International Drinking Water Supply and Sanitation Decade, i.e., March 1991. The foremost action in this would be to clean up our water resources.

As per surveys conducted by the NEERI, per capita drinking water losses in different cities in the country range between 11,000 to 31,000 liters annually. This indicates a

waste level of 20–35 percent of the total flow of water in the distribution system, primarily due to leaks in mains and household service pipes. Preventive maintenance programme would substantially reduce losses/wastages and would certainly go a long way in solving the problem.

According to the Union Ministry of Works and Housing, out of 2.31 lakh problem villages identified in 1980, 1.92 lakh (83 percent) villages have been provided with at least one source of drinking water as of March 1986. The balance (38,748) villages are expected to be covered during the seventh plan. A time-bound national policy on drinking water is being formulated by Government, wherein the task is proposed to be completed by the end of the seventh plan. An outlay of Rs. 6,522.47 crores has been allotted for the water supply and sanitation sector in the seventh plan period, against an outlay of Rs. 3,922.02 crores in the sixth plan. Of this, outlay for rural water supply sector is Rs. 3,454.47 crores. It is expected that this outlay would help to cover about 86.4 percent of the urban and 82.2 percent of the rural population with safe drinking water facilities by March 1991. Hygienic sanitation facilities would be provided to 44.7 per cent and 1.8 percent of the urban and rural population respectively within, the same period.

19. The degradation of natural resources will necessarily lead to:
  - (a) poor economic utilization of resources.
  - (b) contamination of water from municipal sewage.
  - (c) water unfit for human consumption.
  - (d) None of the above.
20. According to NEERI:
  - (a) the extent of water pollution in the Dal Lake is grim.
  - (b) seventy percent of total water available in the country is polluted.
  - (c) only 217 out of 3119 towns and cities have sewage treatment facilities.
  - (d) all the 14 major rivers of India are highly polluted.
21. Municipal sewage pollutants account for:
  - (a) the lowest percentage of water pollution.
  - (b) seventy five percent of the Ganga's water pollution load.
  - (c) twice the volume of the waste water of industrial origin.

- (d) three times as much as the discharge from agricultural fields.
22. Which of the following statements is correct?
  - (a) The river Periyar is in South India.
  - (b) The river Periyar is the largest river of Kerala.
  - (c) The river Gomti is also extremely polluted.
  - (d) All of the above are correct.
23. The cost of the Clean-the-Ganga Pollution Project Action Plan is likely to be sourced from:
  - (a) the Indian Exchequer.
  - (b) France, U.K., U.S and the Netherlands.
  - (c) the World Bank, Poland, U.K.
  - (d) the U.S., U.K., Netherlands, Poland, France, the World Bank and India.
24. Which of the following statements made by the WHO is correct?
  - (a) Water-borne diseases account for eighty per cent of all diseases prevalent in India.
  - (b) Water-borne diseases in India create a loss of Rs. 600 crores every year.
  - (c) Both (a) and (b) are correct.
  - (d) None of the above.
25. Considerable amounts of metal pollutants are found in the river(s):
  - (a) Chambal of Rajasthan.
  - (b) Rushikula in Orissa.
  - (c) Damodar, Hoogly,, Krishna and Gomti.
  - (d) Ganga, Yamuna, Kali, Hindon, Cauvery and Kapila.
26. The crisis of drinking water is caused chiefly by:
  - (a) the green house effect.
  - (b) water pollution caused by industrial development.
  - (c) drying up of water sources and over- pumping.
  - (d) increasing urbanization.
27. The best remedy for water shortage lies in:
  - (a) putting up more pumps in rural areas.
  - (b) cleaning up polluted water.
  - (c) reducing the waste level of 25–30 per cent of the total flow of water.
  - (d) constructing large-sized dams.

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28. Out of the total outlay for water supply and sanitation in the seventh plan, rural water supply sector would receive
- (a) about 53 percent.
  - (b) over 80 percent.
  - (c) between 65 and 80 per cent.
  - (d) equal to 44.7 percent.

**Passage 4 (Total Words—843) (CAT 1998)**

To teach is to create a space in which obedience to truth is practiced. Space may sound like a vague, poetic metaphor until we realize that it describes experiences of everyday life. We know what it means to be in a green and open field; we know what it means to be on a crowded rush hour bus. These experiences of physical space have parallels in our relations with others. On our jobs, we know what it is to be pressed and crowded, our working space diminished by the urgency of deadlines and competitiveness of colleagues.

But then there are times when deadlines disappear and colleagues cooperate, when everyone has space to move, invent and produce with energy and enthusiasm. With family and friends, we know how it feels to have unreasonable demands placed upon us, to be boxed in the expectations of those nearest to us. But then there are times when we feel accepted for who we are (or forgiven for who we are not), times when a spouse or a child or a friend gives us the space both to be and to become.

Similar experiences of crowding and space are found in education. To sit in a class where the teacher stuffs our minds with information, organizes it with finality, insists on having the answers while being utterly uninterested in our views, and forces us into a grim competition for grades—to sit in such a class is to experience a lack of space for learning. But to study with a teacher who not only speaks but also listens, who not only gives answers but asks questions and welcomes our insights, who provides information and theories that do not close doors but open new ones, who encourages students to help each other learn—to study with such a teacher is to know the power of a learning space.

A learning space has three essential dimensions: openness, boundaries and an air of hospitality. To create open learning space is to remove the impediments to learning that we find around and within us: we often create them ourselves to evade the challenge of truth and

transformation. One source of such impediments is our fear of appearing ignorant to others or to ourselves. The openness of a space is created by the firmness of its boundaries. A learning space cannot extend indefinitely; if it did, it would not be a structure for learning but an invitation for confusion and chaos. When space boundaries are violated, the quality of space suffers. The teacher who wants to create an open learning space must define and defend its boundaries with care, because the pursuit of truth can often be painful and discomfiting, the learning space must be hospitable. Hospitality means receiving each other, our struggles, our new-born ideas with openness and care. It means creating an ethos in which the community of truth can form and the pain of its transformation be borne. A learning space needs to be hospitable not to make learning painless, but to make painful things possible, things without which no learning can occur—things like exposing ignorance, testing tentative hypotheses, challenging false or partial information, and mutual criticism of thought.

The task of creating learning space with qualities of openness, boundaries and hospitality can be approached at several levels. The most basic level is the physical arrangement of the classroom. Consider the traditional classroom setting with row upon row of chairs facing the lectern where learning space is confined to the narrow alley of attention between each student and teacher. In this space, there is no community of truth, hospitality or room for students to relate to the thoughts of each other. Contrast it with the chairs placed in a circular arrangement, creating an open space within which learners can interconnect. At another level, the teacher can create conceptual space—with words, in two ways. One is through assigned reading; the other is through lecturing. Assigned reading, not in the form of speed reading several hundred pages, but contemplative reading which opens, not fills, our learning space. A teacher can also create a learning space by means of lectures. By providing critical information and a framework of interpretation, a lecturer can lay down the boundaries within which learning occurs.

We also create learning space through the kind of speech we utter and the silence from which true speech emanates. Speech is a precious gift and a vital tool, but too often our speaking is an evasion of truth, a way of buttressing our self-serving reconstructions of reality. Silence must therefore be an integral part of learning space. In silence, more than in arguments, our mind-made world falls away



and must also create emotional space in the classroom, space that allow feeling to arise and be dealt with because submerged feelings can undermine learning. In an emotionally honest learning space, one created by a teacher who does not fear dealing with feelings, the community of truth can flourish between us and we can flourish in it.

29. Which of the following statements best describes the author's conception of learning space?
- Where the teacher is friendly.
  - Where there is no grim competition for grades.
  - Where the students are encouraged to learn about space.
  - Where the teacher provides information and theories which open new doors and encourages students to help each other learn.
30. The statements 'the openness of a space is created by the firmness of its boundaries' appears contradictory. Which of the following statements provides the best justification for the proposition?
- We cannot have a space without boundaries.
  - Bounded space is highly structured.
  - When space boundaries are violated, the quality of space suffers.
  - A teacher can effectively defend a learning space without boundaries.
31. According to the author, learning is a painful process because:
- It exposes our ignorance.
  - Our views and hypotheses are challenged.
  - It involves criticizing the views of others.
  - Of all of the above reasons.
32. The task of creating learning space with qualities of openness, boundaries and hospitality is multidimensional. It involves operating at:
- Psychological and conceptual levels.
  - Physical, perceptual and behavioral levels.
  - Physical, conceptual and emotional levels.
  - Conceptual, verbal and sensitive levels.
33. According to the author, silence must be an integral part of learning space because:
- Silence helps to unite us with others to create a community of truth.
  - Silent contemplation prepares us to construct our mind-made world.
  - Speaking is too often an exercise in the evasion of truth.
  - Speaking is too often a way of buttressing our self-serving reconstruction of reality.
34. According to the author, an effective teacher does not allow
- feelings to arise within the learning space.
  - silence to become an integral part of the learning space.
  - learning space to be filled by speed reading of several hundred pages of assigned reading.
  - violation of learning space boundaries.
35. Understanding the notion of space in our relations with others is:
- To acknowledge the beauty of poetic metaphor.
  - Exclusively rooted in our experiences of physical space.
  - To accept a spiritual dimension in our dealings with our peers.
  - To extend the parallel of physical space to our experiences in daily life.
36. Another way of describing the author's notion of learning space can be summarized in the following manner.
- It is vital that learning be accompanied by unlearning.
  - Learning encompasses such elements as courage, dignity and endeavor.
  - An effective teacher recognizes the value of empathy.
  - Encourage good learners, discourage indifferent ones.
37. Conceptual space with words can be created by
- Assigned reading and lecturing.
  - Speed reading and written comprehension.
  - Gentle persuasion and deliberate action.
  - Creative extrapolation and illustrations.
38. An emotionally honest learning space can only be created by:
- A teacher committed to join the community.
  - A teacher who is not afraid of confronting feelings.
  - A teacher who takes care not to undermine the learning process.
  - A teacher who worships critical silence.

**Passage 5 (Total Words—602) (CAT 1998)**

Management education gained new academic stature within US Universities and greater respect from outside during the 1960s and 1970s. Some observers attribute the competitive superiority of US corporations to the quality of business education. In 1978, a management professor, Herbert A. Simon of Carnegie Mellon University, won the Nobel Prize in economics for his work in decision theory. And the popularity of business education continued to grow since 1960's and the MBA has become known as the passport to the good life.

By the 1980s, however, US business schools faced critics who charged that learning had little relevance to real business problems. Some went so far as to blame business schools for the decline in US competitiveness.

Amidst the criticisms, four distinct arguments may be discerned. The first is that business schools must be either unnecessary or deleterious because Japan does so well without them. Underlying these arguments is the idea that management ability cannot be taught—one is either born with it or must acquire it over years of practical experience. A second argument is that business schools are overly academic and theoretical. They teach quantitative models that have little application to real world problems. Third, they give inadequate attention to shop floor issues, to production processes and to management resources. Finally, it is argued that they encourage undesirable attitudes in students, such as placing value in the short term, on bottom line targets, while neglecting longer term developmental criteria. In summary, some business executives complain that MBA's are incapable of making day-to-day peritoneal decisions, unable to communicate and to motivate people, and unwilling to accept responsibility for following through implementation plans. We shall analyze these criticisms after having reviewed experiences in other countries.

In contrast to be the expansion and development of business education in the United States and more recently in Europe, Japanese business schools graduate no more than two hundred MBA's each year. The Keio Business School (KBS) was the only graduate school of management in the entire country until the mid 1970s and it still boasts the only two-year masters programme. The absence of business schools in Japan would appear in contradiction with the high priority placed upon learning by its Confucian culture. Confucian colleges taught administrative skills as early as 1630 and Japan wholeheartedly accepted Western learning

following the Meiji restoration of 1868 when hundreds of students were dispatched to universities in the U.S.A., Germany, England and France, to learn the secrets of western technology and modernization. Moreover, the Japanese educational system is highly developed and intensely competitive and can be credited for raising the literary and mathematical abilities of the Japanese to the highest level in the world.

Until recently, Japanese corporations have not been interested in using either local or foreign business schools for the development of their future executives. Their in-company-training programmers have sought the socialization of newcomers, the younger the better. The training is highly specific and those who receive it, have neither the capacity nor the incentive to quit. The prevailing belief says Imai, is that management should be borne out of experience and many years of effort and not learnt from educational institutions. A 1960 survey of Japanese senior executives confirmed that a majority (54%) believed that managerial capabilities can be attained only on the job and not in universities.

However, this view seems to be changing, the same survey revealed that even as early as 1960, 37% of senior executives felt that the universities should teach integrate professional management. In the 1980s, a combination of increased competitive pressures and greater multinationalisation of Japanese business are making the Japanese take a fresh look at Management Education.

39. The 1960s and 1970s can best be described as a period
  - (a) when quality business education contributed to the superiority of US corporations.
  - (b) when the number of MBA's rose from under 5,000 to over 50,000.
  - (c) when management education gained new academic stature and greater respect.
  - (d) when the MBA became more disreputable.
40. According to the passage,
  - (a) learning, which was useful in the 1960s and 1970's became irrelevant in the 1980s.
  - (b) management education faced criticisms in the 1980s.
  - (c) business schools are insensitive to the needs of industry.
  - (d) by the 1980s, business schools contributed to the decline in US competitiveness.

41. The growth in the popularity of business schools among students was most probably due to
- Herber A. Simon, a management professor winning the Nobel Prize in economics.
  - the gain in academic stature.
  - the large number of MBA degrees awarded.
  - a perception that it was a 'passport to the good life'.
42. A criticism that management education did not face was that:
- it imparted poor quantitative skills to MBAs.
  - it was unnecessary and deleterious.
  - it was irrevocably irrelevant.
  - it inculcated undesirable attitudes in students.
43. US business schools faced criticism in the 1980s because:
- of the decline in Japanese competitiveness.
  - many critics felt that learning had little relevance to business problems.
  - people realised that management ability cannot be taught.
  - MBAs were unwilling to accept responsibility for implementation on the shop floor.
44. The absence of business schools in Japan
- is due to the prevalent belief that management ability can only be acquired over years of practical experience.
  - was due to the high priority placed on learning as opposed to doing in Confucian culture.
  - is hard to explain for the proponents of business education.
  - contributed a great deal to their success in international trade and business.
45. The Japanese were initially able to do without business schools as a result of:
- their highly developed and intensively competitive education system.
  - dispatching hundreds of students to learn the secrets of western technology and modernisation.
  - their highly specific in-company training programmes.
  - prevailing beliefs regarding educational institutions.
46. The Japanese modified their views on management education because of:
- greater exposure to U.S. MBA programmes.
  - the need to develop worldwide contacts and become Americanised.
  - the outstanding success of business schools in the U.S. during the 1960's and 1970s.
  - a combination of increased competitive pressures and greater multinationalisation of Japanese business.
47. Training programmes in Japanese corporations have
- been based upon Confucian culture.
  - sought the socialisation of newcomers.
  - been targeted at people who have neither the capacity nor the incentive to quit.
  - been teaching people to do menial tasks.
48. The author argues that
- Japanese do not do without business schools as is generally perceived.
  - Japanese corporations do not hire MBAs because of traditions of universal and rigorous academic education, life long employment and strong group identification.
  - Placing MBAs in operational and menial tasks is a major factor in Japanese business success.
  - U.S. corporations should emulate the Japanese and change the way new recruits are inducted.
49. The main difference between U.S. and Japanese corporations is:
- that one employs MBAs, the other does not.
  - that U.S. corporations do not employ Japanese people.
  - the U.S. corporations pay more to fresh recruits.
  - in the process of selecting and orienting new recruits.
50. The author argues that the Japanese system
- is better than the American system
  - is highly productive and gives corporate leadership a long term view as a result of its strong traditions.
  - is slowly becoming Americanised.
  - succeeds without business schools, whereas the U.S. system fails because of it.

**V**

**Passage 1 (Total Words—675)**

This industry preys on pestilence for profits. As the primary sector thrives under the benevolent gaze of the rain gods, according to the CMIE forecast for Business Today, the production of food grains will touch 187 million tons in 1994–95—up from 182 million tons in 1993–94—pesticides are likely to be a key input in the country’s race for a quantum jump in agricultural productivity.

That’s because a not-insignificant 30 per cent of the production of food grains in the country is destroyed by insects, pests, plant pathogens, rodents, and birds every year. And even though the per capita consumption of pesticides is currently low—which is also a pointer to the industry’s potential – this country is still the world’s third largest consumer of pesticides.

Classified by target species, pesticides can be divided into four broad categories. Insecticides—like monocrotophos and fenvalerate—are used for killing insects. Herbicides—such as butachlor and anilophos – remove weeds and unwanted plants. Fungicides—like nickel chloride—kill fungi. And fumigants and rodenticides—such as zinc and aluminium phosphide—are used to kill rodents.

At present, insecticides contribute to almost 75 per cent of the turnover of the pesticides industry in value terms and 85 per cent in terms of volume. This is at variance with the trend in the West, where insecticides account for just 32 per cent of pesticides consumption: it is herbicides and fungicides which account for the largest share of consumption in those countries.

In terms of manufacturing technology, the production of pesticides can be classified into two main categories; technical-grade materials and formulations. Technical-grade-material—the basic chemical of high purity—is manufactured in organized units, with the top 10 units accounting for more than 80 percent of production. Most of them have a dominant market share in one or two key products.

However, most pesticides are used as formulations, which are produced by the processing of technical grade materials and are manufactured by both large and small-scale units. In fact, the Insecticides Act of 1968 stipulates that 50 per cent of the production of technical-grade pesticides must be supplied by every manufacturer to non-associated formulators.

While the stipulation aims at ensuring the sale of pesticides at cheaper prices, arbitrary control has led to a conflict of interests. Formulators complain that technical-grade manufacturers operate a cartel. The latter, however, claim that rising input costs—raw materials constitute 60 percent of the selling price of pesticides—are forcing hikes in selling prices.

The pesticides industry has over 80 registered technical-grade manufacturers and about 800 registered formulators. About 160 formulators are associated with technical-grade manufactures and boast of the advantage of being able to obtain raw materials easily, even during the peak consumption season.

As the level of technology required is relatively low, formulators have low fixed investment per unit of output. At 35 percent, the pesticides industry’s average capacity utilization is rather low. And this, notwithstanding the 1974 ban imposed by the government on the addition of formulation capacity. However, firms can expand their formulation capacities so long as such expansions are linked to the increased production of technical-grade material.

One of the main reasons for low capacity utilization in this industry is the seasonal nature of the demand for pesticides. The maximum amount of sales is recorded between July and November, which is reflected in the high inventories that are built up in the first quarter of the year. As the active ingredient deteriorates over time, a large number of formulations have a limited shelf-life.

At another level, the industry is characterized by the practice of credit sales to the trade. These credits—which are typically for 60 to 90 days—coupled with the high level of inventories—to cope with demand fluctuations—contribute to the working capital-intensive nature of the industry. That’s why most manufacturers have diversified, the most common diversification being pharmaceuticals. An analysis of pesticides sales as a percentage of the total sales of the major players confirms that most pesticides makers are well-diversified.

1. The growth in the production of food grains in 1994–95 over 1993–94 is predicted to be roughly
  - (a) 187 million tons.
  - (b) 2 percent.
  - (c) 3 percent.
  - (d) 182 million tons.
2. This country is the third largest consumer of pesticides in spite of

- (a) a low per capita consumption of pesticides.  
(b) 30 percent of production being destroyed by insects.  
(c) our dependence on monsoons.  
(d) food grain production being insignificant.
3. The market for technical-grade pesticides in India is dominated by  
(a) insecticide manufacturers.  
(b) small scale sector.  
(c) just ten units.  
(d) large scale sector.
4. The relationship between formulators and producers of technical-grade material  
(a) is determined by the market.  
(b) is rather strong in India.  
(c) depends on their end-use.  
(d) is partly governed by law.
5. The hike in selling prices  
(a) is blamed by formulators on manufacturers.  
(b) is the consequence of administered pricing.  
(c) is caused by the Act of 1968.  
(d) is because there is no cartel of manufacturers.
6. The percentage of formulators who can boast of being able to obtain raw materials easily is  
(a) 60  
(b) 10  
(c) 50  
(d) 20
7. High inventories are built up during  
(a) October, November, December.  
(b) April, May, June.  
(c) July, August, September.  
(d) None of these.
8. The pesticides industry is characterized by credit sales, the typical credit is  
(a) 30 percent of sales.  
(b) 2 to 3 months.  
(c) to the customers of technical-grade material.  
(d) 100 percent of sale.
9. That the pesticides makers are well diversified is indicated by the  
(a) dominance of pesticides sales in the total sales.  
(b) reduction in pesticides production.  
(c) analysis of pesticides sales as a percentage of total sales.  
(d) hike in prices of pesticides.
10. Capacity utilization in the pesticides industry is low because of  
(a) a ban on expansion.  
(b) the seasonal nature of demand.  
(c) poor technology.  
(d) low per capita consumption.

**Passage 2 (Total Words—719)**

Why can you not tickle yourself? And what does that have to do with artificial consciousness? Quite a lot, according to Rodney Cotterill, a physicist at the Danish Technical University in Lyngby.

After years of pondering over the workings of the brain, Dr. Cotterill believes he has found the quintessence of consciousness for good measure, he has also applied for a patent covering circuit design for conscious computers, and is discussing with several companies.

The nature of consciousness is shrouded in controversy. Theologians, philosophers, biologists, and computer scientists all have their pet theories. So, to understand how Dr. Cotterill's computers might work, it is necessary to understand his views of consciousness.

His is a classical outlook that can be traced to the philosophers and scientists of the first half of this century, who saw muscular movement as the key to understanding consciousness.

They believed that a person's main source of information about the world comes from movement. Even vision depends on the tiny scanning movements that the eye makes to keep the photosensitive cells of the retina refreshed with new information. So, the theory goes, consciousness must be intimately related to muscles.

Like many of his fellow physicists, Dr. Cotterill is intrigued by how artificial neural networks—the vast arrays of interconnected electronic processes—might mimic the real networks of nerve cells of the brain. But whereas many neural-network enthusiasts hope that consciousness will emerge automatically if their machines become sufficiently complex, Dr. Cotterill thinks that something fundamental is missing in such machines. That something is linked to the particular way in which brains communicate with muscles.

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Consider what happens when you reach for a glass. Signals to the brain from the eyes and fingers (called *afference* in the biological jargon) keep it informed about how the task is progressing. Signals from the brain to the fingers and eyes (called *efference*) make the necessary adjustments to avoid an accident. But at the same time, another type of signal, called an *efference copy*, is sent out to other parts of the brain. In simple terms, the *efference copy* warns the brain's sensory-receptor areas about what the muscles are about to do. Hence, since it is anticipated, self-tickling is not very stimulating.

Certain nerve cells in the brain are activated only if they receive *efference copy* and related *afference* within about two-tenths of a second of each other.

This seems to be a way of discriminating between events that the brain has caused in the environment and those over which it has no control, and thus distinguishing self and non-self, a central aspect of consciousness.

It is the *efference copy* that Dr. Cotterill believes is the crucial ingredient of consciousness. Without it, all there is, is a computer-controlled robot. With it, a computer robot becomes aware that it is in control of itself. *Efference copy* can be produced by a brain even when no muscles move. According to Dr. Cotterill, thought itself may be *efference copy* looping round and round in a way that allows the brain to simulate vision, speech and other faculties without actually moving a muscle. Such simulations can lead to new associations of muscular movements—associations which are more commonly known as ideas.

Dr. Cotterill's arguments, which have just been published in the *Journal of Consciousness Studies*, are unlikely to be endorsed universally. But having identified a loop in the brain which he thinks others have overlooked, he is already toying with a host of possible applications of computers containing an artificial version of it. Video games and stock market analysis are two areas where he sees a big potential.

The key to such applications will be for the computer to probe its environment in an electronic analogy of motion and, at the same time, warn itself of what it is doing by sending itself artificial *efference copy* – thus keeping constant track of the relationship between its own actions and the reactions of the environment.

Dr. Cotterill does not expect the first computer of this sort to soliloquise spontaneously. But they should show rudimentary signs of consciousness, such as hesitancy and the ability to change their minds.

Such traits are absent for most forms of artificial intelligence. Their presence, hopes Dr. Cotterill, will make computer games more fun, and financial forecasting more lucrative.

11. Dr. Cotterill's conceptualization of consciousness is based on
  - (a) Observation and understanding of muscular movements.
  - (b) A similar belief shared by theologians and philosophers.
  - (c) Theory of neural networks
  - (d) Individual sensory skills.
12. The term *efference copy* refers to
  - (a) Keeping the brain informed about what is happening to the muscular system.
  - (b) An early warning system, which informs the brain about proposed muscle movements.
  - (c) The signal from senses to brain which helps to avoid accidents.
  - (d) One of the signals exchanged between the brain and senses.
13. According to the passage, Dr. Cotterill differs from the neural network scientists because:
  - (a) Other scientists are mathematicians while Dr. Cotterill is a physicist.
  - (b) Dr. Cotterill believes that the human mind can be mimicked using neural networks.
  - (c) Dr. Cotterill believes that complex machines automatically replicate the brain while many other scientists refuse to do so.
  - (d) Dr. Cotterill considers the linkages between brain and the muscles while developing neural networks.
14. Robots with consciousness differ from those without it because
  - (a) Such robots are aware of self-control.
  - (b) Such robots have better control over movements.
  - (c) Such robots can interact with each other.
  - (d) Such robots are patented by Dr. Cotterill.
15. Computers with built-in consciousness will be able to
  - (a) Spew out Shakespeare.

- (b) Maintain a constant watch over the mutual relationship between its actions and the environment's reactions.
  - (c) Communicate with ease.
  - (d) Replicate the signals from brain to muscle, thus making them more user friendly.
16. According to the passage, ideas
- (a) Are the outcome of thinking process, accompanied by sensory action.
  - (b) Originate in the absence of muscle movements.
  - (c) Stem from the simulation of senses, without accompanying muscle movement.
  - (d) Reflect the result of efference copy produced by muscle movements.
17. It is difficult to tickle oneself because
- (a) A signal warns the brain to anticipate tickling.
  - (b) A signal makes the muscles tighten up.
  - (c) Such signals are not acknowledged by the brain.
  - (d) None of these.

**Passage 3 (Total Words—1212)**

Many surprises lie in store for an academic who strays into the real world. The first such surprise to come my way during a stint as a university administrator, related to the photocopying machines within my jurisdiction. I discovered that paper for the machines plus contractual maintenance cost substantially more than photocopies in the private market. This took no account of the other costs of the photocopiers ink, spare part, the space occupied by the machine, the interest and depreciation on it, the wages of the machine operator, the loss of time when the machine broke down or the operator absented himself.

The university—and indeed the entire educational system—was in a financial crisis. Here was a situation calling for a quick and painless execution of all white elephants, or so I thought. I proposed that we stop using the photocopying machines and get our photocopies made by a private operator who had rented space from our institution. Further, we could reduce our costs well below the market price through an agreement with the private operator which would let him run our surplus machines in exchange for a price concession.

I had expected my proposal to be eagerly embraced by an impoverished university. Instead, it created a furore. In

a progressive institution like ours, how could I have the temerity to suggest handing over university assets to the private sector? Perhaps I was in the pay of the private operator. Friends and well-wishers emphasized the necessity of immediately distancing myself from any plan that may conceivably benefit a private entrepreneur—even if it should concurrently benefit the university. That, I gathered, was the essence of financial rectitude.

Abashed, I repented my indiscretion. The photocopying machines were of course no longer used, but neither were they transferred to the enemy in the private sector. We got our photocopying done privately at market prices, not the concessional rates I had proposed. The university lost money, but the family silver was saved from the private enemy. After a decently long period gathering dust and cobwebs, it could be sold as scrap, but that would not be during my tenure.

The story of the photocopying machines is repeated in many different guises throughout our public and semi-public institutions. The public sector is replete with unproductive assets, their sterile purity jealously protected from the seductive influences of private enterprise. There are the pathetic load factors in our power plants. There are fleets of public buses lying in idle disrepair in our state transport depots. There is the fertilizer plant which has never produced even a gram of fertilizer because, after its executive had scoured the wide world in search of the cheapest possible parts, they found that the specifications of these parts did not match each other. There are the 80 gas guzzling staff cars boasted of by a north Indian university which has little else to boast about.

Perhaps the most spectacular instances of unproductive government assets relate to land. Five years ago, the then minister for Surface Transport, Jagdish Tytler, suggested a plan for developing the vast tracts of unused land in the Delhi Transport Corporation's bus depots. He argued, entirely credibly, that by leasing out this land for commercial purposes, the DTC could not only cover its chronic and massive deficit, but achieve a substantial surplus. The proposal was never implemented; the defiltration of the private sector into DTC depots was heroically resisted by various government departments and the corporation continued its relentless plunge deeper into the red. All other examples of public extravagance however, pale into insignificance alongside the astronomical wastefulness perpetrated by the New Delhi Municipal

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Committee and the design of Edwin Lutyen's Delhi. Delhi unlike all other major cities of the world has a hollow center—the density of population at the heart of town is negligible. In design, it is no modern metropolis but a medieval imperial capital like the Baghdad of the Abbasid Caliphate. The very center of the city is entirely occupied by the almost empty places of the mighty, while hoi polloi throng the periphery and travel long distances daily to serve their masters.

Within the charmed circle of inner New Delhi, Ministers and Members of parliament, the top military brass and the bureaucratic and the judicial elite of the country luxuriate in sprawling bungalows nestling amidst lush greenery in almost sylvan surroundings. The total land area occupied by these bungalows is one of the best kept official secrets. The ministry of urban development keeps no count of aggregates; but it appears that there are about 600 bungalows with areas varying from one to 10 acres. A not implausible estimate of the total area is about 10 million square yards.

A conservative estimate of the value of land in central New Delhi is Rs. 1,00,000 per square yard. Six hundred families of VIPs are occupying real estate worth about Rs. 1,000 billion; at an interest rate of 12%, this sum would yield an annual income of Rs. 120 billion. This amounts to more than one percent of the gross domestic product.

If the government were to move these six hundreds families to the outskirts of the town and lease this land out, say for multi-storied residential construction—subject, of course, to environmental restrictions that would protect the existing greenery—the primary deficit of India would be wiped out.

What is more, rents would drop all over the city and the housing problem of Delhi would be solved, if not fully, at least in substantial measure. Further, there would be a major inward shift of population reducing transport requirements, and making it more lucrative for public transport to ply through inner Delhi. The removal of the six hundred would, at one stroke, relieve the accommodation and transport problems of Delhi as well as the budget deficit of the country. But who would bell the cat? Would the government do it, considering that the 600 are the government?

Public interest litigation has of late highlighted a relatively minor aspect of the VIP housing issue: the abuse of ministerial discretion in making out of turn allotments. This focuses attention on the question of a fair distribution

between the members of the elite of the fruits of power. In the process, unfortunately, a question of infinitely larger import has been conveniently consigned to oblivion. Doesn't the entire scheme of VIP housing in New Delhi imply organized plunder of the citizenry on a scale quite unprecedented and totally incompatible with the principles of a democratic society?

Strangely enough, this matter has entirely eluded the searchlight of public attention. Political parties, the media, public interest litigants, grass root people's movements have all maintained a resounding reticence on the issue. When the excesses perpetrated in the name of VIP security provoked public protest, the prime minister desired that VIP security should be made unobtrusive. VIP housing, however, is an entirely unobtrusive burden on the public, but a burden of quite mind boggling proportions. Perhaps it is the silent character of this infliction that has made it so easy to impose. Or perhaps centuries of colonial rule have made habitual slaves of us: a mere 50 years of democracy cannot erase our habit of obsequiousness to the imperial state and its rulers.

18. According to the passage, when a public system suffers from financial crisis, the situation calls for:
  - (a) Tightening the belt all around.
  - (b) Handing over unproductive assets to private parties.
  - (c) Contracting our maintenance of assets to less efficient private parties.
  - (d) Painless and quick execution of all white elephants.
19. One proposal made by the author to reduce the cost of photocopying well below the market price, was to:
  - (a) Stop using owned photocopying machines and get photocopies done by private operators in the market.
  - (b) Stop using owned photocopying machines and get photocopies done by a private operator who had rented space from the institution.
  - (c) Have an agreement with the private operator allowing him to use the owned surplus machines in exchange for a price concession.
  - (d) Put the photocopy operating employees on a piece rate basis.



20. The author's experience taught him that the essence of financial rectitude involved:
- (a) Dissociating from any plan which benefits a private entrepreneur even if it concurrently benefits a public institution.
  - (b) Supporting any plan which benefits a public institution while benefiting a private entrepreneur.
  - (c) Dissociating from any plan which benefits a private entrepreneur at the cost of a public institution.
  - (d) Supporting any plan which benefits a public institution at the cost of a private entrepreneur.
21. The practice of getting the photocopies done privately at market prices was acceptable because:
- (a) It saved money for the university.
  - (b) It lost money for the university.
  - (c) It saved the family silver from the private enemy.
  - (d) Though it lost money for the university, it saved the family silver from the private enemy.
22. "...their sterile purity jealously protected from the seductive advances of private enterprise"—the author here is referring to:
- (a) The family silver of the public institutions.
  - (b) The productive assets of the public institutions
  - (c) The rigid financial practices of the public institutions.
  - (d) None of the above.
23. The Delhi Transport Corporation's relentless plunge deeper into the red continued because according to the passage:
- (a) Disposing off 80 gas guzzling staff cars was resisted.
  - (b) Fleets of buses in idle disrepair were not allowed to be sold as scrap.
  - (c) Leasing out unused land for commercial use was strongly resisted.
  - (d) Selling off surplus land to private parties was strongly resisted.
24. An estimate of the total land area occupied by the sprawling bungalows in inner New Delhi is:
- (a) 600 acres
  - (b) 6000 acres
  - (c) 10 million square yards
  - (d) 3000 acres
25. The author's proposal to lease out the land occupied by bungalows for multi-storied residential construction would:
- (a) Spoil the ecology of inner New Delhi.
  - (b) Wipe out the primary deficit of India.
  - (c) Create a surplus of Rs. 120 billion for the Municipal Committee.
  - (d) Enhance the greenery of the inner city.
26. The author contends that shifting 600 elite families of the government from the inner city to the periphery would solve the problem(s) of:
- (a) Accommodation and transportation.
  - (b) Transportation and the country's budget deficit.
  - (c) Accommodation and the country's budget deficit.
  - (d) Accommodation, transportation and the country's budget deficit.
27. When the author talks about an unobtrusive public burden of mind-boggling proportions, he is referring to the issue of:
- (a) VIP security
  - (b) VIP housing.
  - (c) Out of turn allotment of housing to VIPs
  - (d) Unproductive public assets.

**Passage 4 (Total Words—926)**

Every lover of words knows that these little symbolic units of meaning can be as contradictory as subatomic particles sometimes are. This may well be nature's quixotic way of laughing at our desperate need to explain everything. It gives us a full stop, but watches helplessly, as we expand it into three dots and continue to search.

Although the measurement of the velocity of sub-atomic particles precludes the measurement of their position and vice versa, it hasn't stopped nuclear physicists from trying from searching, from attempting to pin down, to explain. And it is important.

In a book on quantum physics called 'In search of Schrodinger's Cat', John Gribbin says something very fascinating. If a mythical god with a magical pair of infinitesimally small pliers started the task of removing one atom from a molecule of hydrogen (if I remember correctly)

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every second from the time of the Big Bang... today, it would take another million years for him or her to complete the task. Phew!

But it is still important to try. Why? If everything is so small and the now proved quantum world is essentially indefinable, why do we go on trying to define? Because we must. It is as important to be rigorous and empirical as to accept the indefinable. Lest we forget, it is through absorption in the act of definition that we first encountered the indefinable. And it is still found there more easily than anywhere else.

But for the effort to define, how would we find the indefinable? But for the setting of limits, would the notion of the limitless have ever arisen? Didn't William Blake once remind us that we never know what is enough; unless we have known what is more than enough.

So, when we analyse words, they are paradoxical, as anything self-referential is. Whether it is the language of mathematics or the language of words, self reference engenders paradox. But one wonders why this is a cause of concern for some people, who would prefer no shades of grey.

Paradox is delightful. It is a rich and fertile ground that nourishes and nurtures what we want to communicate, which often has a nasty habit of falling in between any two given words available to describe it. Words are very close to what Planck called "quanta" though they are not literally packets of meaning; they are the paradoxical verbal equivalent, receptacles of meaning. Little drawers if you like, into which we can insert fresh meanings that expand, limit or even contradict the accepted meaning of the word or phrase.

When we say, I'll believe you! For instance, we mean the exact opposite. As, indeed, when we say something is 'bad' in Black American language, because it means, good.

The original meaning of the word is like a reference point on a matrix. Good, if we use its definition as a working hypothesis. But very dangerous, if we take it as a full and final, irrevocable statement of what it sets out to describe.

Why, one may ask, give the word a meaning at all, if accepting it is suspect? And why embark on the act of definition at all if the result of the definition is insignificant?

Like many wonderful and rewarding things in this mysterious world, it is not either/or but and/plus. It is like asking why we learnt to crawl, if all we are going to do is

unlearning it to walk? And further, when on occasion, we are required to crawl in later life, are we regressing?

Learning is a process, not a thing. If we must look at it as a thing, we must look at it as lying-sitting-standing-crawling-walking-running.

To define words, and define them exactly, is very important at the outset. When one is learning a language and even through the process of getting familiar with it, definitions and boundaries are crucial, just as following a broad road to a place is critical before we know our way there. Once we do, the rules aren't important; once we have found a dozen shorter or pleasanter ways to the place, the highway may be of little use to us.

Like a protective cage around a little sapling, definitions protect us in our fledgling days, from the predators of license and ambiguity. And they are important. In its place, everything is important.

Once we have a certain command of the language, however, rules are meant to be broken. Particularly, if we are riding the crazy roller coaster of the English language. It is then what we thought was a packet turns out to be a receptacle. In the clearer light of day, when there is less confusion and obscurity, what appeared to be a serpent in the dusty light, is now quite clearly a rope.

In Alice in Wonderland, Humpty-Dumpty says it quite brilliantly:

"I don't know what you mean by 'glory'", Alice said.

Humpty Dumpty smiled contemptuously.

"Of course you don't—till I tell you. I meant there's a nice knock-down argument for you!"

"But 'glory' doesn't mean a nice knock-down argument" Alice objected.

"When I use a word", Humpty Dumpty said, in a rather sorrowful tone, "it means just what I choose it to mean—neither more nor less."

"The question is", said Alice, "whether you can make words mean so many different things."

"The question is", said Humpty Dumpty, "Which is to be the master—that's all."

Be that as it may, a word in your ear before the words stop. Can you ever have a nice knock-down argument?

28. According to the passage:

- (a) Anything delightful is paradoxical.
- (b) Anything self-referential is paradoxical.
- (c) Anything in shades of grey is paradoxical.
- (d) Anything in a rich and fertile ground is paradoxical.

29. From the passage, it can be inferred that:
- (a) To understand a system, we should investigate within its boundaries.
  - (b) To understand a system, we should investigate beyond its boundaries.
  - (c) To understand a system, we should be rigorous and empirical.
  - (d) To understand a system, we should investigate both within and beyond its boundaries.
30. According to Humpty Dumpty:
- (a) Alice does not know what 'glory' means.
  - (b) He is Alice's master.
  - (c) He imparts to a word the meaning he intends.
  - (d) His words are ambiguous.
31. According to the passage:
- (a) When some people say 'bad', they mean the opposite.
  - (b) God will complete the removal of all atoms from the hydrogen molecule in a million years.
  - (c) One can simultaneously measure both the velocity and position of sub-atomic particles.
  - (d) Planck called words 'quanta'.

## VI

### Passage 1 (CAT 2004)

Recently, I spent several hours sitting under a tree in my garden with the social anthropologist William Ury, a Harvard University professor who specializes in the art of negotiation and wrote the best-selling book, *Getting to Yes*. He captivated me with his theory that tribalism protects people from their fear of rapid change. He explained that the pillars of tribalism that humans rely on for security would always counter any significant cultural or social change. In this way, he said, change is never allowed to happen too fast. Technology, for example, is a pillar of society. Ury believes that every time technology moves in a new or radical direction, another pillar such as religion or nationalism will grow stronger—in effect, the traditional and familiar will assume greater importance to compensate for the new and untested. In this manner, human tribes avoid rapid change that leaves people insecure and frightened.

But we have all heard that nothing is as permanent as change. Nothing is guaranteed. Pithy expressions, to be sure, but no more than cliches. As Ury says, people don't

live that way from day-to-day. On the contrary, they actively seek certainty and stability. They want to know they will be safe.

Even so, we scare ourselves constantly with the idea of change. An IBM CEO once said: 'We only re-structure for a good reason, and if we haven't re-structured in a while, that's a good reason.' We are scared that competitors, technology and the consumer will put us out of business—so we have to change all the time just to stay alive. But if we asked our fathers and grandfathers, would they have said that they lived in a period of little change? Structure may not have changed much. It may just be the speed with which we do things.

Change is over-rated, anyway. Consider the automobile. It's an especially valuable example, because the auto industry has spent tens of billions of dollars on research and product development in the last 100 years. Henry Ford's first car had a metal chassis with an internal combustion, gasoline-powered engine, four wheels with rubber tyres, a foot operated clutch assembly and brake system, a steering wheel, and four seats, and it could safely do 18 miles per hour. A hundred years and tens of thousands of research hours later, we drive cars with a metal chassis with an internal combustion, gasoline-powered engine, four wheels with rubber tyres, a foot operated clutch assembly and brake system, a steering wheel, four seats—and the average speed in London in 2001 was 17.5 miles per hour!

That's not a hell of a lot of return for the money. Ford evidently doesn't have much to teach us about change. The fact that they're still manufacturing cars is not proof that Ford Motor Co. is a sound organization, just proof that it takes very large companies to make cars in great quantities—making for an almost impregnable entry barrier.

Fifty years after the development of the jet engine, planes are also little changed. They've grown bigger, wider and can carry more people. But those are incremental, largely cosmetic changes.

Taken together, this lack of real change has come to mean that in travel—whether driving or flying—time and technology have not combined to make things much better. The safety and design have of course accompanied the times and the new volume of cars and flights, but nothing of any significance has changed in the basic assumptions of the final product.

At the same time, moving around in cars or aeroplanes becomes less and less efficient all the time. Not only has there been no great change, but also both forms of transport

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have deteriorated as more people clamour to use them. The same is true for telephones, which took over hundred years to become mobile, or photographic film, which also required an entire century to change.

The only explanation for this is anthropological. Once established in calcified organizations, humans do two things: sabotage changes that might render people dispensable, and ensure industry-wide emulation. In the 1960s, German auto companies developed plans to scrap the entire combustion engine for an electrical design. (The same existed in the 1970s in Japan, and in the 1980s in France.) So for 40 years we might have been free of the wasteful and ludicrous dependence on fossil fuels. Why didn't it go anywhere? Because auto executives understood pistons and carburettors, and would be loath to cannibalize their expertise, along with most of their factories.

1. According to the passage, which of the following statements is true?
  - (a) Executives of automobile companies are inefficient and ludicrous.
  - (b) The speed at which an automobile is driven in a city has not changed much in a century.
  - (c) Anthropological factors have fostered innovation in automobiles by promoting use of new technologies.
  - (d) Further innovation in jet engines has been more than incremental.
2. Which of the following views does the author fully support in the passage?
  - (a) Nothing is as permanent as change.
  - (b) Change is always rapid.
  - (c) More money spent on innovation leads to more rapid change.
  - (d) Over decades, structural change has been incremental.
3. Which of the following best describes one of the main ideas discussed in the passage?
  - (a) Rapid change is usually welcomed in society.
  - (b) Industry is not as innovative as it is made out to be.
  - (c) We should have less change than what we have now.
  - (d) Competition spurs companies into radical innovation.
4. According to the passage, the reason why we continued to be dependent on fossil fuels is that:
  - (a) Auto executives did not wish to change.
  - (b) No alternative fuels were discovered.
  - (c) Change in technology was not easily possible.
  - (d) German, Japanese and French companies could not come up with new technologies.

**Passage 2 (CAT 2004)**

The painter is now free to paint anything he chooses. There are scarcely any forbidden subjects, and today, everybody is prepared to admit that a painting of some fruit can be as important as a painting of a hero dying. The Impressionists did as much as anybody to win this previously unheard of freedom for the artist. Yet, by the next generation, painters began to abandon the subject altogether, and began to paint abstract pictures. Today, the majority of pictures painted are abstract.

Is there a connection between these two developments? Has art gone abstract because the artist is embarrassed by his freedom? Is it that, because he is free to paint anything, he doesn't know what to paint? Apologists for abstract art often talk of it as the art of maximum freedom. But could this be the freedom of the desert island? It would take too long to answer these questions properly. I believe there is a connection. Many things have encouraged the development of abstract art. Among them has been the artists' wish to avoid the difficulties of finding subjects when all subjects are equally possible.

I raise the matter now because I want to draw attention to the fact that the painter's choice of a subject is a far more complicated question than it would at first seem. A subject does not start with what is put in front of the easel or with something which the painter happens to remember. A subject starts with the painter deciding he would like to paint such-and-such because for some reason or other he finds it meaningful. A subject begins when the artist selects something for *special mention*. (What makes it special or meaningful may seem to the artist to be purely visual—its colours or its form.) When the subject has been selected, the function of the painting itself is to communicate and justify the significance of that selection.

It is often said today that subject matter is unimportant. But this is only a reaction against the excessively literary and moralistic interpretation of subject matter in the

nineteenth century. In truth, the subject is literally the beginning and end of a painting. The painting begins with a selection (I will paint this and not everything else in the world); it is finished when that selection is justified (now you can see all that I saw and felt in this and how it is more than merely itself).

Thus, for a painting to succeed, it is essential that the painter and his public agree about what is significant. The subject may have a personal meaning for the painter or individual spectator; but there must also be the possibility of their agreement on its general meaning. It is at this point that the culture of the society and period in question precedes the artist and his art. Renaissance art would have meant nothing to the Aztecs, and vice versa. If, to some extent, a few intellectuals can appreciate them both today, it is because their culture is an historical one: its inspiration is history and therefore, it can include within itself, in principle if not in every particular, all known developments to date.

When a culture is secure and certain of its values, it presents its artists with subjects. The general agreement about what is significant is so well established that the significance of a particular subject accrues and becomes traditional. This is true, for instance, of reeds and water in China, of the nude body in Renaissance, of the animal in Africa. Furthermore, in such cultures, the artist is unlikely to be a free agent: he will be employed for *the sake of particular subjects*, and the problem, as we have just described it, will not occur to him.

When a culture is in a state of disintegration or transition, the freedom of the artist increases—but the question of a subject matter becomes problematic for him: he, himself, has to choose for society. This was at the basis of all the increasing crises in European art during the nineteenth century. It is too often forgotten how many of the art scandals of that time were provoked by the choice of subject (Gericault, Courbet, Daumier, Degas, Lautrec, Van Gogh, etc.).

By the end of the nineteenth century there were, roughly speaking, two ways in which the painter could meet this challenge of deciding what to paint and so choosing for society. Either he identified himself with the people and so allowed their lives to dictate his subjects to him; or he had to find his subjects within himself as painter. By *people* I mean everybody except the bourgeoisie. Many painters did of course work for the bourgeoisie according to their copy-book of approved subjects, but all of them, filling the Salon

and the Royal Academy year after year, are now forgotten, buried under the hypocrisy of those they served so sincerely.

5. When a culture is insecure, the painter chooses his subject on the basis of:
  - (a) The prevalent style in the society of his time.
  - (b) Its meaningfulness to the painter.
  - (c) What is put in front of the easel
  - (d) Past experience and memory of the painter.
6. In the sentence, “I believe there is a connection” (second paragraph), what two developments is the author referring to?
  - (a) Painters using a dying hero and using a fruit as a subject of painting.
  - (b) Growing success of painters and an increase in abstract forms.
  - (c) Artists gaining freedom to choose subjects and abandoning subjects altogether.
  - (d) Rise of Impressionists and an increase in abstract forms.
7. Which of the following is NOT necessarily among the attributes needed for a painter to succeed:
  - (a) The painter and his public agree on what is significant.
  - (b) The painting is able to communicate and justify the significance of its subject selection.
  - (c) The subject has a personal meaning for the painter.
  - (d) The painting of subjects is inspired by historical developments.
8. In the context of the passage, which of the following statements would NOT be true?
  - (a) Painters decided subjects based on what they remembered from their own lives.
  - (b) Painters of reeds and water in China faced no serious problem of choosing a subject.
  - (c) The choice of subject was a source of scandals in nineteenth century European art.
  - (d) Agreement on the general meaning of a painting is influenced by culture and historical context.
9. Which of the following views is taken by the author?
  - (a) The more insecure a culture, the greater the freedom of the artist.

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- (b) The more secure a culture, the greater the freedom of the artist.
- (c) The more secure a culture, more difficult the choice of subject.
- (d) The more insecure a culture, the less significant the choice of the subject.

**Passage 3 (CAT 2004)**

The viability of the multinational corporate system depends upon the degree to which people will tolerate the unevenness it creates. It is well to remember that the 'New Imperialism' which began after 1870 in a spirit of Capitalism Triumphant, soon became seriously troubled and after 1914, was characterized by war, depression, breakdown of the international economic system and war again, rather than Free Trade, Pax Britannica and Material Improvement. A major reason was Britain's inability to cope with the by-products of its own rapid accumulation of capital; i.e., a class-conscious labour force at home; a middle class in the hinterland; and rival centres of capital on the Continent and in America. Britain's policy tended to be atavistic and defensive rather than progressive—more concerned with warding off new threats than creating new areas of expansion. Ironically, Edwardian England revived the paraphernalia of the landed aristocracy it had just destroyed. Instead of embarking on a 'big push' to develop the vast hinterland of the Empire, colonial administrators often adopted policies to arrest the development of either a native capitalist class or a native proletariat which could overthrow them.

As time went on, the centre had to devote an increasing share of government activity to military and other unproductive expenditures; they had to rely on alliances with an inefficient class of landlords, officials and soldiers in the hinterland to maintain stability at the cost of development. A great part of the surplus extracted from the population was thus wasted locally.

The New Mercantilism (as the Multinational Corporate System of special alliances and privileges, aid and tariff concessions is sometimes called) faces similar problems of internal and external division. The centre is troubled: excluded groups revolt and even some of the affluent are dissatisfied with the roles. Nationalistic rivalry between major capitalist countries remains an important divisive factor. Finally, there is the threat presented by the middle classes and the excluded groups of the underdeveloped

countries. The national middle classes in the underdeveloped countries came to power when the centre weakened but could not, through their policy of import substitution manufacturing, establish a viable basis for sustained growth. They now face a foreign exchange crisis and an unemployment (or population) crisis—the first indicating their inability to function in the international economy and the second indicating their alienation from the people they are supposed to lead. In the immediate future, these national middle classes will gain a new lease of life as they take advantage of the spaces created by the rivalry between American and non-American oligopolists striving to establish global market positions.

The native capitalists will again become the champions of national independence as they bargain with multinational corporations. But the conflict at this level is more apparent than real, for in the end, the fervent nationalism of the middle class asks only for promotion within the corporate structure and not for a break with that structure. In the last analysis, their power derives from the metropolis and they cannot easily afford to challenge the international system. They do not command the loyalty of their own population and cannot really compete with the large, powerful, aggregate capitals from the centre. They are prisoners of the taste patterns and consumption standards set at the centre.

The main threat comes from the excluded groups. It is not unusual in underdeveloped countries for the top 5 per cent to obtain between 30 and 40 per cent of the total national income, and for the top one-third to obtain anywhere from 60 to 70 per cent. At most, one-third of the population can be said to benefit in some sense from the dualistic growth that characterizes development in the hinterland. The remaining two-thirds, who together get only one-third of the income, are outsiders, not because they do not contribute to the economy, but because they do not share in the benefits. They provide a source of cheap labour which helps keep exports to the developed world at a low price and which has financed the urban-biased growth of recent years. In fact, it is difficult to see how the system in most underdeveloped countries could survive without cheap labour since removing it (e.g. diverting it to public works projects as is done in socialist countries) would raise consumption costs to capitalists and professional elites.

10. The author is in a position to draw parallels between New Imperialism and New Mercantilism because:

- (a) both originated in the developed Western capitalist countries.
  - (b) New Mercantilism was a logical sequel to New Imperialism.
  - (c) they create the same set of outputs – a labour force, middle classes and rival centres of capital.
  - (d) both have comparable uneven and divisive effects.
11. According to the author, the British policy during the ‘New Imperialism’ period tended to be defensive because:
- (a) it was unable to deal with the fallouts of a sharp increase in capital.
  - (b) its cumulative capital had undesirable side-effects.
  - (c) its policies favoured developing the vast hinterland.
  - (d) it prevented the growth of a set-up which could have been capitalistic in nature.
12. In the sentence, “They are prisoners of the taste patterns and consumption standards set at the centre.” (fourth paragraph), what is the meaning of ‘centre’?
- (a) National government.
  - (b) Native capitalists.
  - (c) New capitalists.
  - (d) None of the above.
13. Under New Mercantilism, the fervent nationalism of the native middle classes does not create conflict with the multinational corporations because they (the middle classes)
- (a) negotiate with the multinational corporations.
  - (b) are dependent on the international system for their continued prosperity.
  - (c) are not in a position to challenge the status quo.
  - (d) do not enjoy popular support.

**Passage 4 (CAT 2004)**

Throughout human history the leading causes of death have been infection and trauma. Modern medicine has scored significant victories against both, and the major causes of ill health and death are now the chronic degenerative diseases, such as coronary artery disease, arthritis, osteoporosis, Alzheimer’s, macular degeneration, cataract and cancer. These have a long latency period before

symptoms appear and a diagnosis is made. It follows that the majority of apparently healthy people are pre-ill.

But are these conditions inevitably degenerative? A truly preventive medicine that focused on the pre-ill, analyzing the metabolic errors which lead to clinical illness, might be able to correct them before the first symptom. Genetic risk factors are known for all the chronic degenerative diseases, and are important to the individuals who possess them. At the population level, however, migration studies confirm that these illnesses are linked for the most part, to lifestyle factors—exercise, smoking and nutrition. Nutrition is the easiest of these to change, and the most versatile tool for affecting the metabolic changes needed to tilt the balance away from disease.

Many national surveys reveal that malnutrition is common in developed countries. This is not the calorie and/or micronutrient deficiency associated with developing nations (Type A malnutrition); but multiple micronutrient depletion, usually combined with calorific balance or excess (Type B malnutrition). The incidence and severity of Type B malnutrition will be shown to be worse if newer micronutrient groups such as the essential fatty acids, xanthophylls and flavonoids are included in the surveys. Commonly ingested levels of these micronutrients seem to be far too low in many developed countries.

There is now considerable evidence that Type B malnutrition is a major cause of chronic degenerative diseases. If this is the case, then it is logical to treat such diseases not with drugs but with multiple micronutrient repletion, or ‘pharmaco-nutrition’. This can take the form of pills and capsules-‘nutraceuticals’, or food formats known as ‘functional foods’. This approach has been neglected hitherto because it is relatively unprofitable for drug companies—the products are hard to patent—and it is a strategy which does not sit easily with modern medical interventionism. Over the last 100 years, the drug industry has invested huge sums in developing a range of subtle and powerful drugs to treat the many diseases we are subject to. Medical training is couched in pharmaceutical terms and this approach has provided us with an exceptional range of therapeutic tools in the treatment of disease and in acute medical emergencies. However, the pharmaceutical model has also created an unhealthy dependency culture, in which relatively few of us accept responsibility for maintaining our own health. Instead, we have handed over this responsibility to health professionals who know very little about health maintenance, or disease prevention.

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One problem for supporters of this argument is lack of the right kind of hard evidence. We have a wealth of epidemiological data linking dietary factors to health profiles/disease risks and a great deal of information on mechanism: how food factors interact with our biochemistry. But almost all intervention studies with micronutrients, with the notable exception of the omega 3 fatty acids, have so far produced conflicting or negative results. In other words, our science appears to have no predictive value. Does this invalidate the science? Or are we simply asking the wrong questions?

Based on pharmaceutical thinking, most intervention studies have attempted to measure the impact of a single micronutrient on the incidence of disease. The classical approach says that if you give a compound formula to test, subjects and obtain positive results, you cannot know which ingredient is exerting the benefit, so you must test each ingredient individually. But in the field of nutrition, this does not work. Each intervention on its own will hardly make enough difference to be measured. The best therapeutic response must therefore combine micronutrients to normalize our internal physiology. So, do we need to analyse each individual's nutritional status and then tailor a formula specifically for him or her? While we do not have the resources to analyse millions of individual cases, there is no need to do so. The vast majority of people are consuming suboptimal amounts of most micronutrients, and most of the micronutrients concerned are very safe. Accordingly, a comprehensive and universal program of micronutrient support is probably the most cost-effective and safest way of improving the general health of the nation.

14. Type-B malnutrition is a serious concern in developed countries because
  - (a) developing countries mainly suffer from Type-A malnutrition.
  - (b) it is a major contributor to illness and death.
  - (c) pharmaceutical companies are not producing drugs to treat this condition.
  - (d) national surveys on malnutrition do not include newer micronutrient groups.
15. Why are a large number of apparently healthy people deemed pre-ill?
  - (a) They may have chronic degenerative diseases.
  - (b) They do not know their own genetic risk factors which predispose them to diseases.

- (c) They suffer from Type-B malnutrition.
  - (d) There is a lengthy latency period associated with chronically degenerative diseases.
16. The author recommends micronutrient-repletion for large-scale treatment of chronic degenerative diseases because
  - (a) it is relatively easy to manage.
  - (b) micronutrient deficiency is the cause of these diseases.
  - (c) it can overcome genetic risk factors.
  - (d) it can compensate for other lifestyle factors.
17. Tailoring micronutrient-based treatment plans to suit individual deficiency profiles is not necessary because
  - (a) it very likely to give inconsistent or negative results.
  - (b) it is a classic pharmaceutical approach not suited to micronutrients.
  - (c) most people are consuming suboptimal amounts of safe-to-consume micronutrients.
  - (d) it is not cost effective to do so.

**Passage 5 (CAT 2004)**

Fifty feet away, three male lions lay by the road. They didn't appear to have a hair on their heads. Noting the color of their noses (leonine noses darken as they age, from pink to black), Craig estimated that they were six years old-young adults. "This is wonderful!" he said, after staring at them for several moments. "This is what we came to see. They really are maneless." Craig, a professor at the University of Minnesota, is arguably the leading expert on the majestic Serengeti lion, whose head is mantled, in long, thick hair. He and Peyton West, a doctoral student who has been working with him in Tanzania, had never seen the Tsavo lions that live some 200 miles east of the Serengeti. The scientists had partly suspected that the maneless males were adolescents mistaken for adults by amateur observers. Now they knew better.

The Tsavo research expedition was mostly Peyton's show. She had spent several years in Tanzania, compiling the data she needed to answer a question that ought to have been answered long ago: Why do lions have manes? It's the only cat, wild or domestic, that displays such ornamentation. In Tsavo, she was attacking the riddle from the opposite angle. Why do its lions not have manes? Some



“maneless” lions in Tsavo East do have partial manes, but they rarely attain the regal glory of the Serengeti lions. Does environmental adaptation account for the trait? Are the lions of Tsavo, as some people believe, a distinct subspecies of their Serengeti cousins?

The Serengeti lions have been under continuous observation for more than 35 years, beginning with George Schaller’s pioneering work in the 1960s. But the lions in Tsavo, Kenya’s oldest and largest protected ecosystem, have hardly been studied. Consequently, legends have grown up around them. Not only do they look different, according to the myths, they *behave* differently, displaying greater cunning and aggressiveness. “Remember too,” *Kenya: The Rough Guide* warns, “Tsavo’s lions have a reputation of ferocity.” Their fearsome image became well-known in 1898, when two males stalled construction of what is now Kenya Railways by allegedly killing and eating 135 Indian and African laborers. A British Army officer in charge of building a railroad bridge over the Tsavo River, Lt. Col. J. H. Patterson, spent nine months pursuing the pair before he brought them to bay and killed them. Stuffed and mounted, they now glare at visitors to the Field Museum in Chicago. Patterson’s account of the leonine reign of terror, *The Man-Eaters of Tsavo*, was an international best-seller when published in 1907. Still in print, the book has made Tsavo’s lions notorious. That annoys some scientists. “People don’t want to give up on mythology,” Dennis King told me one day. The zoologist has been working in Tsavo off and on for four years. “I am so sick of this man-eater business. Patterson made a helluva lot of money off that story, but Tsavo’s lions are no more likely to turn man-eater than lions from elsewhere.”

But tales of their savagery and wiliness don’t all come from sensationalist authors looking to make a buck. Tsavo lions are generally larger than lions elsewhere, enabling them to take down the predominant prey animal in Tsavo, the Cape buffalo, one of the strongest, most aggressive animals of Earth. The buffalo don’t give up easily: They often kill or severely injure an attacking lion, and a wounded lion might be more likely to turn to cattle and humans for food.

And other prey is less abundant in Tsavo than in other traditional lion haunts. A hungry lion is more likely to attack humans. Safari guides and Kenya Wildlife Service rangers tell of lions attacking Land Rovers, raiding camps, stalking tourists. Tsavo is a tough neighborhood, they say, and it breeds tougher lions.

But are they really tougher? And if so, is there any connection between their manelessness and their ferocity? An intriguing hypothesis was advanced two years ago by Gnoske and Peterhans: Tsavo lions may be similar to the unmaned cave lions of the Pleistocene. The Serengeti variety is among the most evolved of the species—the latest model, so to speak—while certain morphological differences in Tsavo lions (bigger bodies, smaller skulls, and maybe even lack of a mane) suggest that they are closer to the primitive ancestor of all lions. Craig and Peyton had serious doubts about this idea, but admitted that Tsavo lions pose a mystery to science.

18. The book *Man-Eaters of Tsavo* annoys some scientists because
  - (a) it revealed that Tsavo lions are ferocious.
  - (b) Patterson made a helluva lot of money from the book by sensationalism.
  - (c) it perpetuated the bad name Tsavo lions had.
  - (d) it narrated how two male Tsavo lions were killed.
19. According to the passage, which of the following has not contributed to the popular image of Tsavo lions as savage creatures?
  - (a) Tsavo lions have been observed to bring down one of the strongest and most aggressive animals—the Cape buffaloes.
  - (b) In contrast to the situation in traditional lion haunts, scarcity of non-buffalo prey in the Tsavo makes the Tsavo lions more aggressive.
  - (c) The Tsavo lion is considered to be less evolved than the Serengeti variety.
  - (d) Tsavo lions have been observed to attack vehicles as well as humans.
20. The sentence which concludes the first paragraph, “Now they knew better”, implies that:
  - (a) The two scientists were struck by wonder on seeing maneless lions for the first time.
  - (b) Though Craig was an expert on the Serengeti lion, now he also knew about the Tsavo lions.
  - (c) Earlier, Craig and West thought that amateur observers had been mistaken.
  - (d) Craig was now able to confirm that darkening of the noses as lions aged applied to Tsavo lions as well.

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21. Which of the following, if true, would weaken the hypothesis advanced by Gnoske and Peterhans most?
- (a) Craig and Peyton develop even more serious doubts about the idea that Tsavo lions are primitive.
  - (b) The maneless Tsavo East lions are shown to be closer to the cave lions.
  - (c) Pleistocene cave lions are shown to be far less violent than believed.
  - (d) The morphological variations in body and skull size between the cave and Tsavo lions are found to be insignificant.

## VII

**Directions for Questions 1 to 25:** *Each of the five passages given below is followed by questions. Choose the best answer for each question.*

### Passage 1 (CAT 2002)

The production of histories of India has become very frequent in recent years and may well call for some explanation. Why so many and why this one in particular? The reason is a twofold one: changes in the Indian scene requiring a re-interpretation of the facts and changes in attitudes of historians about the essential elements of Indian history. These two considerations are in addition to the normal fact of fresh information, whether in the form of archeological discoveries throwing fresh light on an obscure period or culture, or the revelations caused by the opening of archives or the release of private papers. The changes in the Indian scene are too obvious to need emphasis. Only two generations ago, British rule seemed to most Indian as well as British observers, likely to extend into an indefinite future; now there is a teenage generation which knows nothing of it. Changes in the attitudes of historians have occurred everywhere, changes in attitudes to the content of the subject as well as to particular countries, but in India, there have been some special features. Prior to the British, Indian historiographers were mostly Muslims, who relied, as in the case of Sayyid Ghulam Hussain, on their own recollection of events and on information from friends and men of affairs. Only a few like Abu'l Fazl had access to official papers. These were personal narratives of events, varying in value with the nature of the writer. The early British writers were officials. In the eighteenth century, they were concerned with some

aspect of Company policy, or, like Robert Orme in his *Military Transactions*, gave a straight narrative in what was essentially a continuation of the Muslim tradition. In the early nineteenth century, the writers were still, with two notable exceptions, officials, but they were now engaged in chronicling, in varying moods of zest, pride, and awe, the rise of the British power in India to supremacy. The two exceptions were James Mill, with his critical attitude to the Company and John Marchman, the Baptist missionary. But they, like the officials, were anglo-centric in their attitude, so that the history of modern India in their hands came to be the history of the rise of the British in India.

The official school dominated the writing of Indian history until we get the *first* professional historian's approach, Ramsay Muir and P.E. Roberts in England and H. H. Dodwell in India. Then Indian historians trained in the English school joined in, of whom the most distinguished was Sir Jadunath Sarkar and the other notable writers: Surendranath Sen, Dr. Radhakumud Mukerji, and Professor Nilakanta Sastri. They, it may be said, restored India to Indian history, but their bias was mainly political. Finally have come the nationalists who range from those who can find nothing good or true in the British to sophisticated historical philosophers like K.M. Panikkar.

Along with types of historians with their varying biases, have gone changes in the attitude to the content of Indian history. Here, Indian historians have been influenced both by their local situation and by changes of thought elsewhere. It is in this field that this work can claim some attention since it seeks to break new ground, or perhaps to deepen a freshly turned furrow in the field of Indian history. The early official historians were content with the glamour and drama of political history from Plassey to the Mutiny, from Dupleix to the Sikhs. But when the *raj* was settled down, glamour departed from politics, and they turned to the less glorious but more solid ground of administration. Not how India was conquered but how it was governed was the theme of this school of historians. It found its archpriest in H.H. Dodwell, its priestess in Dame Lilian Penson, and its chief shrine in the Volume VI of the *Cambridge History of India*. Meanwhile in Britain, other currents were moving, which led historical study into the economic and social fields. R.C. Dutt entered the first of these currents with his *Economic History of India*, to be followed more recently by the whole group of Indian economic historians. W.E. Moreland extended these studies to the Mughal Period. Social history is now being increasingly studied and there

is also of course, a school of nationalist historians; who see modern Indian history in terms of the rise and the fulfillment of the national movement.

All these approaches have value, but all share in the quality of being compartmental. It is not enough to remove political history from its pedestal of being the only kind of history worth having if it is merely to put other types of history in its place. Too exclusive an attention to economic, social, or administrative history can be as sterile and misleading as too much concentration on politics. A whole subject needs a whole treatment for understanding. A historian must dissect his subject into its elements and then fuse them together again into an integrated whole.

The true history of a country must contain all the features just cited, but must present them as parts of a single consistent theme.

- Which of the following may be the closest in meaning to the statement “restored India to Indian history”?
  - Indian historians began writing Indian history.
  - Trained historians began writing Indian history.
  - Writing India-centric Indian history began.
  - Indian history began to be written in India.
- Which of the following is the closest implication of the statement “to break new ground, or perhaps to deepen a freshly turned furrow”?
  - Dig afresh or dig deeper.
  - Start a new stream of thought or help establish a recently emerged perspective.
  - Begin or conduct further work on existing archaeological sites to unearth new evidence.
  - Begin writing a history free of any biases.
- Historians moved from writing political history to writing administrative history because:
  - attitudes of the historians changed.
  - the *raj* was settled down.
  - politics did not retain its past glamour.
  - administrative history was based on solid ground.
- According to the author, which of the following is **not** among the attitudes of Indian historians of Indian origin?
  - Writing history as personal narratives.
  - Writing history with political bias.

- Writing non-political history due to lack of glamour.
- Writing history by dissecting elements and integrating them again.

5. In the table given below, match the historians to the approaches taken by them:

A. Administrative	E. Robert Orme
B. Political	F. H. H. Dodwell
C. Narrative	G. Radha Kumud Mukherji
D. Economic	H. R. C. Dutt

(a)	(b)	(c)	(d)
A → F	A → G	A → E	A → F
B → G	B → F	B → F	B → H
C → E	C → E	C → G	C → E
D → H	D → H	D → H	D → G

#### Passage 2 (CAT 2002)

There are a seemingly endless variety of laws, restrictions, customs and traditions that affect the practice of abortion around the world. Globally, abortion is probably the single most controversial issue in the whole area of women’s rights and family matters. It is an issue that inflames women’s right groups, religious institutions, and the self-proclaimed “guardians” of public morality. The growing worldwide belief is that the right to control one’s fertility is a basic human right. This has resulted in a worldwide trend towards liberalization of abortion laws. Forty percent of the world’s population live in countries where induced abortion is permitted on request. An additional 25 percent live in countries where it is allowed if the women’s life would be endangered if she went to full term with her pregnancy. The estimate is that between 26 and 31 million legal abortions were performed in 1987. However, there were also between 10 and 22 million illegal abortions performed in that year.

Feminists have viewed the patriarchal control of women’s bodies as one of the prime issues facing the contemporary women’s movement. They observe that the definition and control of women’s reproductive freedom have always been the province of men. Patriarchal religion, as manifest in Islamic fundamentalism, traditionalist Hindu practice, orthodox Judaism, and Roman Catholicism, has been an important historical contributory factor for this and continues to be an important presence in contemporary societies. In recent times, governments, usually controlled

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by men, have “given” women the right to contraceptive use and abortion access when their countries were perceived to have an overpopulation problem. When these countries are perceived to be underpopulated, that right has been absent. Until the nineteenth century, a woman’s rights to an abortion followed English common law; it could only be legally challenged if there was a “quickening”, when the first movements of the foetus could be felt. In 1800, drugs to induce abortions were widely advertised in local newspapers. By 1900, abortion was banned in every state except to save the life of the mother. The change was strongly influenced by the medical profession, which focussed its campaign ostensibly on health and safety issues for pregnant women and the sanctity of life. Its position was also a means of control of non licensed medical practitioners such as midwives and women healers who practiced abortion.

The anti-abortion campaign was also influenced by political considerations. The large influx of eastern and southern European immigrants with their large families was seen as a threat to the population balance of the future United States. Middle and upper class Protestants were advocates of abortion as a form of birth control. By supporting abortion prohibitions, the hope was that these Americans would have more children and thus, prevent the tide of immigrant babies from overwhelming the demographic characteristics of Protestant America.

The anti-abortion legislative position remained in effect in the United States through the first sixty-five years of the twentieth century. In the early 1960s, even when it was widely known that the drug thalidomide taken during pregnancy to alleviate anxiety was shown to contribute to the formation of deformed “flipper-like” hands or legs of children, abortion was illegal in the United States. A second health tragedy was the severe outbreak of rubella during the same time period, which also resulted in major birth defects. These tragedies combined with a change of attitude towards a woman’s right to privacy lead a number of states to pass abortion-permitting legislation.

On one side of the controversy are those who call themselves “pro-life”. They view the foetus as a human life rather than as an unformed complex of cells; therefore, they hold to the belief that abortion is essentially murder of an unborn child. These groups cite both legal and religious reasons for their opposition to abortion. Pro-lifers point to the rise in legalized abortion figures and see this as morally intolerable. On the other side of the issue are those who call

themselves “pro-choice”. They believe that women, not legislators or judges, should have the right to decide whether and under what circumstances they will bear children. Pro-choicers are of the opinion that laws will not prevent women from having abortions and cite the horror stories of the past when many women died at the hands of “backroom” abortionists and in desperate attempts to self-abort. They also observe that legalized abortion is especially important for rape victims and incest victims who became pregnant. They stress physical and mental health reasons why women should not have unwanted children.

To get a better understanding of the current abortion controversy, let us examine a very important work by Kristin Luker, titled *Abortion and The Politics of Motherhood*. Luker argues that female pro-choice and pro-life activists hold different world views regarding gender, sex, and the meaning of parenthood. Moral positions on abortions are seen to be tied intimately to views on sexual behaviour, the care of children, family life, technology, and the importance of the individual. Luker identifies “pro-choice” women as educated, affluent, and liberal. Their contrasting counterparts, “pro-life” women, support traditional concepts of women as wives and mothers. It would be instructive to sketch out the differences in the world views of these two sets of women. Luker examines California, with its liberalized abortion law, as a case history. Public documents and newspaper accounts over a twenty-year period were analyzed and over 200 interviews were held with both pro-life and pro-choice activists.

Luker found that pro-life and pro-choice activists have intrinsically different views with respect to gender. Pro-life women have a notion of public and private life. The proper place for men is in the public sphere of work; for women, it is the private sphere of the home. Men benefit through the nurturance of women; women benefit through the protection of men. Children are seen to be the ultimate beneficiaries of this arrangement by having the mother as a full-time loving parent and by having clear role models. Pro-choice advocates reject the view of separate spheres. They object to the notion of the home being the “women’s sphere”. Women’s reproductive and family roles are seen as potential barriers to full equality. Motherhood is seen as a voluntary, not a mandatory or “natural” role.

In summarizing her findings, Luker believes that women become activists in either of the two movements as the end result of lives that center around different

conceptualizations of motherhood. Their beliefs and values are rooted to the concrete circumstances of their lives, their educations, incomes, occupations, and the different marital and family choices that they have made. They represent two different world views of women's roles in contemporary society and as such, the abortion issue represents the battleground for the justification of their respective views.

6. According to your understanding of the author's arguments, which countries are more likely to allow abortion?
  - (a) India and China.
  - (b) Australia and Mongolia.
  - (c) Cannot be inferred from the passage.
  - (d) Both (a) and (b).
7. Which amongst these was not a reason for banning of abortions by 1900?
  - (a) Medical professionals stressing the health and safety of women.
  - (b) Influx of eastern and southern European immigrants.
  - (c) Control of unlicensed medical practitioners.
  - (d) A tradition of matriarchal control.
8. A pro-life woman would advocate abortion if:
  - (a) the mother of an unborn child is suicidal.
  - (b) bearing a child conflicts with a woman's career prospects.
  - (c) the mother becomes pregnant accidentally.
  - (d) none of the above.
9. Pro-choice women object to the notion of the home being the "women's sphere" because they believe:
  - (a) that the home is a "joint sphere" shared between men and women.
  - (b) that reproduction is a matter of choice for women.
  - (c) that men and women are equal.
  - (d) both (b) and (c).
10. Two health tragedies affecting U.S. society in the 1960s led to:
  - (a) a change in attitude to women's right to privacy.
  - (b) retaining the anti-abortion laws with some exceptions.
  - (c) scrapping of anti-abortion laws.
  - (d) strengthening of the pro-life lobby.

11. Historically, the pro-choice movement has got support from, among others,:
  - (a) major patriarchal religions.
  - (b) countries with low population density.
  - (c) medical profession.
  - (d) none of the above.

**Passage 3 (CAT 2002)**

The conceptions of life and the world which we call 'philosophical' are a product of two factors: one, inherited religious and ethical conceptions; the other, the sort of investigation which may be called 'scientific', using this word in its broadest sense. Individual philosophers have differed widely in regard to the proportions in which these two factors entered into their systems, but it is the presence of both, in some degree, that characterizes philosophy.

'Philosophy' is a word which has been used in many ways, some wider, some narrower. I propose to use it in a very wide sense, which I will now try to explain.

Philosophy, as I shall understand the word, is something intermediate between theology and science. Like theology, it consists of speculations on matters as to which definite knowledge has, so far, been unascertainable; but like science, it appeals to human reason rather than to authority, whether that of tradition or that of revelation. All definite knowledge—so I should contend—belongs to science; all dogma as to what surpasses definite knowledge belongs to theology. But between theology and science, there is a 'No Man's Land', exposed to attack from both sides; this 'No Man's Land' is philosophy. Almost all the questions of most interest to speculative minds are such as science cannot answer, and the confident answers of theologians no longer seem so convincing as they did in former centuries. Is the world divided into mind and matter, and if so, what is mind and what is matter? Is mind subject to matter, or is it possessed of independent powers? Has the universe any unity or purpose? Is it evolving towards some goal? Are there really laws of nature, or do we believe in them only because of our innate love of order? Is man what he seems to the astronomer, a tiny lump of carbon and water impotently crawling on a small and unimportant planet? Or is he what he appears to Hamlet? Is he perhaps both at once? Is there a way of living that is noble and another that is base, or are all ways of living merely futile? If there is a way of living that is noble, in what does it consist, and how shall we achieve it? Must the good be eternal in order

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to deserve to be valued, or is it worth seeking even if the universe is inexorably moving towards death? Is there such a thing as wisdom, or is what seems such merely the ultimate refinement of folly? To such questions; no answer can be found in the laboratory. Theologies have professed to give answers, all too definite; but their definiteness causes modern minds to view them with suspicion. The studying of these questions, if not the answering of them, is the business of philosophy.

Why, then, you may ask, waste time on such insoluble problems? To this, one may answer as a historian, or an individual facing the terror of cosmic loneliness.

The answer of the historian, in so far as I am capable of giving it, will appear in the course of this work. Ever since men became capable of free speculation, their actions in innumerable important respects, have depended upon their theories as to the world and human life, as to what is good and what is evil. This is as true in the present day as at any former time. To understand an age or a nation, we must understand its philosophy, and to understand its philosophy, we must ourselves be in some degree philosophers. There is here a reciprocal causation: the circumstances of men's lives do much to determine their philosophy, but, conversely, their philosophy does much to determine their circumstances.

There is also, however, a more personal answer. Science tells us what we can know, but what we can know is little, and if we forget how much we cannot know, we may become insensitive to many things of very great importance. Theology, on the other hand, induces a dogmatic belief that we have knowledge, where in fact, we have ignorance, and by doing, so generates a kind of impertinent insolence towards the universe. Uncertainty, in the presence of vivid hopes and fears, is painful, but must be endured if we wish to live without the support of comforting fairy tales. It is not good either to forget the questions that philosophy asks, or to persuade ourselves that we have found indubitable answers to them. To teach how to live without certainty, and yet without being paralyzed by hesitation, is perhaps the chief thing that philosophy, in our age, can still do for those who study it.

12. The purpose of philosophy is to:
- (a) reduce uncertainty and chaos.
  - (b) help us to cope with uncertainty and ambiguity.
  - (c) help us to find explanations for uncertainty.
  - (d) reduce the terror of cosmic loneliness.

13. Based on this passage, what can be concluded about the relation between philosophy and science?
- (a) The two are antagonistic.
  - (b) The two are complementary.
  - (c) There is no relation between the two.
  - (d) Philosophy derives from science.
14. From reading the passage, what can be concluded about the profession of the author? He is most likely to be a:
- (a) historian.
  - (b) philosopher.
  - (c) scientist.
  - (d) theologian.
15. According to the author, which of the following statements about the nature of the universe must be definitely true?
- (a) The universe has unity.
  - (b) The universe has a purpose.
  - (c) The universe is evolving towards a goal.
  - (d) None of the above.

**Passage 4 (CAT 2002)**

Cells are the ultimate multitaskers: they can switch on genes and carry out their orders, talk to each other, divide in two, and much more, all at the same time. But they couldn't do any of these tricks without a power source to generate movement. The inside of a cell bustles with more traffic than Delhi roads, and, like all vehicles, the cell's moving parts need engines. Physicists and biologists have looked "under the hood" of the cell—and laid out the nuts and bolts of molecular engines.

The ability of such engines to convert chemical energy into motion is the envy of nanotechnology researchers looking for ways to power molecule-sized devices. Medical researchers also want to understand how these engines work. Because these molecules are essential for cell division, scientists hope to shut down the rampant growth of cancer cells by deactivating certain motors. Improving motor-driven transport in nerve cells may also be helpful for treating diseases such as Alzheimer's, Parkinson's or ALS, also known as Lou Gehrig's disease.

We wouldn't make it far in life without motor proteins. Our muscles wouldn't contract. We couldn't grow, because the growth process requires cells to duplicate their

machinery and pull the copies apart. And our genes would be silent without the services of messenger RNA, which carries genetic instructions over to the cell's protein-making factories. The movements that make these cellular activities possible, occur along a complex network of threadlike fibers, or polymers, along which bundles of molecules travel like trams. The engines that power the cell's freight are three families of proteins, called myosin, kinesin and dynein. For fuel, these proteins burn molecules of ATP, which cells make when they break down the carbohydrates and fats from the foods we eat. The energy from burning ATP causes changes in the proteins' shape that allow them to heave themselves along the polymer track. The results are impressive: In one second, these molecules can travel between 50 and 100 times their own diameter. If a car with a 5-foot-wide engine were as efficient, it would travel 170 to 340 kmph.

Ronald Vale, a researcher at the Howard Hughes Medical Institute and the University of California at San Francisco, and Ronald Milligan of the Scripps Research Institute have realized a long-awaited goal by reconstructing the process by which myosin and kinesin move, almost down to the atom. The dynein motor, on the other hand, is still poorly understood. Myosin molecules, best known for their role in muscle contraction, form chains that lie between filaments of another protein called actin. Each myosin molecule has a tiny head that pokes out from the chain like oars from a canoe. Just as rowers propel their boat by stroking their oars through the water, the myosin molecules stick their heads into the actin and hoist themselves forward along the filament. While myosin moves along in short strokes, its cousin kinesin walks steadily along a different type of filament called a microtubule. Instead of using a projecting head as a lever, kinesin walks on two "legs." Based on these differences, researchers used to think that myosin and kinesin were virtually unrelated. But newly discovered similarities in the motors' ATP-processing machinery now suggest that they share a common ancestor—molecule. At this point, scientists can only speculate as to what type of primitive cell-like structure this ancestor occupied as it learned to burn ATP and use the energy to change shape. "We'll never really know, because we can't dig up the remains of ancient proteins, but that was probably a big evolutionary leap," says Vale.

On a slightly larger scale, loner cells like sperm or infectious bacteria are prime movers that resolutely push

their way through to other cells. As L. Mahadevan and Paul Matsudaira of the Massachusetts Institute of Technology explain, the engines in this case are springs or ratchets that are clusters of molecules, rather than single proteins like myosin and kinesin. Researchers don't yet fully understand these engines' fueling process or the details of how they move, but the result is a force to be reckoned with. For example, one such engine is a spring like stalk connecting a single-celled organism called a vorticellid to the leaf fragment it calls home. When exposed to calcium, the spring contracts, yanking the vorticellid down at speeds approaching 3 inches (8 centimeters) per second.

Springs like this are coiled bundles of filaments that expand or contract in response to chemical cues. A wave of positively charged calcium ions, for example, neutralizes the negative charges that keep the filaments extended. Some sperm use spring like engines made of actin filaments to shoot out a barb that penetrates the layers that surround an egg. And certain viruses use a similar apparatus to shoot their DNA into the host's cell. Ratchets are also useful for moving whole cells, including some other sperm and pathogens. These engines are filaments that simply grow at one end, attracting chemical building blocks from nearby. Because the other end is anchored in place, the growing end pushes against any barrier that gets in its way.

Both springs and ratchets are made up of small units that each move just slightly, but collectively produce a powerful movement. Ultimately, Mahadevan and Matsudaira hope to better understand just how these particles create an effect that seems to be so much more than the sum of its parts. Might such an understanding provide inspiration for ways to power artificial nano-sized devices in the future? "The short answer is absolutely," says Mahadevan. "Biology has had a lot more time to evolve enormous richness in design for different organisms. Hopefully, studying these structures will not only improve our understanding of the biological world, it will also enable us to copy them, take apart their components and re-create them for other purposes."

16. According to the author, research on the power source of movement in cells can contribute to:
  - (a) control over the movement of genes within human systems.
  - (b) the understanding of nanotechnology.
  - (c) arresting the growth of cancer in a human being.
  - (d) the development of cures for a variety of diseases.

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17. The author has used several analogies to illustrate his arguments in the article. Which of the following pairs of words are examples of the analogies used?

- I. Cell activity and vehicular traffic.
- II. Polymers and tram tracks.
- III. Genes and canoes.
- IV. Vorticellids and ratchets.

- (a) I and II
- (b) II and III
- (c) I and IV
- (d) I and III

18. Read the five statements below: I, II, III, IV, and V. From the options given, select the one which includes statement that are **not** representative of an argument presented in the passage.

- I. Sperms use spring like engines made of actin filament.
- II. Myosin and kinesin are unrelated.
- III. Nanotechnology researchers look for ways to power molecule-sized devices.
- IV. Motor proteins help muscle contraction.
- V. The dynein motor is still poorly understood.

- (a) I, II and III
- (b) III, IV and V
- (c) I, IV and V
- (d) I, III and IV

19. Read the four statements below: I, II, III, and IV. From the options given, select the one which includes only statement(s) that are representative of arguments presented in the passage.

- I. Protein motors help growth processes.
- II. Improved transport in nerve cells will help arrest tuberculosis and cancer.
- III. Cells, together, generate more power than the sum of power generated by them separately.
- IV. Vorticellid and the leaf fragment are connected by a calcium engine.

- (a) I and II but not III
- (b) I and III but not IV
- (c) I and IV but not II
- (d) III and IV but not II

20. Read the four statements below: I, II, III, and IV. From the options given, select the one which include

statement(s) that are representative of arguments presented in the passage.

- I. Myosin, kinesin and actin are three types of protein.
- II. Growth processes involve a routine in a cell that duplicates their machinery and pulls the copies apart.
- III. Myosin molecules can generate vibrations in muscles.
- IV. Ronald and Mahadevan are researchers at Massachusetts Institute of Technology.

- (a) I and II but not III and IV
- (b) II and III but not I
- (c) II and IV but not I and III
- (d) I, II and III but not IV

**Passage 5 (CAT 2002)**

If translated into English, most of the ways economists talk among themselves would sound plausible enough to poets, journalists, businesspeople, and other thoughtful though *noneconomical* folk. Like serious talk anywhere—among boat designers and baseball fans, say—the talk is hard to follow when one has not made a habit of listening to it for a while. The culture of the conversation makes the words arcane. But the people in the unfamiliar conversation are not Martians. Underneath it all (the economist’s favorite phrase), conversational habits are similar. Economics uses mathematical models and statistical tests and market arguments, all of which look alien to the literary eye. But looked at closely, they are not so alien. They may be seen as figures of speech—metaphors, analogies, and appeals to authority.

Figures of speech are not mere frills. They think for us. Someone who thinks of a market as an “invisible hand” and the organization of work as a “production function” and his coefficients as being “significant,” as an economist does, is giving the language a lot of responsibility. It seems a good idea to look hard at his language.

If the economic conversation were found to depend a lot on its verbal forms, this would not mean that economics would be not a science, or just a matter of opinion, or some sort of confidence game. Good poets, though not scientists, are serious thinkers about symbols; good historians, though not scientists, are serious thinkers about data. Good scientists also use language. What is more (though it



remains to be shown) they use the cunning of language, without particularly meaning to. The language used is a social object, and using language is a social act. It requires cunning (or, if you prefer, consideration) attention to the other minds present when one speaks.

The paying of attention to one's audience is called "rhetoric," a word that I later exercise hard. One uses rhetoric, of course, to warn of a fire in a theatre or to arouse the xenophobia of the electorate. This sort of yelling is the vulgar meaning of the word, like the president's "heated rhetoric" in a press conference or the "mere rhetoric" to which our enemies stoop. Since the Greek flame was lit, though, the word has been used also in a broader and more amiable sense, to mean the study of all the ways of accomplishing things with language: inciting a mob to lynch the accused, to be sure, but also persuading readers of a novel that its characters breathe, or bringing scholars to accept the better argument and reject the worse.

The question is whether the scholar—who usually fancies himself an announcer of "results" or a stator of "conclusions" free of rhetoric—speaks rhetorically. Does he try to persuade? It would seem so. Language, I just said, is not a solitary accomplishment. The scholar doesn't speak into the void, or to himself. He speaks to a community of voices. He desires to be heeded, praised, published, imitated, honored, en-Nobeled. These are the desires. The devices of language are the means.

Rhetoric is the proportioning of means to desires in speech. Rhetoric is an economics of language, the study of how scarce means are allocated to the insatiable desires of people to be heard. It seems on the face of it a reasonable hypothesis that economists are like other people in being talkers, who desire listeners when they go to the library or the laboratory as much as when they go to the office on the polls. The purpose here is to see if this is true, and to see if it is useful: to study the rhetoric of economic scholarship.

The subject is scholarship. It is not the economy, or the adequacy of economic theory as a description of the economy, or even mainly the economist's role in the economy. The subject is the conversation economists have among themselves, for purposes of persuading each other that the interest elasticity of demand for investment is zero or that the money supply is controlled by the Federal Reserve.

Unfortunately, though, the conclusions are of more than academic interest. The conversations of classicists or of astronomers rarely affect the lives of other people. Those of

economists do so on a large scale. A well known joke describes a May Day parade through Red Square with the usual mass of soldiers, guided missiles, rocket launchers. At last come rank upon rank of people in gray business suits. A bystander asks, "Who are those?" "Aha!" comes the reply, "those are economists: you have no idea what damage they can do!" Their conversations do it.

21. According to the passage, which of the following is the best set of reasons for which one needs to "look hard" at an economist's language?
  - I. Economists accomplish a great deal through their language.
  - II. Economics is an opinion-based subject.
  - III. Economics has a great impact on other's lives.
  - IV. Economics is damaging.
  - (a) I and II
  - (b) III and IV
  - (c) I and III
  - (d) II and IV
22. In the light of the definition of rhetoric given in the passage, which of the following will have the least element of rhetoric?
  - (a) An election speech.
  - (b) An advertisement jingle.
  - (c) Dialogues in a play.
  - (d) Commands given by army officers.
23. As used in the passage, which of the following is the closest meaning to the statement "The culture of the conversation makes the words arcane"?
  - (a) Economists belong to a different culture.
  - (b) Only mathematicians can understand economists.
  - (c) Economists tend to use terms unfamiliar to the lay person, but depend on familiar linguistic forms.
  - (d) Economists use similes and adjectives in their analysis.
24. As used in the passage, which of the following is the closest alternative to the word 'arcane'?
  - (a) Mysterious
  - (b) Secret
  - (c) Covert
  - (d) Perfidious

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25. Based on your understanding of the passage, which of the following conclusions would you agree with?
- (a) The geocentric and the heliocentric views of the solar system are equally tenable.
  - (b) The heliocentric view is superior because of better rhetoric.
  - (c) Both views use rhetoric to persuade.
  - (d) Scientists should not use rhetoric.

## VIII

### Passage 1 [CAT 2003 (cancelled)]

At the heart of the enormous boom in wine consumption that has taken place in the English-speaking world over the last two decades or so, is a fascinating, happy paradox. In the days when wine was exclusively the preserve of a narrow cultural elite, bought either at auctions or from gentleman wine merchants in wing collars and bow-ties, to be stored in rambling cellars and decanted to order by one's butler, the ordinary drinker didn't get a look-in. Wine was considered a highly technical subject, in which anybody without the necessary ability could only fall flat on his or her face in embarrassment. It wasn't just that you needed a refined aesthetic sensibility for the stuff if it wasn't to be hopelessly wasted on you. It required an intimate knowledge of what came from where, and what it was supposed to taste like.

Those were times, however, when wine appreciation essentially meant a familiarity with the great French classics, with perhaps a smattering of other wines—like sherry and port. That was what the wine trade dealt in. These days, wine is bought daily in supermarkets and high-street chains to be consumed that evening, hardly anybody has a cellar to store it in and most don't even possess a decanter. Above all, the wines of literally dozens of countries are available on our market. When a supermarket offers its customers a couple of fruity little numbers from Brazil, we scarcely raise an eyebrow.

It seems, in other words, that the commercial jungle that wine has now become has not in the slightest deterred people from plunging adventurously into the thickets in order to taste and see. Consumers are no longer intimidated by the thought of needing to know their Pouilly-Fume from their Pouilly-Fuisse just at the very moment when there is more to know than ever before.

The reason for this new mood of confidence is not hard to find. It is on every wine label from Australia, New Zealand, South Africa and the United States: the name of the grape from which the wine is made. At one time, that might have sounded like a fairly technical approach in itself. Why should native English-speakers know what Cabernet Sauvignon or Chardonnay were? The answer lies in the popularity that wines made from those grape varieties now enjoy. Consumers effectively recognize them as brand names, and have acquired a basic lexicon of wine that can serve them even when confronted with those Brazilian upstarts.

In the wine heartlands of France, they are scared to death of that trend—not because they think their wine isn't as good as the best from California or South Australia (what French winemaker will ever admit that?) but because they don't traditionally call their wines Cabernet Sauvignon or Chardonnay. They call them Chateau Ducru-Beaucillou or Corton-Charlemagne, and they aren't about to change. Some areas, in the middle of southern France, have now produced a generation of growers using the varietal names on their labels and are tempting consumers back to French wine. It will be an uphill struggle, but there is probably no other way if France is to avoid simply becoming a specialty source of old-fashioned wines for old-fashioned connoisseurs.

Wine consumption was also given a significant boost in the early 1990s by the works of Dr. Serge Renaud, who has spent many years investigating the reasons for the uncannily low incidence of coronary heart disease in the south of France. One of his major findings is that the fat-derived cholesterol that build up the arteries and can eventually lead to the heart trouble, can be dispersed by the tannins in wine. Tannin is derived from the skin of grapes, and is therefore, present in higher level in red wines, because they have to be infused with their skin to attain the red colour. That news caused a huge upsurge in red wine consumption in United States. It has not been accorded the prominence it deserves in the UK, largely because the medical profession still sees all alcohol as a menace to health, and is constantly calling for it to be made prohibitively expensive. Certainly, the manufacturers of anticoagulant drugs might have something to lose if we all got the message that we would do just as well for our hearts by taking half a bottle of red wine every day!

1. The tone that the author uses while asking “What French winemaker will ever admit that?” is best described as:
  - (a) caustic
  - (b) satirical
  - (c) critical
  - (d) hypocritical.
2. Which one of the following CANNOT be reasonably attributed to the labeling strategy followed by wine producers in English-speaking countries?
  - (a) Consumers buy wines on the basis of their familiarity with a grape variety’s name.
  - (b) Even ordinary customers now have more access to technical knowledge about wine.
  - (c) Consumers are able to appreciate better quality wines.
  - (d) Some non-English speaking countries like Brazil indicate grape variety names on their labels.
3. Which one of the following, if true, would provide most support for Dr. Renaud’s findings about the “effect of tannins”?
  - (a) A survey showed that film celebrities based in France have a low incidence of coronary heart disease.
  - (b) Measurements carried out in southern France showed red wine drinkers had significantly higher levels of coronary heart incidence than white wine drinkers did.
  - (c) Data showed a positive association between sales of red wine and incidence of coronary heart disease.
  - (d) Long-term surveys in southern France showed that the incidence of coronary heart disease was significantly lower in red wine drinkers than in those who did not drink red wine.
4. The development which has created fear among winemakers in the wine heartlands of France is the
  - (a) tendency not to name wines after the grape varieties that are used in the wines.
  - (b) ‘education’ that consumers have derived from wine labels from English speaking countries.
  - (c) new generation of local winegrowers who use labels that show names of grape varieties.
  - (d) ability of consumers to understand a wine’s qualities when confronted with “Brazilian upstarts’.
5. What according to the author should the French do to avoid becoming a producer of merely old-fashioned wines?
  - (a) Follow the labelling strategy of the English-speaking countries.
  - (b) Give their wines English names.
  - (c) Introduce fruity wines as Brazil has done.
  - (d) Produce the wines that have become popular in the English-speaking world.

**Passage 2 [CAT 2003 (cancelled)]**

Right through history, imperial powers have clung to their possessions to death. Why, then, did Britain in 1947, give up the jewel in its crown, India? For many reasons. The independence struggle exposed the hollowness of the white man’s burden. Provincial self-rule since 1935 paved the way for full self rule. Churchill resisted independence, but the Labour government of Atlee was anti-imperialist by ideology. Finally, the Royal Indian Navy mutiny in 1946 raised fears of a second Sepoy mutiny, and convinced British waverers that it was safer to withdraw gracefully. But politico-military explanations are not enough. The basis of empire was always money.

The end of empire had much to do with the fact that British imperialism had ceased to be profitable. World War II left Britain victorious but deeply indebted, needing Marshall Aid and loans from the World Bank. This constituted a strong financial case for ending the no-longer-profitable empire.

Empire building is expensive. The US is spending one billion dollars a day in operations in Iraq that fall well short of full-scale imperialism. Through the centuries, empire building was costly, yet constantly undertaken because it promised high returns. The investment was in armies and conquest. The returns came through plunder and taxes from the conquered.

No immorality was attached to imperial loot and plunder. The biggest conquerors were typically revered (hence, titles like Alexander the Great, Akbar the Great, and Peter the Great). The bigger and richer the empire, the more the plunderer was admired. This mindset gradually changed with the rise of new ideas about equality and governing for the public good, ideas that culminated in the French and American revolutions. Robert Clive was impeached for making a little money on the side, and so was Warren Hastings. The white man’s burden came up as a new moral

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rationale for conquest: It was supposedly for the good of the conquered. This led to much muddled hypocrisy. On the one hand, the empire needed to be profitable. On the other hand, the white man's burden made brazen loot impossible.

An additional factor deterring loot was the 1857 Sepoy Mutiny. Though crushed, it reminded the British vividly that they were a tiny ethnic group who could not rule a gigantic subcontinent without the support of important locals. After 1857, the British stopped annexing one princely state after another, and instead treated the princes as allies. Land revenue was fixed in absolute terms, partly to prevent local unrest and partly to promote the notion of the white man's burden. The empire proclaimed itself to be a protector of the Indian peasant against exploitation by Indian elites. This was denounced as hypocrisy by nationalists like Dadabhoi Naoroji in the 19th century, who complained that land taxes led to an enormous drain from India to Britain.

Objective calculations by historians like Adams Maddison suggest a drain of perhaps 1.6 percent of Indian Gross National Product in the 19th century. But land revenue was more or less fixed by the Raj in absolute terms and so its real value diminished rapidly with inflation in the 20th century. By World War II, India had ceased to be a profit centre for the British Empire.

Historically, conquered nations paid taxes to finance fresh wars of the conqueror. India itself was asked to pay a large sum at the end of World War I to help repair Britain's finances. But, as shown by historian Indivar Kamtekar, the independence movement led by Gandhiji changed the political landscape, and made mass taxation of India increasingly difficult. By World War II, this had become politically impossible. Far from taxing India to pay for World War II, Britain actually began paying India for its contribution of men and goods. Troops from white dominions like Australia, Canada and New Zealand were paid for entirely by these countries, but Indian costs were shared by the British government. Britain paid in the form of non-convertible sterling balances, which mounted swiftly. The conqueror was paying the conquered, undercutting the profitability on which all empire is funded. Churchill opposed this, and wanted to tax India rather than owe it money. But he was overruled by India hands who said India would resist payment, and paralyze the war effort. Leo Amery, Secretary of State for India, said that when you are driving in a taxi to the station to catch a life-or-death train, you do not loudly announce that you have

doubts whether to pay the fare. Thus, World War II converted India from a debtor to a creditor with *over* one billion pounds in sterling balances. Britain, meanwhile, became the biggest debtor in the world. It's not worth ruling over people you are afraid to tax.

6. Which one of the following best expresses the main purpose of the author?
  - (a) To present the various reasons that can lead to the collapse of an empire and the granting of independence to the subjects of an empire.
  - (b) To point out the critical role played by the 'white man's burden' in making a colonizing power give up its claims to native possessions.
  - (c) To highlight the contradictory impulse underpinning empire building which is a costly business but very attractive at the same time.
  - (d) To illustrate how erosion of the financial basis of an empire supports the granting of independence to an empire's constituents.
7. Which of the following was not a reason for the emergence of the 'white man's burden' as a new rationale for empire building in India?
  - (a) The emergence of the idea of the public good as an element of governance.
  - (b) The decreasing returns from imperial loot and increasing costs of conquest.
  - (c) The weakening of the immorality attached to an emperor's looting behaviour.
  - (d) A growing awareness of the idea of equality among peoples.
8. Which of the following best captures the meaning of the 'white man's burden', as it is used by the author?
  - (a) British claim to a civilizing mission directed at ensuring the good of the natives.
  - (b) Inspiration for the French and American revolutions.
  - (c) Resource drain that had to be borne by the home country's white population.
  - (d) Imperative that made open looting of resources impossible.
9. What was the main lesson the British learned from the Sepoy Mutiny of 1857?
  - (a) That the local princes were allies, not foes.
  - (b) That the land revenue from India would decline dramatically.

- (c) That the British were a small ethnic group.
  - (d) That India would be increasingly difficult to rule.
10. Why didn't Britain tax India to finance its World War II efforts?
- (a) Australia Canada and New Zealand had offered to pay for Indian troops.
  - (b) India had already paid a sufficiently large sum during World War I.
  - (c) It was afraid that if India refused to pay, Britain's war efforts would be jeopardized.
  - (d) The British empire was built on the premise that the conqueror pays the conquered.

**Passage 3 [CAT 2003 (cancelled)]**

The controversy over genetically modified food continues unabated in the West. Genetic modification (GM) is the science by which the genetic material of a plant is altered, perhaps to make it more resistant to pests or killer weeds, or to enhance its nutritional value. Many food biotechnologists claim that GM will be a major contribution of science to mankind in the 21st century. On the other hand, large numbers of opponents, mainly in Europe claim that the benefits of GM are a myth propagated by multinational corporations to increase their profits, that they pose a health hazard, and have therefore, called for governments to ban the sale of genetically-modified food.

The anti-GM campaign has been quite effective in Europe, with several European Union member countries imposing a virtual ban for five years over genetically modified food imports. Since the genetically-modified food industry is particularly strong in the United States of America, the controversy also constitutes another chapter in the US-Europe skirmishes which have become particularly acerbic after the US invasion of Iraq.

To a large extent, the GM controversy has been ignored in the Indian media, although Indian biotechnologists have been quite active in GM research. Several groups of Indian biotechnologists have been working on various issues connected with crops grown in India. One concrete achievement, which has recently figured in the news is that of a team led by the former vice-chancellor of Jawaharlal Nehru University, Asis Datta—it has successfully added an extra gene to potatoes to enhance the protein content of the tuber by at least 30 percent. Not surprisingly, the new potato

has been called the protato. The protato is now in its third year of field trials. It is quite likely that the GM controversy will soon hit the headlines in India since a spokesperson of the Indian Central government has recently announced that the government may use the protato in its midday meal programme for schools as early as next year.

Why should 'scientific progress', with huge potential benefits to the poor and malnourished, be so controversial'? The anti-GM lobby contends that pernicious propaganda has vastly exaggerated the benefits of GM and completely evaded the costs which will have to be incurred if the genetically-modified food industry is allowed to grow unchecked. In particular, they allude to different types of costs.

This group contends that the most important potential cost is that the widespread distribution and growth of genetically modified food will enable the corporate world (alias the multinational corporations—MNCs) completely capture the food chain. A "small" group of biotech companies will patent the transferred genes as well as the technology associated with them. They will then buy up the competing seed merchants and seed-breeding centres, thereby controlling the production of food at every possible level. Independent farmers, big and small, will be completely wiped out of the food industry. At best, they will be reduced to the status of being subcontractors.

This line of argument goes on to claim that the control of the food chain will be disastrous for the poor since the MNCs, guided by the profit motive, will only focus on the high-value food items demanded by the affluent in the long run, the production of basic staples which constitute the food basket of the poor will taper.

However, this vastly overestimates the power of the MNCs. Even if the research promoted by them does focus on the high-value food items, much of biotechnology research is also funded by governments in both developing and developed countries. Indeed, the protato is a by-product of this type of research. If the protato passes the field trials, there is no reason to believe that it cannot be marketed in the global potato market. And this type of success story can be repeated with other basic food items.

The second type of cost associated with the genetically-modified food industry is environmental damage. The most common type of "genetic engineering" involves gene modification in plants designed to make them resistant to applications of weed-killers. This then enables farmers to use massive dosages of weed-killers so as to destroy or

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wipe out all competing varieties of plants in their fields. However, some weeds through genetically-modified pollen contamination, may acquire resistance to a variety of weed-killers. The only way to destroy these weeds is through the use of ever-stronger herbicides which are poisonous and linger on in the environment.

11. Using the clues in the passage, which of the following countries would *you* expect to be in the forefront of the anti-GM campaign?
  - (a) USA and Spain
  - (b) India and Iraq
  - (c) Germany and France
  - (d) Australia and New Zealand.
12. The author doubts the anti-GM lobby's contention that MNC control of the food chain will be disastrous for the poor because
  - (a) MNCs will focus on high-value food items.
  - (b) MNCs are driven by the motive of profit maximization.
  - (c) MNCs are not the only group of actors in genetically-modified food research.
  - (d) economic development will help the poor buy MNC-produced food.
13. Which of the following about the Indian media's coverage of scientific research does the passage seem to suggest?
  - (a) Indian media generally covers a subject of scientific importance when its mass application is likely.
  - (b) Indian media's coverage of scientific research is generally dependent on MNCs' interests.
  - (c) Indian media, in partnership with the government, is actively involved in publicizing the results of scientific research.
  - (d) Indian media only highlights scientific research which is funded by the government.
14. Genetic modification makes plants more resistant to killer weeds. However, this can lead to environmental damage by
  - (a) wiping out competing varieties of plants which now fall prey to killer-weeds.
  - (b) forcing application of stronger herbicides to kill weeds which have become resistant to weak herbicides.
  - (c) forcing application of stronger herbicides to keep the competing plants weed-free.
  - (d) not allowing growth of any weeds, thus reducing soil fertility.
15. According to the passage, biotechnology research:
  - (a) Is of utility only for high value food items.
  - (b) Is funded only by multinational corporations.
  - (c) allows multinational corporations to control the food basket of the poor.
  - (d) Addresses the concerns of rich and poor countries.

**Passage 4 [CAT 2003 (cancelled)]**

Modern science, exclusive of geometry, is a comparatively recent creation and can be said to have originated with Galileo and Newton. Galileo was the first scientist to recognize clearly that the only way to further our understanding of the physical world was to resort to experiment. However obvious Galileo's contention may appear in the light of our present knowledge, it remains a fact that the Greeks, in spite of their proficiency in geometry, never seem to have realized the importance of experiment. To a certain extent, this may be attributed to the crudeness of their instruments of measurement. Still, an excuse of this sort can scarcely be put forward when the elementary nature of Galileo's experiments and observations is recalled. Watching a lamp oscillate in the cathedral of Pisa, dropping bodies from the leaning tower of Pisa, rolling balls down inclined planes, noticing the magnifying effect of water in a spherical glass vase, such was the nature of Galileo's experiments and observations. As can be seen, they might just as well have been performed by the Greeks. At any rate, it was thanks to such experiments that Galileo discovered the fundamental law of dynamics, according to which the acceleration imparted to a body is proportional to the force acting upon it.

The next advance was due to Newton, the greatest scientist of all time if account be taken of his joint contributions to mathematics and physics. As a physicist, he was of course an ardent adherent of the empirical method, but his greatest title to fame lies in another direction. Prior to Newton, mathematics, chiefly in the form of geometry, had been studied as a fine art without any view to its physical applications, other than in very trivial cases. But with Newton, all the resources of mathematics were turned to advan-

tage in the solution of physical problems. Thenceforth, mathematics appeared as an instrument of discovery, the most powerful one known to man, multiplying the power of thought just as in the mechanical domain, the lever multiplied our physical action. It is this application of mathematics to the solution of physical problems, this combination of two separate fields of investigation, which constitutes the essential characteristic of the Newtonian method. Thus, problems of physics were metamorphosed into problems of mathematics.

But in Newton's day, the mathematical instrument was still in a very backward state of development. In this field again, Newton showed the mark of genius by inventing the integral calculus. As a result of this remarkable discovery, problems, which would have baffled Archimedes, were solved with ease. We know that in Newton's hands, this new departure in scientific method led to the discovery of the law of gravitation. But here again the real significance of Newton's achievement lay not so much in the exact quantitative formulation of the law of attraction, as in his having established the presence of law and order at least in one important realm of nature, namely, in the motions of heavenly bodies. Nature thus exhibited rationality and was not mere blind chaos and uncertainty. To be sure, Newton's investigations had been concerned with but a small group of natural phenomena, but it appeared unlikely that this mathematical law and order should turn out to be restricted to certain special phenomena; and the feeling was general that all the physical processes of nature would prove to be unfolding themselves according to rigorous mathematical laws.

When Einstein, in 1905, published his celebrated paper on the electrodynamics of moving bodies, he remarked that the difficulties, which surrounded the equations of electrodynamics, together with the negative experiments of Michelson and others, would be obviated if we extended the validity of the Newtonian principle of relativity to the Galilean motion, which applied solely to mechanical phenomena, so as to include all manner of phenomena: electrodynamics, optical, etc. When extended in this way, the Newtonian principle of relativity became Einstein's special principle of relativity. Its significance lay in its assertion that absolute Galilean motion or absolute velocity must ever escape all experimental detection. Henceforth, absolute velocity should be conceived of as physically meaningless, not only in the particular realm of mechanics,

as in Newton's day but in the entire realm of physical phenomena. Einstein's special principle, by adding increased emphasis to this relativity of velocity, making absolute velocity metaphysically meaningless, created a still more profound distinction between velocity and accelerated or rotational motion. This latter type of motion remained absolute and real as before. It is most important to understand this point and to realize that Einstein's special principle is merely an extension of the validity of the classical Newtonian principle to all classes of phenomena.

16. According to the author, why did the Greeks NOT conduct experiments to understand the physical world?
  - (a) Apparently they did not think it necessary to experiment.
  - (b) They focused exclusively on geometry.
  - (c) Their instruments of measurement were very crude.
  - (d) The Greeks considered the application of geometry to the physical world more important.
17. Newton may be considered one of the greatest scientists of all time because he
  - (a) discovered the law of gravitation.
  - (b) married physics with mathematics.
  - (c) invented integral calculus.
  - (d) started the use of the empirical method in science.
18. The statement "nature thus exhibited rationality and was not mere blind chaos and uncertainty" suggests that
  - (a) problems that had baffled scientists like Archimedes were not really problems.
  - (b) only a small group of natural phenomena was chaotic.
  - (c) physical phenomena conformed to mathematical laws.
  - (d) natural phenomena were evolving towards a less chaotic future.
19. The significant implication of Einstein's special principle of relativity is that
  - (a) absolute velocity was meaningless in the realm of all physical phenomena.
  - (b) Newton's principle of relativity needs to be modified.

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- (c) there are limits to which experimentation can be used to understand some physical phenomena.
- (d) it is meaningless to try to understand the distinction between velocity and accelerated or rotational motion.

20. Which of the following statements about modern science best captures the theme of the passage?

- (a) Modern science rests firmly on the platform built by the Greeks.
- (b) We need to go back to the method of enquiry used by the Greeks to better understand the laws of dynamics.
- (c) Disciplines like Mathematics and Physics function best when integrated into one.
- (d) New knowledge about natural phenomena builds on existing knowledge.

**Directions for Questions 21 to 25:** *The poem given below is followed by five questions. Choose the best answer to each question.*

As you set out for Ithaka  
hope the journey is a long one,  
full of adventure, full of discovery.  
Laistrygonians and Cyclops,  
angry Poseidon—don't be afraid of them:  
you'll never find things like that on your way.  
as long as you keep your thoughts raised high,  
as long as a rare excitement  
stirs your spirit and your body.  
Laistrygonians and Cyclops,  
wild Poseidon—you won't encounter them  
unless you bring them along inside your soul,  
unless your soul sets them up in front of you.  
Hope the voyage is a long one,  
may there be many a summer morning when  
with what pleasure, what joy,  
you come into harbours seen for the first time;  
may you stop at Phoenician trading stations  
mother of pearl and coral, amber and ebony  
sensual perfume of every kind  
as many sensual perfumes as you can;  
and may you visit many Egyptian cities  
to gather stores of knowledge from their scholars.  
  
Keep Ithaka always in your mind.  
Arriving there is what you are destined for.

But do not hurry the journey at all.  
Better if it lasts for years,  
so you are old by the time you reach the island,  
wealthy with all you have gained on the way,  
not expecting Ithaka to make you rich.  
Ithaka gave you a marvelous journey,  
without her you would not have set out.  
She has nothing left to give you now.

And if you find her poor, Ithaka won't have fooled you  
Wise as you will have become, so full of experience,  
you will have understood by then what these Ithakas  
mean.

- 21. Which of the following best reflects the central theme of this poem?
  - (a) If you don't have high expectations, you will not be disappointed.
  - (b) Don't rush to your goal; the journey is what enriches you.
  - (c) The longer the journey, the greater the experiences you gather.
  - (d) You cannot reach Ithaka without visiting Egyptian ports.
- 22. The poet recommends a long journey. Which of the following is the most comprehensive reason for it?
  - (a) You can gain knowledge as well as sensual experience.
  - (b) You can visit new cities and harbours.
  - (c) You can experience the full range of sensuality.
  - (d) You can buy a variety of fine things.
- 23. In the poem, Ithaka is a symbol of
  - (a) the divine mother
  - (b) your inner self
  - (c) the path to wisdom
  - (d) life's distant goal
- 24. What does the poet mean by 'Laistrygonians' and 'Cyclops'?
  - (a) Creatures which, along with Poseidon, one finds during a journey.
  - (b) Mythological characters that one should not be afraid of.
  - (c) Intra-personal obstacles that hinder one's journey.
  - (d) Problems that one has to face to derive the most from one's journey



25. Which of the following best reflects the tone of the poem?
- (a) Prescribing
  - (b) Exhorting
  - (c) Pleading
  - (d) Consoling

**ANSWER KEY**

**I**

**Passage 1**

1. (a)    2. (c)    3. (a)    4. (d)    5. (b)

**Passage 2**

6. (a)    7. (a)    8. (d)    9. (b)    10. (b)

**Passage 3**

11. (a)    12. (c)    13. (d)    14. (b)

**Passage 4**

15. (c)    16. (a)    17. (d)    18. (c)    19. (d)  
20. (c)

**Passage 5**

21. (c)    22. (c)    23. (c)    24. (a)    25. (d)  
26. (c)

**Passage 6**

27. (b)    28. (b)    29. (a)    30. (b)

**II**

**Passage 1**

1. (b)    2. (b)    3. (a)    4. (d)    5. (c)  
6. (d)

**Passage 2**

7. (d)    8. (c)    9. (b)    10. (c)    11. (b)

**Passage 3**

12. (d)    13. (b)    14. (d)    15. (a)    16. (b)

**Passage 4**

17. (a)    18. (d)    19. (d)    20. (b)    21. (c)

**Passage 5**

22. (d)    23. (b)    24. (a)    25. (d)    26. (a)  
27. (c)

**III**

**Passage 1**

1. (b)    2. (a)    3. (c)    4. (d)    5. (a)  
6. (c)    7. (d)    8. (b)

**Passage 2**

9. (c)    10. (b)    11. (d)    12. (b)    13. (a)  
14. (c)    15. (a)    16. (d)

**Passage 3**

17. (b)    18. (c)    19. (a)    20. (c)    21. (d)  
22. (d)    23. (b)    24. (a)

**Passage 4**

25. (c)    26. (b)    27. (c)    28. (d)    29. (a)  
30. (d)    31. (a)    32. (b)

**Passage 5**

33. (c)    34. (a)    35. (d)    36. (c)    37. (a)  
38. (b)    39. (d)    40. (b)

**IV**

**Passage 1**

1. (a)    2. (d)    3. (d)    4. (b)    5. (a)  
6. (b)    7. (a)    8. (d)    9. (b)

**Passage 2**

10. (a)    11. (b)    12. (d)    13. (b)    14. (a)  
15. (c)    16. (a)    17. (c)    18. (c)

**Passage 3**

19. (a)    20. (b)    21. (b)    22. (d)    23. (d)  
24. (c)    25. (d)    26. (c)    27. (b)    28. (a)

**Passage 4**

29. (d)    30. (c)    31. (c)    32. (c)    33. (a)  
34. (c)    35. (d)    36. (c)    37. (a)    38. (b)

**Passage 5**

39. (c)    40. (b)    41. (b)    42. (c)    43. (b)  
44. (a)    45. (a)    46. (d)    47. (b)    48. (a)  
49. (d)    50. (b)

**V**

**Passage 1**

1. (c)    2. (a)    3. (c)    4. (d)    5. (a)  
6. (d)    7. (b)    8. (b)    9. (c)    10. (b)

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**Passage 2**

11. (a) 12. (b) 13. (d) 14. (a) 15. (b)  
16. (c) 17. (a)

**Passage 3**

18. (b) 19. (c) 20. (a) 21. (c) 22. (d)  
23. (c) 24. (c) 25. (a) 26. (a) 27. (b)

**Passage 4**

28. (b) 29. (c) 30. (c) 31. (a)

**VI**

**Passage 1**

1. (b) 2. (d) 3. (b) 4. (a)

**Passage 2**

5. (b) 6. (c) 7. (d) 8. (a)  
9. (a)

**Passage 3**

10. (d) 11. (a) 12. (d) 13. (b)

**Passage 4**

14. (b) 15. (d) 16. (b) 17. (c)

**Passage 5**

18. (c) 19. (c) 20. (c) 21. (c)

**VII**

**Passage 1**

1. (c) 2. (b) 3. (c) 4. (d) 5. (a)

**Passage 2**

6. (a) 7. (d) 8. (d) 9. (d) 10. (b)  
11. (d)

**Passage 3**

12. (b) 13. (b) 14. (d) 15. (d)

**Passage 4**

16. (d) 17. (a) 18. (a) 19. (b) 20. (a)

**Passage 5**

21. (c) 22. (d) 23. (c) 24. (a) 25. (c)

**VIII**

**Passage 1**

1. (b) 2. (d) 3. (d) 4. (b) 5. (a)

**Passage 2**

6. (d) 7. (a) 8. (d) 9. (c) 10. (c)

**Passage 3**

11. (c) 12. (c) 13. (a) 14. (b) 15. (a)

**Passage 4**

16. (a) 17. (b) 18. (c) 19. (a) 20. (d)

**Passage 5**

21. (b) 22. (a) 23. (d) 24. (d) 25. (b)



The chapters in this part will help you to hone your language skills in the following ways:

- Helping you to identify and use words of varying frequency levels as have been seen in CAT and other MBA entrance exams as well as in normal usage in English.
- Making you understand important roots, prefixes and suffixes and foreign words used in the English language.
- Helping you understand words that are often confused with each other. (*Note:* This is very crucial in CAT and all other exams over the past few years.)

**Key Components of this Part:**

- Words of different difficulty levels
- Bit-by-bit explanation of words in English language
- Theoretical inputs and level of Difficulty based exercises from the areas of
  - Fill in the Blanks
  - Paragraph Jumbles
  - Sentence Corrections

# PART 2

**SECTION 1: VOCABULARY**

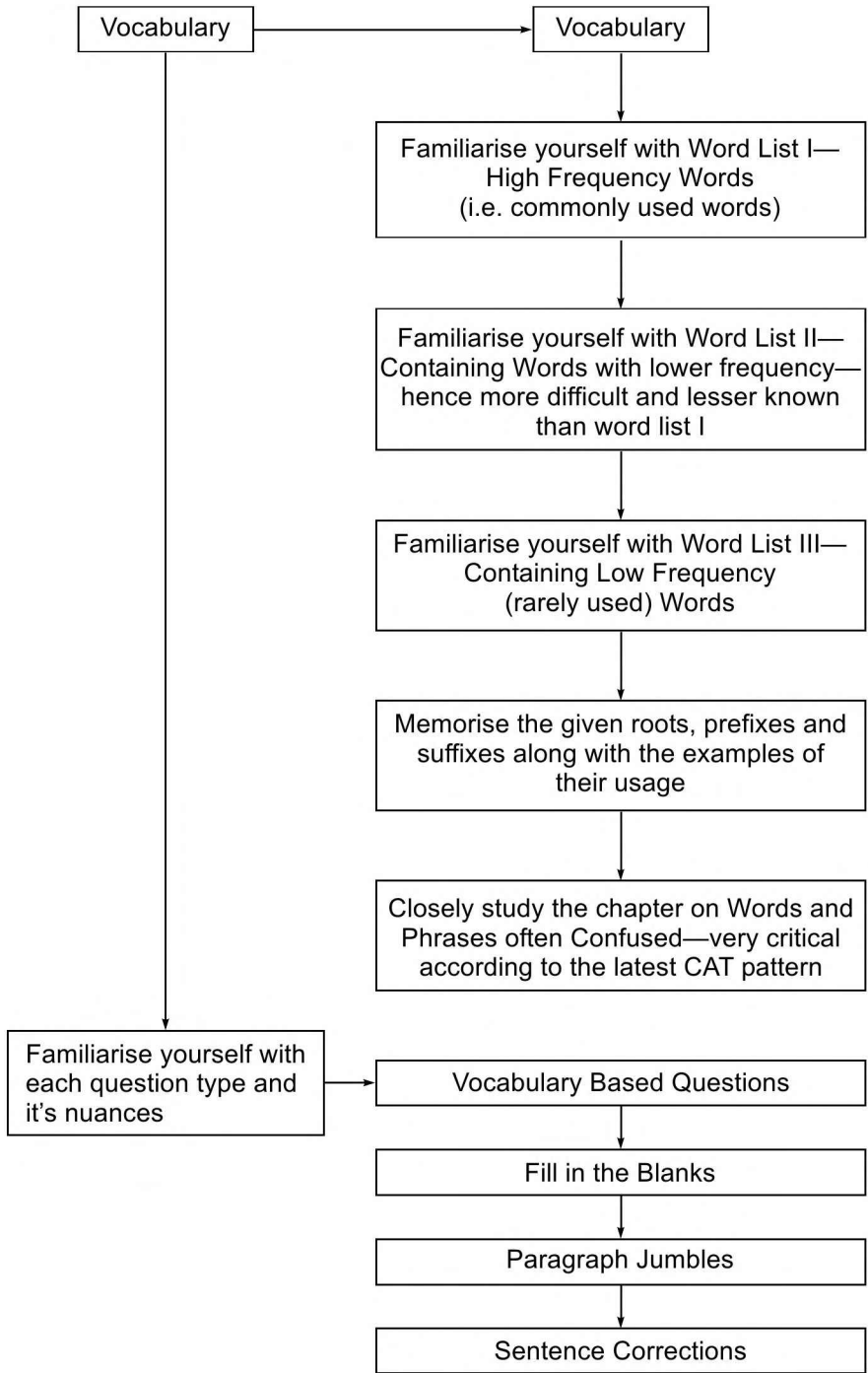
**SECTION 2: VOCABULARY-BASED QUESTIONS**

**SECTION 3: FILL IN THE BLANKS**

**SECTION 4: PARAGRAPH-JUMBLES**

**SECTION 5: SENTENCE CORRECTIONS**





## VOCABULARY

CHAPTER 1: WORD LIST I—HIGH FREQUENCY WORDS

CHAPTER 2: WORD LIST II—MEDIUM FREQUENCY WORDS

CHAPTER 3: WORD LIST III—LOW FREQUENCY WORDS

CHAPTER 4: ROOTS, PREFIXES, SUFFIXES AND FOREIGN WORDS

CHAPTER 5: WORDS AND PHRASES OFTEN CONFUSED



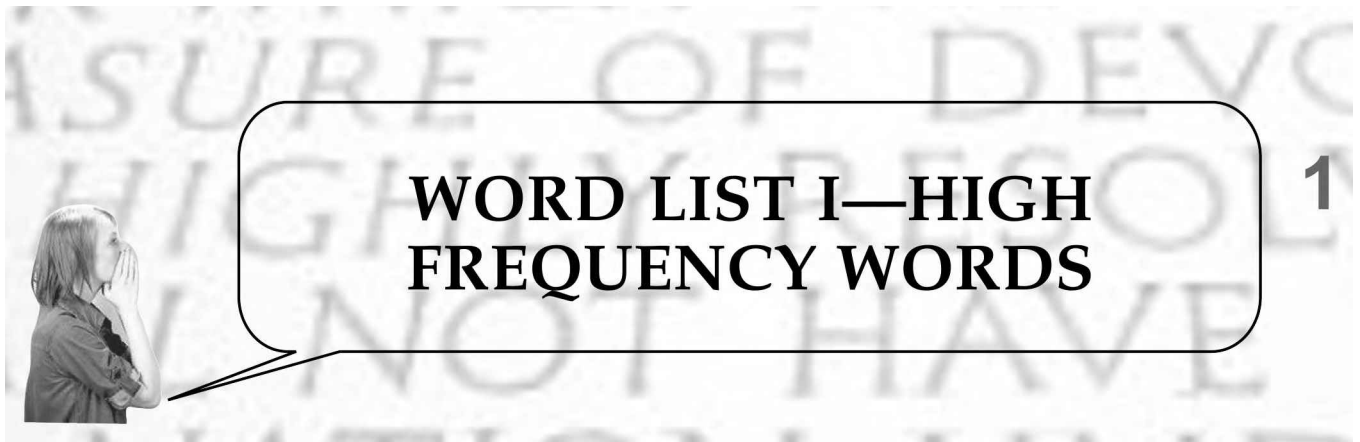
# SECTION 1

This section is divided into five chapters as given above.

- Chapter 1 (High Frequency Words) gives you a list of words which you can expect to see in your day to day newspaper reading.
- Chapter 2 (Medium Frequency Words) and Chapter 3 (Low Frequency Words) gives you a list of progressively difficult words that you can expect in more complicated reading.
- Chapter 4 gives you a comprehensive listing of roots, prefixes, suffixes and words of foreign origin.
- Chapter 5 gives you a unique list of words and phrases which are often confused.







# WORD LIST I—HIGH FREQUENCY WORDS

1

In this chapter, we will discuss words that are frequently asked in CAT examinations. The treatment has been done in such a manner that the meaning is given first, followed by the synonym (noted by the letter S,) and antonym (noted by the letter A).

No.	Word	Definition
<b>A</b>		
1.	<b>abandon</b>	<i>to give up</i> S: Desert, Forsake, Leave A: Retain unrestrained activity, Exuberance
2.	<b>abase</b>	<i>to humiliate</i> S: Scorn, Belittle, Degrade A: Exalt, Cherish
3.	<b>abate</b>	<i>to lessen; to subside</i>
4.	<b>abbreviate</b>	<i>to shorten</i> S: Abridge, Condense A: Expand, Prolong
5.	<b>abdicate</b>	<i>to give up formally</i> S: Resign, Renounce A: Retain, Uphold
6.	<b>abdication</b>	<i>giving up control, authority</i>
7.	<b>aberration</b>	<i>straying away from what is normal</i>
8.	<b>abet</b>	<i>to assist (normally a crime)</i> S: Conspire, Connive A: Dissuade, Deter
9.	<b>abhor</b>	<i>to hate; to detest</i>
10.	<b>abide</b>	<i>be faithful; to endure</i>
11.	<b>abjure</b>	<i>promise or swear to give up</i>
12.	<b>ablution</b>	<i>washing</i>
13.	<b>abridgement</b>	<i>a short summary</i> S: Outline, Abbreviation, Summary, Abstract A: Enlargement, Expansion

14.	<b>abscond</b>	<i>to go away suddenly (to avoid arrest)</i>
15.	<b>abstruse</b>	<i>difficult to comprehend; obscure</i>
16.	<b>abysmal</b>	<i>extremely bad</i>
17.	<b>abyss</b>	<i>a bottomless pit, anything too deep to measure</i> S: Chasm. A: Summit, Elevation
18.	<b>accede</b>	<i>agree to</i> S: Assent, Concur A: Refuse, Dissent
19.	<b>acclaimed</b>	<i>welcomed with shouts and approval</i>
20.	<b>accolade</b>	<i>praise; approval</i>
21.	<b>accost</b>	<i>to approach and speak to</i> S: Greet A: Shun, Avoid
22.	<b>accredit</b>	<i>to approve, certify</i>
23.	<b>accomplice</b>	<i>a partner in crime</i>
24.	<b>acquaint</b>	<i>to inform, to make familiar</i>
25.	<b>acquit</b>	<i>to clear (a person) of a charge</i>
26.	<b>acrid</b>	<i>sharp (as in speech)</i>
27.	<b>acrimony</b>	<i>bitterness or harshness of speech or manner</i>
28.	<b>acronym</b>	<i>word formed from the initial letters of a group of words.</i> Keeness of mind, Insight
29.	<b>acumen</b>	<i>Keeness of mind, Insight</i>
30.	<b>adage</b>	<i>An old saying, Proverb</i>
31.	<b>adamant</b>	<i>inflexible</i>
32.	<b>addle</b>	<i>to become rotten; to become confused</i>
33.	<b>adduce</b>	<i>to offer as example, reason or proof</i>
34.	<b>adjudicate</b>	<i>to settle judicially</i>
35.	<b>adjure</b>	<i>to beg; appeal</i>
36.	<b>admonish</b>	<i>to warn, reprove mildly</i>

## 2.6 How to Prepare for Verbal Ability and Reading Comprehension for the CAT

	<i>S: Censure, Rebuke</i>		<i>S: Lure, Inveigle</i>
	<i>A: Applaud, Praise, Compliment</i>		<i>A: Repel, Deter, Discourage</i>
37. <b>admonitory</b>	<i>containing warning</i>	65. <b>aloof</b>	<i>reserved; indifferent</i>
38. <b>ado</b>	<i>fuss, trouble</i>	66. <b>amalgamate</b>	<i>mix, combine, unite</i>
	<i>S: Bustle, Commotion</i>	67. <b>ambient</b>	<i>Surround on all sides</i>
39. <b>adorn</b>	<i>add beauty; decorate</i>	68. <b>ambiguous</b>	<i>doubtful; uncertain</i>
40. <b>adroit</b>	<i>skilful and clever</i>	69. <b>amble</b>	<i>leisurely walk</i>
	<i>S: Proficient, Dextrous</i>	70. <b>amiable</b>	<i>good natured</i>
	<i>A: Awkward, Dull</i>		<i>S: Gentle, Pleasing, Charming</i>
41. <b>adulteration</b>	<i>making impure, poorer in quality</i>	71. <b>amicable</b>	<i>A: Sullen, Churlish, quarrelsome</i>
42. <b>advent</b>	<i>an arrival, coming</i>		<i>friendly, peaceful</i>
43. <b>adventitious</b>	<i>coming from another source and not innate</i>	72. <b>amnesia</b>	<i>A: Warlike, Argumentative</i>
44. <b>adversary</b>	<i>enemy, opponent</i>	73. <b>amorphous</b>	<i>partial or total loss of memory</i>
45. <b>adversity</b>	<i>misfortune, troubled state</i>		<i>without definite form</i>
	<i>S: Distress, Ill luck</i>		<i>S: Undefined</i>
	<i>A: Fortune</i>	74. <b>analogy</b>	<i>A: Crystalline, definite</i>
46. <b>advert</b>	<i>to call attention to, refer to</i>	75. <b>anarchy</b>	<i>similarity in some way</i>
47. <b>aeon</b>	<i>eternity, immeasurable period</i>		<i>absence of government, political disorder</i>
48. <b>affable</b>	<i>polite and friendly</i>		<i>A: Order, Discipline</i>
49. <b>affinity</b>	<i>close connection, relationship</i>	76. <b>ancillary</b>	<i>helping, subordinate</i>
50. <b>affirm</b>	<i>to declare positively, to confirm</i>	77. <b>anguish</b>	<i>severe suffering</i>
	<i>S: Assert, Declare, Assure</i>	78. <b>animosity</b>	<i>feeling of strong dislike</i>
51. <b>agape</b>	<i>the mouth open wide with surprise</i>		<i>S: Enmity, Hostility, Rancour, Animus</i>
			<i>A: Amiability, Friendliness</i>
52. <b>aggravate</b>	<i>make worse; irritate</i>	79. <b>annihilate</b>	<i>to destroy completely</i>
53. <b>agile</b>	<i>active; quick-moving</i>	80. <b>annuity</b>	<i>a fixed sum paid every year</i>
54. <b>agog</b>	<i>eager; excited</i>	81. <b>annul</b>	<i>to do away with</i>
55. <b>ail</b>	<i>trouble; be ill</i>		<i>A: Enforce</i>
56. <b>alacrity</b>	<i>eager and cheerful readiness</i>	82. <b>anoint</b>	<i>to put oil on as part of a ceremony</i>
57. <b>alcove</b>	<i>recess; partially enclosed place</i>	83. <b>anomaly</b>	<i>departure from the usual</i>
58. <b>alienate</b>	<i>cause to make unfriendly, to distance oneself.</i>		<i>S: Abnormality</i>
	<i>S: Estrange</i>		<i>A: Normality</i>
	<i>A: Familiarise</i>	84. <b>anon</b>	<i>soon</i>
59. <b>allay</b>	<i>to calm, quieten</i>		<i>A: Normality</i>
	<i>S: Soothe, Pacify</i>	85. <b>antidote</b>	<i>medicine used against a poison or a disease</i>
	<i>A: Agitate, Kindle</i>	86. <b>apiary</b>	<i>a place where bees are kept</i>
60. <b>allegiance</b>	<i>duty; support; loyalty</i>	87. <b>appease</b>	<i>make quiet or calm</i>
61. <b>alleviate</b>	<i>make (pain) easier to bear</i>	88. <b>appraise</b>	<i>to assess the value, evaluate</i>
62. <b>allocate</b>	<i>to set apart for a specific purpose.</i>		<i>S: Assess</i>
63. <b>alloy</b>	<i>mixture of two or more metals</i>	89. <b>apprehensive</b>	<i>unhappy feeling about future; anxious</i>
64. <b>allure</b>	<i>to tempt with something desirable</i>	90. <b>apprise</b>	<i>give notice; to inform</i>



91. **arcade** *a covered passage (especially lined with shops)*
92. **arcane** *secret, mysterious*
93. **archaic** *ancient, old-fashioned*
94. **archives** *collection of the historical records or documents of a government or organisation*
95. **arid** *dry and barren, dull*  
S: Parched, Dry, Bare  
A: Lush, Fertile
96. **arrogance** *proud superior manner of behaviour*
97. **articulate** *to express oneself in words clearly*
98. **articulate** *speak distinctly; connect by joints*
99. **artefact** *a hand-made object*
100. **ascend** *go or come up*
101. **ascendancy** *dominance*
102. **ascertain** *get to know*
103. **ashen** *deadly pale*
104. **asterisk** *the star-shaped symbol (\*)*
105. **astringent** *substance that shrinks*
106. **atheism** *the belief that there is no god*
107. **atonement** *repayment, death of Jesus, make amends*
108. **attune** *bring into harmony*
109. **audacious** *daring; foolishly bold; impudent*
110. **august** *majestic; venerable*
111. **auspicious** *favorable; successful; prosperous*
112. **austere** *severely moral and strict; simple and plain*
113. **auxiliary** *helping; supporting*
114. **aver** *affirm; assert; prove; justify*
115. **aversion** *strong dislike*
116. **avid** *eager; greedy*
117. **avow** *admit; declare openly*
- B**
118. **babble** *to talk foolishly or like a small child.*  
S: Prattle, Chatter, Palaver  
A: Wisdom, Wit, Prudence
119. **bacchanalia** *orgy, wild-drunken party*
120. **backlog** *an accumulation or reserve*
121. **badger** *to nag, annoy, an animal*
122. **bait** *to persecute; piece of food put in a trap to attract*
123. **baleful** *harmful; ominous; causing evil*
124. **balk** *obstacle; purposely to get on the way of*
125. **banal** *trite, commonplace*  
S: Inane, Vapid  
A: Fresh, Original, New
126. **barbaric** *Primitive, Uncivilised, Cruel*  
S: Savage, Inhuman, Tyrannical  
A: Civilised, Humane, Cultured
127. **barrage** *heavy attack*
128. **barrage** *artificial obstacle built across a river*
129. **barren** *not good enough; unable to have young ones without value*
130. **bashful** *easily embarrassed*  
S: Shy, Diffident  
A: Bold, Adventurous, Arrogant
131. **bask** *enjoy warmth and light*
132. **beacon** *a light used for warning or guiding*
133. **benediction** *something that promotes goodness or well-being*
134. **benefactor** *person who has given help*
135. **benevolence** *wish or activity in doing good*
136. **benign** *kind and gentle; mild (climate)*
137. **berate** *scold sharply*
138. **bereave** *to leave in a sad or lonely state, as by death*
139. **bereft** *rob or dispossess of something (material)*
140. **berserk** *in or into a violent rage or frenzy*  
S: Wild, Frenzied  
A: Calm, Tranquil
141. **besiege** *to overwhelm, surround*
142. **besotted** *made silly or stupid by love*
143. **bestial** *like a beast*  
S: Brutish, Savage, Barbaric  
A: Civilised, Cultured, Learned
144. **bewilder** *puzzle; confuse*
145. **bigot** *stubborn; narrow-minded person*
146. **bizarre** *odd, grotesque*  
S: Eccentric, Unexpected  
A: Plain, Commonplace

## 2.8 How to Prepare for Verbal Ability and Reading Comprehension for the CAT

147. **bland** *uninteresting*
148. **blast** *explosion; gust of wind*
149. **blatant** *boldly conspicuous or obtrusive*  
*A: Obscure, Subtle, Hidden*
150. **blatant** *noisy and rough*
151. **blemish** *to mar or spoil, a defect*  
*S: Flaw, Imperfection*  
*A: Embellishment*
152. **bogus** *sham; counterfeit; not genuine*
153. **boisterous** *loud; noisy; rough; lacking restraint*
154. **bolster** *give greatly needed support*
155. **boorish** *crude; offensive; rude*
156. **brainchild** *a person's own idea*
157. **brash** *hasty; rush; cheeky; saucy*
158. **brass** *an alloy of copper and zinc*
159. **bravado** *pretended courage or feigned confidence*  
*A: Cowardice*
160. **bravura** *boldness, dashing style*
161. **brazen** *shameless, bold*  
*S: Daring*  
*A: Submissive, Humble*
162. **breach** *a violation, gap; opening; broken place; breaking*
163. **brittle** *easily broken*
164. **broach** *bring up; announce; begin to talk about*
- C**
165. **cacophony** *harsh sound*
166. **cajole** *use flattery or deceit; to persuade*
167. **callous** *hardened, unyielding*  
*S: Obdurate, Insensible*  
*A: Compassionate, Sympathetic*
168. **camaraderie** *friendship*
169. **camouflage** *A disguise in order to conceal*
170. **candid** *frank; straightforward*
171. **canon** *a basic law or principle by which something is judged.*
172. **cant** *insincere talk; tilt; overturn*
173. **canvass** *discuss thoroughly; sort of tutoring; try to get votes or support*
174. **cardinal** *principal, chief, most important*  
*S: Fundamental, Vital*
175. **caricature** *an exaggerated imitation of a person*  
*S: Exaggeration, Parody, and Mimicry*  
*A: Reality*
176. **catalyst** *substance that causes speeding up*
177. **cataract** *a large waterfall; an eye disease*
178. **catholic** *comprehensive; universal*
179. **caustic** *biting; sarcastic*
180. **cede/cession** *to surrender possession of, especially by treaty*
181. **celerity** *rapidity of motion or action*
182. **celestial** *of the heavens and sky*  
*S: Heavenly, Divine*  
*A: Mortal, Earthly, Terrestrial*
183. **celibacy** *complete sexual abstinence, the state of being unmarried*  
*A: Matrimony*
184. **censure** *expression of blame or disapproval; a rebuke*
185. **chaff** *to tease good-naturedly; grain husk*
186. **charismatic** *possessing spiritual grace, inspiring*  
*A: Uninspiring*
187. **chisel** *steel tool for shaping materials*
188. **chromatic** *of colour*
189. **circumscribe** *to draw line around; to limit*
190. **clamor** *shout; complain with a lot of noise*
191. **clerical** *of the clergy or clerk*
192. **clientele** *customers*
193. **clinch** *settle conclusively*
194. **cling** *to resist separation; hold tightly*
195. **clot** *half-solid lump formed from liquid*
196. **coax** *get somebody to do something by kindness*
197. **coerce** *compel or force to make obedient*
198. **cognizant** *being fully aware of*
199. **collusion** *secret agreement for a deceitful purpose*

200. **comatose** *of, like or in a coma, lethargic*  
*S: Unconscious*  
*A: Alert*
201. **combustion** *process of burning*
202. **comely** *attractive*
203. **commuter** *person who travels regularly*
204. **compatible** *getting along or going together*  
*A: Opposite, Intolerant*
205. **conceal** *hide; keep secret*
206. **concede** *to admit as true, accept*  
*S: Surrender, Admit, Own*  
*A: Deny, Refuse, Disagree*
207. **conceited** *having an excessively high opinion of oneself*
208. **concise** *brief and to the point*  
*S: Compact, Short, Terse*  
*A: Diffuse, Repetitive, Wordy*
209. **concord** *agreement or harmony*
210. **concur** *agree in opinion; happen together*
211. **condense** *increase in density, strength; make short*
212. **condone** *forgive*
213. **conduct** *manage, to lead*  
*S: To direct, To transmit or convey, Guide*  
*A: Desert, Abandon, Forego*
214. **congenial** *kindred, compatible*
215. **conjure** *to summon as if by magic*
216. **connive** *to pretend not to look (at crime, etc.), Assist.*
217. **conspicuous** *easily seen; remarkable*
218. **constrain** *compel*
219. **constrict** *make tight or smaller*
220. **construe** *to interpret, to analyse*  
*S: Translate, Explain*
221. **consume** *get to the end of; eat*
222. **conviction** *firm belief*
223. **cordial** *warm and sincere*
224. **correlate** *have a mutual relation*
225. **corroboration** *additional strengthening evidence*
226. **countenance** *to favor or approve of*
227. **counterfeit** *forgery*
228. **covetous** *eagerly desirous*
229. **cower** *crouch; shrink back*
230. **coy** *shy, modest (esp of a girl)*
231. **crass** *stupid*
232. **crease** *line made by crushing white line on the ground in cricket; crush to behave in an excessively servile way; flinch*
233. **cringe** *secret; with a hidden meaning*
234. **cryptic** *burdensome; heavy and awkward to carry*
235. **cumbersome** *greed; lust*
236. **cupidity** *course of study*
237. **curriculum** *quick, hurried*
238. **cursor** *make shorter than was planned*
239. **curtail**
- B**
240. **dabble** *to play in water as with hands*
241. **daft** *silly, inane*  
*S: Idiotic, Foolish*  
*A: Profound, Wise, Intelligent*
242. **dainty** *pretty, delicate (food); difficult to please*
243. **dally** *to deal carelessly (with), trifle*
244. **dearth** *shortage*
245. **debacle** *a breakup; overthrow; sudden disaster*
246. **debutante** *a girl making her social debut*
247. **deciduous** *ephemeral; of a tree shedding its leaves annually*
248. **decisive** *that settles a dispute*  
*A: Indecisive*
249. **declaim/ declamation** *to speak pompously or bombastically; protest loudly*
250. **decorum** *propriety; properness*
251. **decree** *order given by authority*
252. **decry** *disapprove of*
253. **defer** *to postpone; to yield due to respect*  
*S: Delay, Adjourn*  
*A: Expedite, Hasten, Quicken*
254. **defiance** *open disobedience or resistance*
255. **defile** *to pollute, to corrupt*  
*A: Glorify*
256. **definitive** *conclusive, final*  
*S: Precise*  
*A: Vague, Confused*

## 2.10 How to Prepare for Verbal Ability and Reading Comprehension for the CAT

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257. <b>deft</b>	<i>skilful</i> S: Adept, Dexterous, Agile A: Awkward, Clumsy, Inept	278. <b>dilate</b>	<i>spread comprehensively; become wider, large</i>
258. <b>demean</b>	<i>to degrade</i> S: Humble A: Honour, Revere	279. <b>dilatory</b>	<i>intended to delay</i>
259. <b>demur</b>	<i>to hesitate; raise objections</i>	280. <b>disabuse</b>	<i>to free from error</i>
260. <b>demure</b>	<i>decorous, modest</i> S: Coy, Shy A: Brazen, Impudent, Shameless	281. <b>disallow</b>	<i>refuse to allow or accept as correct</i>
261. <b>denizen</b>	<i>an inhabitant or frequenter of a particular place</i> S: Citizen A: Alien, Foreigner	282. <b>discern</b>	<i>see with an effort but clearly</i>
262. <b>denounce</b>	<i>condemn publicly</i>	283. <b>discomfit</b>	<i>confuse; embarrass</i>
263. <b>deplete</b>	<i>use until none remains</i>	284. <b>discompose</b>	<i>to destroy the composure of</i>
264. <b>depreciate</b>	<i>to lessen in value</i> S: Undervalue, Lower, Decry A: Boost, Raise, Praise	285. <b>discord</b>	<i>disagreement, quarrel, lack of harmony between musical notes</i>
265. <b>derivative</b>	<i>unoriginal; obtained from another source</i>	286. <b>discourse</b>	<i>speech; lecture</i>
266. <b>derogatory</b>	<i>insulting; tending to damage</i>	287. <b>discredit</b>	<i>refuse to believe</i>
267. <b>desiccant</b>	<i>substance used to absorb moisture</i>	288. <b>discreet</b>	<i>careful, prudent</i>
268. <b>despicable</b>	<i>deserving scorn</i> S: Low, Mean, Cowardly A: High, Noble, Exalted	289. <b>discrete</b>	<i>individually distinct</i>
269. <b>despot</b>	<i>An absolute ruler</i> S: Tyrant A: Democrat	290. <b>discretion</b>	<i>the freedom to make decisions</i>
270. <b>deter</b>	<i>discourage; hinder</i>	291. <b>disdain</b>	<i>look on with contempt</i>
271. <b>detraction</b>	<i>slandering; verbal attack; aspersion</i>	292. <b>disinter</b>	<i>dig up from the earth; reveal</i>
272. <b>detriment</b>	<i>damage</i> S: Harm, Hurt, Injury A: Advantage, Gain, Interest	293. <b>dislodge</b>	<i>remove from the place occupied</i>
273. <b>deviance</b>	<i>being different in moral standards (from normal)</i>	294. <b>dismal</b>	<i>sad; gloomy; miserable</i>
274. <b>devious</b>	<i>not direct, roundabout, Not honest</i> S: cunning, Underhand A: Straightforward, Honest	295. <b>disparate</b>	<i>essentially different</i>
275. <b>dexterity</b>	<i>skill (esp. in handling)</i>	296. <b>disproof</b>	<i>proof to the contrary</i>
276. <b>diffidence</b>	<i>shyness</i>	297. <b>dissemble</b>	<i>speak or behave so as to hide something (in mind)</i>
277. <b>dilapidated</b>	<i>falling to pieces (due to a severe earthquake)</i>	298. <b>dissent</b>	<i>have a different opinion; refuse to assent</i>
		299. <b>dissipate</b>	<i>waste or squander</i>
		300. <b>dissolute</b>	<i>marked by indulgence in vices</i>
		301. <b>dissolution</b>	<i>disintegration; looseness in morals</i>
		302. <b>distraught</b>	<i>distracted violently; upset in mind</i>
		303. <b>divergence</b>	<i>getting farther apart from a point</i>
		304. <b>divulge</b>	<i>make known something secret</i>
		305. <b>dogmatic</b>	<i>positive; certain; arbitrary; without room for discussion</i>
		306. <b>dolt</b>	<i>stupid fellow</i>
		307. <b>dormant</b>	<i>in a state of inactivity but awaiting development</i>
		308. <b>dote</b>	<i>show much fondness; center one's attention</i>
		309. <b>drawl</b>	<i>slow way of speaking</i>
		310. <b>drone</b>	<i>male bee; person who isn't self-employed</i>
		311. <b>drowsiness</b>	<i>feeling sleepy; half asleep</i>

312. **drudge** *to do hard, menial or monotonous work*
313. **dubious** *feeling doubt or causing doubt*
314. **dud** *useless person; something that fails*
315. **dupe** *cheat; make a fool of*
316. **duplicity** *deliberate deception*
317. **dwarf** *person or somebody much below the usual size*
318. **dynamo** *a generator; something that produces electric current*
- E**
319. **earthenware** *dishes made of baked clay*
320. **earthy** *coarse, unrefined behaviour; of the earth*  
*A: Cultured, Refined*
321. **eddy** *circular or spiral movement (e.g., of wind), a current*
322. **edible** *fit to be eaten; not poisonous*
323. **efficacy** *production of a desired result*
324. **egoism** *selfishness*  
*A: Asceticism*
325. **egotism** *excessive reference to oneself in speaking or writing*  
*S: Egoism, Conceit*  
*A: Humility*
326. **egress** *way out; exit*
327. **elaborate** *worked out with much care, in great detail*
328. **elan** *spirited self-assurance*  
*S: Vivacity, Enthusiasm, Exuberance*  
*A: Sobriety, Depression*
329. **elegiac** *Sad, Mournful*  
*A: Happy*
330. **elegy** *a lament; a melancholy composition*
331. **elicit** *draw out*
332. **eloquence** *fluent speaking; skillful use of language*
333. **emaciate** *make thin and weak*
334. **emanate** *to come forth, Issue, as from a source*  
*S: Emerge, Originate*  
*A: Stop*
335. **embark** *Begin a journey or endeavor*
336. **embellish** *make beautiful*
337. **embezzle** *use in a wrong way for one's own benefit*
338. **emend** *To make scholarly corrections in a text*  
*S: Correct, Revise, Rectify*  
*A: Corrupt, Debase, Spoil*
339. **emote** *stir up; excite*
340. **emulate** *to try to equal or surpass; copy*
341. **encapsulate** *enclose in capsule*
342. **encumbrance** *burden, things that get in the way of*
343. **endearing** *making dear or liked*
344. **endorse** *write one's name on the back of*
345. **enduring** *lasting*
346. **engrave** *impress deeply, carve*
347. **engrossing** *taken up all the time or attention; writing in large or formal way*
348. **engulf** *swallow up*
349. **enmity** *hatred; being an enemy*
350. **ennui** *boredom*
351. **enormity** *of great size, number, etc. huge; a serious crime*  
*S: Vast, Immense*  
*A: Smallness, Insignificance*
352. **ensign** *flag; badge*
353. **entangle** *put into difficulties; involve as in a tangle*
354. **enthrall** *please greatly; enslave (fig.)*
355. **entice** *tempt or persuade*
356. **entreat** *ask earnestly*
357. **enunciate** *pronounce (words); express a theory*
358. **enzyme** *catalyst*
359. **eon** *an extremely long, indefinite period of time*
360. **epitome** *representative example; a typical model*
361. **equable** *steady; regular*
362. **equilibrium** *state of being balanced*
363. **eradicate** *get rid of; pull up by the roots*
364. **erratic** *irregular in behaviour or opinion*
365. **erudite** *learned; scholarly*

## 2.12 How to Prepare for Verbal Ability and Reading Comprehension for the CAT

366. <b>espouse</b>	<i>marry; give one's support to</i>	394. <b>ferocity</b>	<i>savage cruelty</i>
367. <b>etiquette</b>	<i>the forms, manners, etc. conventionally acceptable or required in society, profession, etc.</i>	395. <b>fervor</b>	<i>warmth of feelings; earnestness</i>
368. <b>eulogy</b>	<i>formal praise; panegyric</i>	396. <b>feud</b>	<i>bitter quarrel over a long period of time</i>
369. <b>euphoria</b>	<i>elation; state of pleasant excitement</i>	397. <b>fidelity</b>	<i>loyalty; accuracy</i>
370. <b>euthanasia</b>	<i>easy and painless death</i>	398. <b>fidget</b>	<i>move restlessly; make nervous</i>
371. <b>evasive</b>	<i>tending to evade</i>	399. <b>figurehead</b>	<i>carved image on the brow of a ship; nominal leader</i>
372. <b>evoke</b>	<i>call up; bring out</i>	400. <b>finesse</b>	<i>delicate way of dealing with a situation</i>
373. <b>exasperate</b>	<i>to irritate</i> <i>S: Exacerbate, Provoke</i> <i>A: Mollify, Placate, Conciliate</i>	401. <b>finical</b>	<i>too fussy about food, clothing, etc.</i>
374. <b>excerpt</b>	<i>a passage or extract from a book, film or piece of music</i>	402. <b>finicky</b>	<i>finical</i>
375. <b>exhaustive</b>	<i>complete; thorough</i>	403. <b>fission</b>	<i>splitting or division (esp. of cells)</i>
376. <b>exigency</b>	<i>emergency; an urgent situation</i>	404. <b>fixate</b>	<i>stare at</i>
377. <b>exorbitant</b>	<i>much too high or great</i>	405. <b>flak</b>	<i>criticism; anti-aircraft guns</i>
378. <b>expedient</b>	<i>likely to be useful for a purpose</i>	406. <b>flamboyant</b>	<i>brightly colored; florid</i>
379. <b>exploit</b>	<i>brilliant achievement; develop, use selfishly</i>	407. <b>flaunting</b>	<i>show off complacently</i>
380. <b>extempore</b>	<i>without previous thought or preparation</i>	408. <b>flax</b>	<i>pale; yellow (hair); a plant</i>
381. <b>extinct</b>	<i>no longer active</i>	409. <b>fleet</b>	<i>number of ships; quick-moving</i>
382. <b>extinguish</b>	<i>end the existence of; wipe or put out</i>	410. <b>flop</b>	<i>fail; move; fall clumsily</i>
383. <b>extol</b>	<i>praise highly</i>	411. <b>florid</b>	<i>very much ornamented; naturally red (e.g., of face)</i>
384. <b>extort</b>	<i>obtain by threats, violence</i>	412. <b>flout</b>	<i>reject, mock; to go against (as in going against tradition)</i>
385. <b>extrovert</b>	<i>cheerful person</i>	413. <b>fluke</b>	<i>lucky stroke</i>
	<b>E</b>	414. <b>fluster</b>	<i>make nervous or confused</i>
386. <b>fallacious</b>	<i>based on error</i>	415. <b>foil</b>	<i>prevent from carrying out; contrast</i>
387. <b>falter</b>	<i>waver; move in an uncertain manner</i>	416. <b>foment</b>	<i>put something warm (to lessen the pain)</i>
388. <b>fanciful</b>	<i>imaginary</i>	417. <b>foolproof</b>	<i>incapable of failure or error</i>
389. <b>fawn</b>	<i>young deer; try to win somebody's favor</i>	418. <b>forbear</b>	<i>refrain from; be patient; ancestor</i>
390. <b>feign</b>	<i>to pretend</i> <i>S: sham, dissemble, simulate, counterfeit</i>	419. <b>forbearance</b>	<i>patience; willingness to wait</i>
391. <b>felon</b>	<i>person guilty of murder</i>	420. <b>forensic</b>	<i>belonging to courts of judicature</i>
392. <b>femur</b>	<i>thighbone, longlegs bone extending from the pelvis to the knee</i>	421. <b>forerunner</b>	<i>a sign that tells or warns of something to follow</i> <i>S: Herald, Harbinger, Predecessor</i> <i>A: Successor, Offspring</i>
393. <b>ferment</b>	<i>undergo fermentation; become excited, commotion</i>	422. <b>forfeit</b>	<i>suffer the loss of something</i>
		423. <b>forge</b>	<i>workshop for the shaping of metal; to shape metal lead</i>
		424. <b>forgery</b>	<i>counterfeit</i>

425. **forte** *that which one does particularly well*
426. **forthright** *direct and frank*  
S: *Outspoken, Straightforward*  
A: *Obscure, Veiled*
427. **foster** *nurture; care for*
428. **fragile** *easily injured, broken or destroyed*
429. **frantic** *wildly excited with joy; anxiety*
430. **fraternal** *brotherly*
431. **fraudulent** *based on or using fraud*  
S: *Cheating, Deceitful*  
A: *Honest*
432. **fray** *to wear out by use, cloth etc.*  
S: *frazzle, tatter*
433. **frenzied** *wildly, insanely, excited*  
S: *wild, frantic, hysterical*
434. **fret** *worry; irritation; wear away*
435. **fringe** *edge; ornamental border; part of hair over the forehead*
436. **frollicsome** *light-hearted, gay*  
S: *playful, pranks*
437. **frugal** *careful; economical*
438. **futile** *useless*  
S: *Trifling, Trivial, Vain*  
A: *Effective, Satisfactory, Fruitful*
- G**
439. **gala** *a festivity, celebration, commemoration*
440. **gale** *cyclone, hurricane, storm, tempest*
441. **gallant** *brave, noble, attentive to ladies, amorous*
442. **gallivant** *(derogatory) to go about from one place to another in search of pleasure*
443. **galvanise** *to stimulate*
444. **gambol** *frolic, play*
445. **gamut** *the entire range or extent*  
S: *Range, Scope, Purview*
446. **gape** *to stare with open mouth, to be wide open*  
S: *Gawk, ogle, peer*
447. **garish** *gaudy*  
S: *Ostentatious*  
A: *Sober, Modest*
448. **garment** *article of clothing*
449. **garnish** *to decorate*  
S: *Embellish, Adorn, Beautify*  
A: *Spoil, Disfigure, Impair*
450. **gasket** *a layer of packing material like a sheet of asbestos, etc. used for making gas-tight joints*
451. **gasp** *to gape for breath*
452. **gawk** *to stare stupidly*
453. **gawky** *clumsy*  
S: *Awkward, Ungainly*  
A: *Elegant*
454. **generic** *of a whole class, kind or group*  
S: *Typical, Characteristic, Common*  
A: *Individual, Particular*
455. **genteel** *polite or well bred*  
S: *Polished, Refined, Cultured*  
A: *Rough, Coarse, Ill-bred*
456. **gentry** *people of the upper class*
457. **gesticulate** *to make lively gestures*  
S: *Signal, Pantomime*
458. **gibe** *An insulting remark*  
S: *Scoff, Sneer, Mock*  
A: *Praise, Exalt, Applaud*
459. **gild** *to cover with gold or gold-like substance; gift*
460. **girth** *circumferential measure of thickness*
461. **gist** *the point; general sense*
462. **gleam** *to glow or shine, to flash*
463. **glib** *ready and smooth but not sincere*
464. **glimmer** *weak, unsteady light, twinkle*
465. **gloss** *brightness, polish, radiance, luster, shine*
466. **gnarled** *contorted, twisted, weather-beaten, knotty*
467. **gnaw** *waste away; bite steadily*
468. **goad** *something urging a person to action*
469. **gorge** *eat greedily; narrow opening with a stream*
470. **gouge** *tool for cutting grooves in wood; scoopout*

## 2.14 How to Prepare for Verbal Ability and Reading Comprehension for the CAT

471. **grave** *serious; requiring consideration*
472. **gravel** *an assemblage of stones*
473. **graze** *touch or scrape lightly in passing, feed on grass*
474. **grievous** *causing grief or pain; serious*
475. **grimace** *make a distorted face*
476. **grit** *persistence, stamina, pluck, determination*
477. **grovel** *crawl; humble oneself*
478. **grueling** *exhausting*
479. **grumpy** *peevish*  
*S: Morose, Irritable, Surly*  
*A: Amicable, Gentle*
480. **guild** *an association for mutual aid/help*
481. **guise** *external appearance, manner, behaviour, dress*
482. **gullible** *easily tricked*
483. **gush** *burst out suddenly; talk ardently*
484. **gust** *outburst of feeling; sudden rain, wind, fire, etc.*
485. **gyrate** *To move in a circular or spiral path*  
*S: Spin, Whirl, Rotate*
- H**
486. **hack** *cut roughly; hired horse*
487. **hardihood** *resolute; courage and fortitude*
488. **harmonious** *having parts arranged in an orderly, pleasing way*  
*S: Agreeable, Concordant, Congruous*  
*A: Dissonant, Opposed, Incompatible*
489. **haughty** *arrogant; conceited*
490. **heady** *intoxicating*
491. **heed** *attention; give notice to*
492. **heinous** *odious (of crime)*
493. **hematology** *the study of blood and its diseases*
494. **hereditary** *of, or passed down by inheritance from an ancestor*  
*S: Inherited, Congenital*
495. **heresy** *belief contrary to what is generally accepted*
496. **hermaphrodite** *a person, animal or plant with sexual organs of both male and female*
497. **heterogeneous** *made up of different kinds*
498. **heyday** *the time of greater vigor, prosperity etc.*
499. **hibernate** *to spend the winter in a dormant state (of animals), to be inactive (person) with superior tastes*
500. **highbrow** *to keep back, stop*
501. **hinder** *S: Impede, Obstruct, Prevent*  
*A: Help, Assist, Further*
502. **hinterland** *The land away from a river*
503. **hirsute** *hairy; shaggy*
504. **hoax** *mischievous trick played on somebody for a joke*
505. **hobnob** *To be on close terms (with the government)*  
*A: Alienate, Estrange*
506. **homicide** *the killing of one person by another*
507. **hone** *stone used for sharpening tools, sharpen*
508. **hoodwink** *trick; mislead*
509. **hospitable** *to give hospitality, welcoming to guests*
510. **hush** *make or become silent*
511. **husk** *worthless outside part of anything (seed, fruit, etc.)*
512. **hypocrisy** *falsely making oneself appear to be good*
- I**
513. **icon** *an image, figure, statue*
514. **idealism** *behaviour or thought based on a conception of things as one thinks they should be*
515. **ignoramus** *an ignorant person*  
*S: Dunce, Dolt, Dope*  
*A: Genius, Prodigy, Scholar*
516. **illegible** *hard or impossible to read because badly written or printed*  
*S: Unreadable, Indecipherable*  
*A: Legible, Readable, Decipherable*



517. <b>illicit</b>	<i>unlawful; forbidden</i>	544. <b>incise</b>	<i>engrave; make a cut in</i>
518. <b>illusion</b>	<i>an unreal or misleading appearance or image</i> <i>S: Fantasy, Image</i> <i>A: Reality, Fact</i>	545. <b>incite</b>	<i>stir up; rouse</i>
519. <b>immaculate</b>	<i>pure; faultless</i>	546. <b>incoherent</b>	<i>Not logically connected, Disjointed</i> <i>S: Confused</i> <i>A: Clear, Vivid</i>
520. <b>imminent</b>	<i>likely to come or happen soon</i>	547. <b>incongruous</b>	<i>out of place; not in harmony or agreement</i>
521. <b>immune</b>	<i>exempt from or protected against something harmful</i> <i>S: Exculpate, Reprive</i> <i>A: Condemn, Convict, Blame</i>	548. <b>incredible</b>	<i>seeming too unusual to be possible</i>
522. <b>impair</b>	<i>worsen; diminish in value</i>	549. <b>inculcate</b>	<i>fix firmly by repetition</i>
523. <b>impassioned</b>	<i>filled with passion or zeal</i>	550. <b>indeterminate</b>	<i>indefinite</i> <i>A: Definite, Clear</i>
524. <b>impassive</b>	<i>unmoved feeling; no sign of passion</i>	551. <b>indignant</b>	<i>feeling or expressing anger especially at unjust or mean action</i> <i>S: Anger, Wrath, Scorn</i> <i>A: Calm Cool, Patient</i>
525. <b>impeach</b>	<i>to accuse; to charge with a crime</i>	552. <b>indiscreet</b>	<i>to open in what one says or does</i> <i>S: Brash, Rash, Reckless</i> <i>A: Wise</i>
526. <b>impede</b>	<i>hinder; get in the way of</i>	553. <b>indistinct</b>	<i>not easily heard, seen</i>
527. <b>impending</b>	<i>imminent; being about to happen; expected</i>	554. <b>indolence</b>	<i>laziness</i>
528. <b>imperative</b>	<i>urgent; essential</i>	555. <b>indomitable</b>	<i>not easily discouraged or subdued</i>
529. <b>impermeable</b>	<i>that cannot be permeated</i>	556. <b>induct</b>	<i>to place formally in an office, a society, etc.</i> <i>S: Install, Initiate</i>
530. <b>impertinent</b>	<i>given to insolent rudeness</i>	557. <b>indulge</b>	<i>gratify; give way to; satisfy; allow oneself</i>
531. <b>imperturbable</b>	<i>calm; not capable of being excited</i>	558. <b>indulgent</b>	<i>inclined to indulge</i>
532. <b>impervious</b>	<i>not allowing to pass through (of materials)</i>	559. <b>inebriated</b>	<i>intoxicated</i> <i>S: Drunk, Topsy</i> <i>A: Sober, Teetotal</i>
533. <b>implacable</b>	<i>incapable of being placated; unpleasable</i>	560. <b>inept</b>	<i>unskillful; said or done at the wrong time</i>
534. <b>implicit</b>	<i>implied though not plainly expressed</i>	561. <b>ineptitude</b>	<i>quality of being unskillful</i>
535. <b>improvise</b>	<i>to compose and perform without preparation</i> <i>S: Extemporise, Invent, Compose</i>	562. <b>infirm</b>	<i>Weak from age</i> <i>S: Weak, Languid, Feeble</i> <i>A: Strong, Powerful, Tough</i>
536. <b>impudent</b>	<i>rash; indiscreet</i>	563. <b>inflammatory</b>	<i>rousing excitement, anger, etc.</i> <i>S: Incendiary, Infuriating</i> <i>A: Reconciling, Mitigating</i>
537. <b>inane</b>	<i>silly; senseless</i>	564. <b>inflict</b>	<i>to cause (wounds, pain etc.) suffering</i>
538. <b>inasmuch</b>	<i>since; because</i>	565. <b>infringe</b>	<i>To break (a law or pact)</i> <i>S: Transgress, Violate, Trespass</i>
539. <b>incandescent</b>	<i>white, glowing or luminous with intense heat</i>	566. <b>infuriate</b>	<i>fill with fury or rage</i>
540. <b>incarcerate</b>	<i>to put in prison; to confine</i>		
541. <b>incense</b>	<i>make angry</i>		
542. <b>inception</b>	<i>Act of beginning, Start</i> <i>S: inauguration, Beginning, Origin</i> <i>A: Termination, End, Finish</i>		
543. <b>incessant</b>	<i>often repeated; continual</i>		

## 2.16 How to Prepare for Verbal Ability and Reading Comprehension for the CAT

567. **infuse** *put; pour; fill*
568. **ingenious** *clever; resourceful*  
*S: Skillful, Inventive*  
*A: Unskilled, Awkward, Dull*
569. **ingest** *take in by swallowing*
570. **ingress** *the act of entering; entrance*
571. **inhibition** *restraint, reserve*  
*S: Repression, Ban, Opposition*  
*A: Approval, Permission, Accordance*
572. **inimitable** *defying imitation; unmatched*
573. **insane** *mentally ill or deranged, Not sane*  
*S: Mad, Delirious, Frenzied*  
*A: Sound, Sane, Normal*
574. **insensible** *unconscious; unresponsive; unaffected*
575. **insignia** *distinguishing marks as emblems of rank*  
*S: Sign*
576. **insipid** *without taste or flavor*
577. **insolent** *boldly disrespectful, rude*  
*S: Impudent, Impertinent, Offensive*
578. **insolvent** *unable to pay debts; impoverished*
579. **interim** *as an installment, provisional*
580. **intimate** *to announce; to suggest or hint, close to (as in relations)*
581. **intractable** *not easily managed or controlled; unruly*
582. **inundate** *flood; cover by overflowing*
583. **irate** *angry*
584. **ire** *anger*
585. **irksome** *tiresome*
586. **irresolute** *hesitating; undecided*
- J**
587. **jab** *sneer, taunt, belittle*
588. **jabber** *To talk quickly and incoherently*
589. **jabber** *talk excitedly; utter rapidly*
590. **jacuzzi** *a special type of bath mechanism where water is agitated to give extra invigoration*
591. **jaded** *bored, satiated, dulled*
592. **jagged** *S: inferior, wearied, listless, exhausted*  
*A: refreshed, strengthened*  
*uneven, rough edged, notched*
593. **jeer** *to make fun of, deride; scoff; mock*
594. **jerk** *a spasmodic muscle movement; clown; buffoon*
595. **jester** *gibe; make fun of*
596. **jibe** *jumpy; nervous; shaky; anxious*
597. **jittery** *to manoeuvre, to position of advantage; horse rider*
598. **jockey** *meant as a joke*
599. **jocular** *to shake with a sudden jerk; startle*
600. **jolt** *to hustle; to elbow*
601. **jostle** *joyous; full of geniality*
602. **jovial** *shouting with joy; rejoicing*
603. **jubilant** *celebration; elation; euphoria; exultation*
604. **jubilation** *sound in judgment; wise*
605. **judicious** *rubbish; garbage; trivia; trash*
606. **junk** *a group of men united for some secret intrigue*
607. **junta** *legal authority; extent of power*
608. **jurisdiction** *young; childish; youthful; immature*
609. **juvenile**
- K**
610. **keen** *intense, sharp, vivid, acute*
611. **keep-sake** *gift, usually small and often not very costly, that is kept in memory of the giver*
612. **kennel** *house for dogs, a pack of hounds*
613. **keynote** *(i) The basic idea or Ruling principle*  
*S: Theme, Nub (ii) Musical Note*
614. **killjoy** *One who destroys or lessens other people's enjoyment*
615. **kiln** *a furnace or oven for drying, burning or baking bricks, pottery, etc.*
616. **kimono** *a traditional dress of Japan*
617. **kin** *relative, family related as by blood*

618. **kindergarten** *school for infants*  
 619. **kindle** *to set fire to*  
*S: light, inflame, ignite*  
*A: extinguish, discourage, snuff-out*  
 620. **kingpin** *chief, don, boss*  
 621. **kiosk** *a small stall for the sale of newspapers, etc.*  
 622. **kit** *apparatus, gear, outfit*  
 623. **kith** *kith and kin; friends and relations*  
 624. **kitty** *pool of money to be played for*  
 625. **knack** *dexterity, talent, proficiency, ability*  
 626. **knit** *draw together; unite firmly*  
 627. **kudos** *credit for achievement, glory, fame*

**L**

628. **lacklustre** *(of eyes) dull*  
 629. **lag** *(i) To fall behind, Not keep pace, Move slowly (ii) Imprison, Arrest (iii) A piece of non-conductive cover of a boiler to prevent heat transfer*  
 630. **lament** *show, feel great sorrow*  
 631. **languish** *To become weak, Droop, Be unhappy*  
 632. **languid** *without vigour or vitality*  
*S: Pensive, Drooping, Lethargic*  
*A: Brisk, Lively, Vivacious*  
 633. **languor** *Lack of vigour or vitality*  
 634. **latent** *present but not visible or active; the latent force of an atomic bomb*  
*S: dormant, potential*  
 635. **lavish** *giving or producing freely, liberally or generously*  
 636. **legacy** *something handed down from ancestors*  
 637. **lethal** *causing death*  
*S: Deadly, Fatal*  
*A: Harmless*  
 638. **lewd** *pertaining to lust, indecent*  
*S: Obscene, Lustful, Licentious*  
*A: Pure, Chaste*

639. **liberality** *free giving; generosity*  
 640. **limp** *lacking strength; walking unevenly*  
 641. **limpid** *transparent; absolutely serene and untroubled*  
 642. **lingo** *a dialect, jargon etc., that one is not familiar with*  
 643. **listless** *characterised by lack of interest, energy or spirit*  
 644. **lithe** *bending, twisting*  
 645. **litigate** *to contest in a lawsuit*  
 646. **livid** *(i) Discoloured by a bruise, Black and blue (ii) Furiously angry*  
*S: Discoloured, Angry*  
 647. **loathe** *To feel intense dislike or disgust for*  
*S: Detest, Abhor, Abominate*  
 648. **loll** *rest; to sit or stand in a lazy way; hang (dog's tongue)*  
 649. **lucid** *clear, readily understood*  
*S: Clear, Intelligible*  
*A: incomprehensible, irrational, Illegible*  
 650. **lull** *become quiet or less active*  
 651. **lumber** *move in a clumsy, noisy way*  
 652. **luminary** *star; light-giving body*  
 653. **lurk** *be out of view, ready to attack*  
 654. **lustrous** *being bright, polished*

**M**

655. **machination** *plot; scheme (esp. evil)*  
 656. **maestro** *a master in an art, especially a great conductor or composer of music*  
 657. **magnanimous** *generous*  
*A: Selfish, Mean, Miserly*  
 658. **magnate** *important person in any field*  
 659. **malady** *disease, Illness*  
*S: Illness, Disorder, Ailment*  
 660. **malice** *active ill will, desire to harm another*  
*S: Spite, Grudge, Hatred*  
*A: Benevolence, Goodwill*  
 661. **malign** *injurious; speak ill of somebody; tell lie*

## 2.18 How to Prepare for Verbal Ability and Reading Comprehension for the CAT

662. **malingering** *to fake illness or injury in order to shirk a duty*
663. **malleable** *yielding easily; can be moulded; adapting*
664. **malodorous** *producing a bad odour, stinking*  
*S: foul, Noxious*  
*A: fragrant*
665. **mandatory** *authoritatively commanded*  
*S: Compulsory*
666. **massacre** *cruel killing of a large number of people*
667. **matriculation** *be admitted, enter a university as a student*
668. **maul** *hurt by rough handling*
669. **mediocre** *ordinary, Average*
670. **melancholy** *very sad and depressed state*  
*S: Dispirited, Sorrowful*  
*A: Happy, Merry*
671. **mendacity** *dishonesty*
672. **mendicant** *a beggar*
673. **mercurial** *quick, changeable in character; fleeting*
674. **mesmerise** *hypnotise*
675. **metamorphosis** *transformation*  
*S: Conversion, Change*
676. **meticulous** *giving great attention to details*
677. **mettle** *quality of endurance or courage*
678. **mettlesome** *courageous; high-spirited*
679. **mince** *pronounce or speak affectedly; euphemise; pound to a pulp*
680. **mischievous** *harmful; causing mischief*
681. **miscreant** *heretical; villainous*
682. **miser** *person who loves wealth and spends little; frugal*
683. **missive** *letter*
684. **moderation** *quality of being limited; not extreme*
685. **mollify** *make calmer or quieter*
686. **molt** *moult; lose hair, feathers before new growing*
687. **morbid** *diseased; unhealthy (e.g., about ideas)*
688. **mordant** *biting and caustic; incisive*
689. **morose** *ill-tempered, unsocial*
690. **muffler** *cloth worn round the neck; silencer*
691. **multifarious** *varied; motley; greatly diversified*
692. **mundane** *worldly as opposed to spiritual; commonplace; everyday*
693. **myriad** *very great number*
- ### N
694. **nadir** *lowest, weakest point*
695. **nag** *to find fault with*
696. **naive** *Unaffectedly simple*  
*S: Artless, Innocent, Unsophisticated,*  
*A: Cunning, Shrewd, Sly*  
*a drug such as morphine, used to relieve pain and induce sleep*  
*S: Dope, Opiate, Drug*  
*A: Stimulant*
697. **narcotic** *coming into existence; emerging of or relating to one's birth*  
*A: Mortal*
698. **nascent** *of sailors, ships or navigation*
699. **natal** *taking too little care*
700. **nautical** *bold or brash; nervous*
701. **negligent** *having neurosis (a functional derangement caused by disorder of the nervous system)*  
*A: Sane, Poised, Rational*
702. **nervy** *a connection, tie or link*
703. **neurotic** *take little bites*
704. **nexus** *of or in the night*
705. **nibble** *the system of naming used in a science, etc.*  
*S: Terminology*
706. **nocturnal** *a person or thing of little or no importance*
707. **nomenclature** *widely known especially unfavourably*  
*S: ill-famed, Infamous, Dishonourable*  
*A: Good, Virtuous, Honest*
708. **nonentity** *harmful*
709. **notorious** *of marriage or wedding*
- ### O
710. **noxious** *corpulent, fat*
711. **nuptial** *unaware; having no memory*
712. **obese**
713. **oblivious**

714. **obnoxious** *odiously or disgustingly objectionable*
715. **obstinate** *determined to have one's own way, Stubborn*  
*S: Head-Strong*  
*A: Obliging, Yielding, Flexible*
716. **obtain** *to be established; accepted or customary*
717. **obtrusive** *projecting; prominent; undesirably noticeable*
718. **obtuse** *blunt; stupid*
719. **occluded** *blocked up*
720. **octogenarian** *a person between the ages of eighty and ninety*
721. **odious** *repulsive; hateful*
722. **odium** *contempt; dislike; aversion*
723. **odor** *smell; favor; reputation*
724. **offal** *waste or by-product of a process; rubbish*
725. **ogle** *to keep looking at flirtatiously*
726. **ominous** *threatening*
727. **onus** *a burden, unpleasant duty etc.*
728. **opaqueness** *dullness; not allowing light to pass through*
729. **opinionated** *holding obstinately to one's opinions*  
*S: Obstinate, Dogmatic*  
*A: Open-minded*
730. **opportune** *suitable, said of time*  
*S: Appropriate*  
*A: Untimely, Unsuitable, Inappropriate*
731. **opulent** *Having much wealth. rich*  
*S: Affluence, Wealth*  
*A: Poverty, Penury, Frugality*
732. **outlandish** *very odd or strange*  
*S: Strange, Odd, Peculiar*  
*A: Normal, Well mannered*
733. **overhaul** *examine thoroughly; to learn about the condition*
- P**
734. **palate** *roof of the mouth; sense of taste*
735. **palatial** *magnificent*
736. **palliate** *lessen the severity of*
737. **palpability** *can be felt, touched, understood*
738. **paradigm** *a model; example or pattern*
739. **paraphrase** *express meaning in different words*
740. **parasol** *umbrella used as a sunshade, especially by women*
741. **pariah** *an outcast; a rejected and despised person*
742. **partisan** *one-sided; committed to a party; biased or prejudiced*
743. **pathos** *emotion of sympathetic pity*
744. **patron** *regular customer; person who gives support*
745. **paucity** *scarcity; a lacking of*
746. **pedestrian** *commonplace; trite; unremarkable, person who walks*
747. **peevish** *bad-tempered; irritable*
748. **penchant** *strong inclination; a liking*
749. **penitent** *feeling or showing regret*
750. **penurious** *poor; stingy*
751. **penury** *extreme poverty*
752. **perilous** *dangerous*
753. **perish** *be destroyed; decay*
754. **perky** *cheerful and lively*
755. **permeate** *spread into every part of*
756. **pernicious** *harmful; injurious*
757. **perpetrate** *be guilty; commit (a crime)*
758. **perquisite** *gratuity or tip*
759. **personable** *pleasing in appearance; attractive*
760. **pertain** *belong as a part; have reference*
761. **pervade** *diffuse*
762. **pest** *destructive thing or a person who is a nuisance*
763. **petrified** *power (to think, feel, act) taken away, scared*
764. **petrify** *to make hard, rocklike; frighten*
765. **phony** *not genuine*
766. **piety** *the quality of being religious*
767. **pinch** *be too tight; take between the thumb and finger*
768. **pine** *waste away through sorrow or illness*
769. **pious** *dutiful to parents; devoted to religion*
770. **pitfall** *covered hole as a trap; unsuspected danger*

## 2.20 How to Prepare for Verbal Ability and Reading Comprehension for the CAT

771. <b>pith</b>	<i>essential part; soft liquid substance; inner core of stems in plants.</i>	802. <b>profuse</b>	<i>abundant; lavish</i>
772. <b>pivotal</b>	<i>of great importance (others depend on it)</i>	803. <b>progeny/ progenitor</b>	<i>descendants; children</i>
773. <b>placate</b>	<i>soothe; pacify; calm</i>	804. <b>prone</b>	<i>prostrate; inclined to (undesirable things)</i>
774. <b>placid</b>	<i>serenely free of interruption or disturbance</i>	805. <b>propagation</b>	<i>increasing the number; spreading; extending</i>
775. <b>plaintive</b>	<i>mournful melancholy; sorrowful</i>	806. <b>provident</b>	<i>frugal; looking to the future</i>
776. <b>plaque</b>	<i>flat metal on a wall as a memorial</i>	807. <b>provisional</b>	<i>of the present time only</i>
777. <b>plea</b>	<i>request</i>	808. <b>provoke</b>	<i>make angry</i>
778. <b>plead</b>	<i>address a court of law as an advocate</i>	809. <b>prudence</b>	<i>careful; forethought</i>
779. <b>plethora</b>	<i>excess</i>	810. <b>prudish</b>	<i>easily shocked; excessively modest</i>
780. <b>pliant</b>	<i>pliable; easily bent, shaped or twisted</i>	811. <b>prune</b>	<i>dried plum; silly person, shorten</i>
781. <b>plod</b>	<i>continue doing something without resting</i>	812. <b>pry</b>	<i>inquire too curiously</i>
782. <b>pluck</b>	<i>pull the feathers off; pick (e.g., flowers)</i>	813. <b>pseudonym</b>	<i>a false name</i>
783. <b>plunge</b>	<i>move quickly, suddenly and with force</i>	814. <b>pummel</b>	<i>to pound or beat</i>
784. <b>poncho</b>	<i>large piece of cloth</i>	815. <b>pungency</b>	<i>sharpness; stinging quality</i>
785. <b>portent</b>	<i>omen; marvellous; threatening</i>	816. <b>pungent</b>	<i>marked by a sharp incisive quality; caustic</i>
786. <b>postulate</b>	<i>to claim; to assume as true, existent or necessary</i>	817. <b>punitive</b>	<i>inflicting, involving or aiming at punishment</i>
787. <b>prattle</b>	<i>chatter; to utter or make meaningless sounds</i>	818. <b>pyre</b>	<i>large pile of wood for burning</i>
788. <b>precarious</b>	<i>uncertain; risky; dangerous</i>	<b>Q</b>	
789. <b>precipitous</b>	<i>steep</i>	819. <b>quack</b>	<i>person dishonestly claiming</i>
790. <b>précis</b>	<i>concise summary</i>	820. <b>quaff</b>	<i>drink deeply</i>
791. <b>precursory</b>	<i>preliminary; anticipating</i>	821. <b>qualm</b>	<i>feeling of doubt; temporary feeling of sickness</i>
792. <b>predominate</b>	<i>have more power than others</i>	822. <b>quash</b>	<i>to annul, cancel, smother</i>
793. <b>preen</b>	<i>tidy; show self-satisfaction</i>	823. <b>queer</b>	<i>odd, strange, bizarre, erratic</i>
794. <b>premature</b>	<i>doing or happening of something before the right time</i>	824. <b>quell</b>	<i>suppress; subdue</i>
795. <b>preponderance</b>	<i>greatness in number, strength, weight</i>	825. <b>quench</b>	<i>satisfy, satiate, allay</i>
796. <b>prevalent</b>	<i>common</i>	826. <b>quilt</b>	<i>banquet cover, warmer</i>
797. <b>prim</b>	<i>neat; formal</i>	827. <b>quip</b>	<i>A witty or sarcastic remark</i>
798. <b>pristine</b>	<i>primitive; unspoiled; pure as in earlier times</i>	828. <b>quirk</b>	<i>S: Sally, Retort, Jest habit or action peculiar to somebody or something</i>
799. <b>procrastination</b>	<i>to keep putting off</i>	829. <b>quorum</b>	<i>minimum number of people who have to be present to make the vote valid</i>
800. <b>prodigal</b>	<i>wasteful; reckless with money</i>	<b>R</b>	
801. <b>prodigy</b>	<i>a person with a special talent</i>	830. <b>rabble</b>	<i>mob; crowd; the lower classes of populace</i>

831. **racket** *a noisy confusion*  
*S: Noise, Clamour, Commotion*  
*A: Peace, Quietude, Harmony*
832. **racy** *full of zest or vigor; piquant*
833. **rake** *dissolute person; libertine, sweep, an instrument to gather leaves, etc.*
834. **rally** *(i) To come together to support (ii) Give new strength (iii) Gathering or assembly (iv) A contest of motor vehicle endurance*
835. **ramble** *to move aimlessly from place to place*
836. **rampant** *widespread, raging*
837. **rancid** *having the bad smell or taste of stale fats or oils, Spoiled*  
*S: Stinking, Offensive, Decaying*  
*A: Sweet, Fresh, Fragrant*
838. **ransack** *to plunder, Pillage*  
*S: Rummage*  
*A: Restore, Compensate, Redress*
839. **rant** *use extravagant language*
840. **rapproch** *sympathetic relationship, Harmony*  
*S: Accord*  
*A: Hatred, Enmity, Animosity*
841. **rarefy** *to make thin, less dense; to purify or refine*
842. **ratify** *to approve and sanction formally*
843. **rave** *act with excessive enthusiasm*
844. **reactionary** *opposing progress*
845. **rebuff** *snub*
846. **recast** *cast or fashion anew*
847. **reciprocity** *granting of privileges in return for similar*
848. **recitals** *a number or performance of music*
849. **recluse** *person who lives alone and avoids people*
850. **reconcile** *settle a quarrel; restore peace*
851. **recourse** *turning to someone or something for help*
852. **redeem** *get back by payment; compensate*
853. **refine** *make or become pure, cultured*
854. **regale** *to delight or entertain; to feast*
855. **rehabilitate** *to put back to useful life*  
*S: Restore, Cure*  
*A: Ruin, Destroy*
856. **rejoinder** *An answer especially to a reply, S: Answer, Retort, Reply*
857. **rejuvenation** *becoming young in nature or appearance*
858. **relapse** *fall back again*
859. **reluctant** *unwilling, disinclined*  
*S: Unenthusiastic, Opposed*  
*A: Willing, Eager, Ready*
860. **render** *deliver; provide; represent*
861. **renovate** *restore something to better condition*
862. **renowned** *celebrated; famous*
863. **repast** *meal*
864. **repel** *refuse to accept; cause dislike*
865. **reproach** *scold; upbraid*
866. **repulsive** *causing a feeling of disgust*
867. **resigned** *unresisting; submissive*
868. **resort** *to frequently visit*
869. **retard** *check; hinder*
870. **revere** *have deep respect for*
871. **reverent** *feeling or showing deep respect*
872. **riddle** *puzzling person or thing*
873. **rift** *split; crack; dissension*
874. **roll** *call; calling of names*
875. **ruffian** *violent, cruel man*
- S**
876. **sadism** *Seeking pleasure from hurting others*
877. **salient** *Conspicuous, Prominent*  
*S: Outstanding*  
*A: Hidden*
878. **sallow** *of a grayish greenish yellow color*
879. **salutary** *remedial; causing improvement*
880. **sanction** *approval (by authority); penalty*
881. **sanctuary** *a holy place or a place of refuge or protection*
882. **sanity** *health of mind; soundness of judgement*

## 2.22 How to Prepare for Verbal Ability and Reading Comprehension for the CAT

883. <b>sardonic</b>	<i>disdainfully or skeptically humorous; sarcastic</i>	910. <b>shrewd</b>	<i>astute; showing sound judgement</i>
884. <b>sash</b>	<i>long strip worn round the waist</i>	911. <b>shrill</b>	<i>sharp; piercing</i>
885. <b>satiate</b>	<i>satisfy fully</i>	912. <b>shun</b>	<i>keep away from; avoid</i>
886. <b>saucy</b>	<i>rude, impudent</i> <i>S: Insolent</i> <i>A: Modest, Humble</i>	913. <b>shunt</b>	<i>send from one track to another; lay aside</i>
887. <b>savor</b>	<i>taste, flavor something</i>	914. <b>sidestep</b>	<i>step to one side, dodge</i>
888. <b>sawdust</b>	<i>tiny bits of wood</i>	915. <b>silt</b>	<i>a fine-grained sandy sediment carried or deposited by water</i>
889. <b>scent</b>	<i>smell (esp. pleasant)</i>	916. <b>skeptic</b>	<i>one who habitually questions matters generally accepted</i>
890. <b>scorch</b>	<i>become discolored; dry up; go at high speed; to burn</i>	917. <b>sketchy</b>	<i>Rough or rapid</i>
891. <b>scribble</b>	<i>write hastily</i>	918. <b>skit</b>	<i>short piece of humorous writing</i>
892. <b>scurvy</b>	<i>disease due to deficiency of vitamic C</i>	919. <b>slack</b>	<i>sluggish; dull; not tight</i>
893. <b>secedel/ secession</b>	<i>to withdraw from an organisation</i>	920. <b>slate</b>	<i>kind of blue-grey stone; propose; criticize</i>
894. <b>secular</b>	<i>material (not spiritual); living outside monasteries; worldly</i>	921. <b>slither</b>	<i>to sleep, slide or glide along</i>
895. <b>sedate</b>	<i>sober, serious and unemotional; calm and composed</i> <i>S: Serene</i> <i>A: Mercurial, Frivolous</i>	922. <b>sluggard</b>	<i>lazy, slow-moving person</i>
896. <b>sedentary</b>	<i>marked by much sitting</i> <i>A: Peripatetic</i>	923. <b>slur</b>	<i>join sounds, words (indistinct)</i>
897. <b>sediment</b>	<i>matter that settles to the bottom of liquid</i>	924. <b>smirk</b>	<i>to smile in a conceited and complacent way</i>
898. <b>seduce</b>	<i>to tempt into wrong-doing</i> <i>S: Allure, Inveigle, Entice</i> <i>A: Protect, Guide, Discourage</i>	925. <b>smoulder</b>	<i>burn slowly without flame</i>
899. <b>self-contained</b>	<i>complete within itself</i>	926. <b>smug</b>	<i>annoyingly self-satisfied or complacent,</i> <i>S: Self-satisfied</i>
900. <b>semblance</b>	<i>outward appearance</i> <i>S: Likeness, Form</i>	927. <b>snare</b>	<i>trap</i>
901. <b>sequence</b>	<i>succession; connected line of</i>	928. <b>snide</b>	<i>slyly malicious or derisive</i> <i>S: Sneer, Slyness</i> <i>A: Praising, Eulogising</i>
902. <b>sermon</b>	<i>reproving a person for his faults</i>	929. <b>snub</b>	<i>treat with contempt</i>
903. <b>serrated</b>	<i>having a toothed edge</i>	930. <b>soar</b>	<i>rise; fly high</i>
904. <b>servile</b>	<i>like a slave; lacking independence</i>	931. <b>sober</b>	<i>self-controlled</i>
905. <b>sever</b>	<i>break off</i>	932. <b>sobriety</b>	<i>quality or condition of being sober</i>
906. <b>severance</b>	<i>severing</i>	933. <b>soggy</b>	<i>heavy with water</i>
907. <b>shallow</b>	<i>little depth; not earnest</i>	934. <b>solitude</b>	<i>being solitary or alone, seclusion</i> <i>S: Loneliness</i> <i>A: Society</i>
908. <b>shambles</b>	<i>a scene of great destruction or disorder</i> <i>S: Mess, Muddle</i> <i>A: Order</i>	935. <b>solvent</b>	<i>of the power of forming a solution</i>
909. <b>sheath</b>	<i>cover for the blade of a weapon or a tool</i>	936. <b>somatic</b>	<i>of the body, physical</i>
		937. <b>soot</b>	<i>black powder in smoke</i>
		938. <b>sophisticated</b>	<i>complex; subtle; refined</i>
		939. <b>spartan</b>	<i>hardy, warlike, disciplined</i>
		940. <b>spleen</b>	<i>feelings of anger or ill will; often suppressed</i>



941. **sponge** *porous rubber for washing; live at other's expense*
942. **sporadic** *happening or appearing in isolated instances*  
*S: Infrequent*  
*A: Constant, Prevalent, Continue*
943. **spruce** *neat and in a smart way*  
*S: Neat*  
*A: Untidy, Slovenly*
944. **spurious** *counterfeit*
945. **spurn** *have nothing to do; reject or refuse*
946. **squabble** *to quarrel noisily over a small matter*  
*S: Wrangle, Dispute, Quarrel*
947. **squander** *spend wastefully*
948. **squat** *crouch; settle without permission*
949. **staid** *sober, sedate*  
*S: Serious*  
*A: Excited*
950. **standing** *status or reputation (figurative)*
951. **stationary** *still, motionless*
952. **stationery** *writing material*
953. **steeply** *rising or falling sharply*
954. **stigma** *mark of shame or disgrace*
955. **stigmatise** *describe somebody scornfully*
956. **stilted** *artificially formal or dignified*  
*S: Stiff, Unnatural*  
*A: Casual, Informal*
957. **sting** *something sharp*
958. **stingy** *spending, using unwillingly*
959. **stint** *to be thrifty; to set limits*
960. **stray** *wander; lose one's way*
961. **streak** *long; thin; move very fast*
962. **stride** *walk with long steps*
963. **strut** *a supporting bar; swagger*
964. **subdue** *overcome; bring under control*
965. **subjugate** *to conquer; to subdue*
966. **sublime** *extreme; astounding*
967. **submerge** *put under water, liquid; sink out of sight*
968. **suffice** *be enough*
969. **suffocate** *cause or have difficulty in breathing*
970. **suffrage** *short prayer usually in a series; right of voting*
971. **sullied** *to be stained or discredited*
972. **summarily** *briefly; without delay*
973. **summary** *done without delay or formality*
974. **sundry** *various; miscellaneous; separate*
975. **superannuate** *to become retired; to become obsolete*
976. **supercilious** *disdainful; characterised by haughty scorn*
977. **superfluous** *more than is needed or wanted*
978. **superimpose** *put something on the top*
979. **supersede** *take the place of*
980. **suppress** *prevent from being known; put an end to*
981. **surcharge** *additional load; charge*
982. **surveillance** *watch kept over a person, especially a suspect*  
*S: Supervision, Invigilation*
983. **sustenance** *nourishment, support*
984. **swagger** *To walk with a bold, arrogant stride*
985. **swerve** *change direction suddenly*
986. **symbiosis** *the living together of two kinds of organisms to their mutual advantage*
987. **syndrome** *a set of symptoms characterising a disease or condition*
988. **synopsis** *summary or outline*
- T**
989. **taboo** *any social restriction*  
*S: Forbidden*  
*A: Permit, Allow, license*
990. **tacit** *unspoken, silently understood*  
*A: Explicit, Verbal*
991. **tactile** *perceptible by touch*
992. **tadpole** *form of a frog when it leaves the egg*
993. **talisman** *a ring, stone, etc. bearing engraved figures supposed to bring good luck, avert evil, etc.*
994. **tamper** *interfere with*
995. **tangential** *suddenly changeable*
996. **tantrum** *a violent outburst of rage etc.*
997. **tarnished** *lost brightness*
998. **tassel** *bunch of threads*

## 2.24 How to Prepare for Verbal Ability and Reading Comprehension for the CAT

999. <b>taunt</b>	<i>contemptuous reproach; hurtful remark</i>			<i>S: Unpleasant, Agonising</i>
1000. <b>taut</b>	<i>tightly stretched</i>	1026. <b>tremor</b>		<i>A: Titillating</i>
1001. <b>tawdry</b>	<i>cheap; gaudy; showy; tacky</i>			<i>trembling</i>
1002. <b>tawny</b>	<i>brownish-yellow, tan</i>			<i>S: Shaking, Fearful</i>
1003. <b>tedious</b>	<i>Long and dull</i>	1027. <b>trickle</b>		<i>A: Brave</i>
	<i>S: Slow, Wearisome, Fatiguing</i>			<i>flow in drops</i>
	<i>A: Light, Hearty, Cheerful</i>	1028. <b>trifling</b>		<i>unimportant</i>
1004. <b>teem</b>	<i>to be prolific, abound, swarm</i>	1029. <b>troupe</b>		<i>a group especially of actors, singers etc.</i>
1005. <b>teetotal</b>	<i>opposed to alcohol</i>	1030. <b>truant</b>		<i>one who shirks his duties</i>
1006. <b>temperate</b>	<i>showing self-control</i>			<i>S: Vagrant, idler, Shirker</i>
1007. <b>tentative</b>	<i>done as a test, not final</i>	1031. <b>trustworthy</b>		<i>Worthy of trust, Reliable</i>
	<i>A: Established, Certain</i>			<i>S: Dependable, Honest</i>
1008. <b>tepid</b>	<i>lukewarm</i>			<i>A: Vacillating, Undependable</i>
1009. <b>theatrical</b>	<i>designed for effect, Show, Unnatural</i>	1032. <b>turbulence</b>		<i>being uncontrolled; violent</i>
	<i>S: Dramatic</i>	1033. <b>turgid</b>		<i>excessively ornate; swollen or bloated</i>
1010. <b>therapeutic</b>	<i>-serving to cure or heal or to preserve health</i>	1034. <b>turmoil</b>		<i>state of extreme confusion, agitation or commotion</i>
1011. <b>thesaurus</b>	<i>a book of synonyms and antonyms</i>	1035. <b>turmoil</b>		<i>trouble; disturbance</i>
1012. <b>thespian</b>	<i>(i) Having to do with drama</i>	1036. <b>turquoise</b>		<i>greenish-blue precious stone</i>
	<i>(ii) An actor</i>			
1013. <b>thickset</b>	<i>Thick in body, stocky</i>			
1014. <b>threshold</b>	<i>the beginning point</i>	1037. <b>ulterior</b>		<i>situated beyond</i>
	<i>S: Beginning, Start</i>	1038. <b>ultimatum</b>		<i>a final offer or demand as in negotiations</i>
	<i>A: End</i>	1039. <b>uncanny</b>		<i>mysterious, astonishing, strange, bizarre</i>
1015. <b>thrift</b>	<i>care; economy; thriving; prosperous</i>	1040. <b>uncouth</b>		<i>rough; awkward</i>
1016. <b>thwart</b>	<i>obstruct; frustrate</i>	1041. <b>underbid</b>		<i>make a lower bid than somebody else</i>
1017. <b>timid</b>	<i>shy; easily frightened</i>	1042. <b>undermine</b>		<i>weaken gradually at the base</i>
1018. <b>titanic</b>	<i>of great size, strength or power</i>	1043. <b>undertone</b>		<i>quiet voice, murmur, whisper</i>
	<i>S: Gigantic, Immense</i>	1044. <b>undo</b>		<i>loosen, open, unfasten</i>
	<i>A: Tiny, Small</i>	1045. <b>unearth</b>		<i>discover and bring to light</i>
1019. <b>tonic</b>	<i>something giving strength or energy</i>	1046. <b>unexceptionable</b>		<i>not open to objection or criticism</i>
1020. <b>topple</b>	<i>be unsteady and overturn</i>	1047. <b>unexceptional</b>		<i>dull, commonplace, typical, ordinary</i>
1021. <b>torment</b>	<i>severe pain or suffering</i>			<i>A: Exceptional</i>
1022. <b>tortuous</b>	<i>devious; not straightforward</i>	1048. <b>unfeigned</b>		<i>not pretended; sincere</i>
1023. <b>totalitarian</b>	<i>designating or of a government in which one political group maintains complete control, especially under a dictator</i>	1049. <b>unilateral</b>		<i>of occurring on, or affecting one side only</i>
1024. <b>tout</b>	<i>person who worries others to buy something, to use his service</i>	1050. <b>unison</b>		<i>agreement, Harmony</i>
1025. <b>traumatic</b>	<i>an emotional shock having a lasting psychic effect</i>			<i>S: Accord</i>
				<i>A: Discord, Enmity</i>

## U

1051. **unprecedented** *never having happened, not known before*
1052. **unrivalled** *With no equal, unmatched*
1053. **unruffled** *Calm, not anxious*
1054. **unruly** *wild, with no discipline, defiant, indomitable*
1055. **unscathed** *unharmed; unhurt*
1056. **unseemly** *inappropriate; indecorous*
1057. **untoward** *unfortunate; inconvenient*
1058. **upheaval** *A sudden, violent change*
1059. **uphill** *(i) Up a slope (ii) Laborious, Tiring*  
*S: Arduous, Difficult*  
*A: Easy*
1060. **uprising** *a revolt against the rulers,*  
*S: Insurrection*  
*A: Submission*
1061. **uproar** *Violent*  
*S: Confusing, Chaos*  
*A: Peace, Calm, Tranquility*
1062. **upsurge** *an increase, rise*
1063. **urbane** *elegant; refined in manners*
1064. **urchin** *a mischievous child*
1065. **usurp** *to take possession by force*
1066. **utopia** *an imaginary ideal place*
- V**
1067. **vacillation** *being uncertain; hesitating*
1068. **vain** *without use, result; conceited*
1069. **valiant** *brave*
1070. **vamp** *Flirtatious woman, coquette, seductress, temptress*
1071. **vandal** *person who destroys property for the pleasure of destruction*
1072. **vanity** *pride, disdain, narcissism*
1073. **varnish** *Adornment, decoration, polish, display*
1074. **vat** *a large vessel*
1075. **veer** *change direction*
1076. **vendetta** *private quarrel between families*
1077. **venom** *poison, toxin, bane, acrimony, ill will, malice*
1078. **veracity** *truth*
1079. **verdant** *fresh and green*
1080. **verdict** *judgement, decision, ruling*
1081. **verve** *spirit; vigor; enthusiasm*
1082. **vestige** *trace or sign*
1083. **veterinary** *Referring to treatment of sick animals*
1084. **vex** *annoy; distress; trouble*
1085. **vice** *evil, iniquity, sin, wickedness, depravity*  
*S: foible, dishonesty*
1086. **vicious** *evil, wild, violent, fierce*
1087. **vigilance** *watchfulness; self-appointed group that maintains order*
1088. **vigilant** *member of a vigilance committee, alert, watchful*
1089. **vigorous** *strong; energetic*
1090. **vile** *extremely unpleasant, wicked, wretched*
1091. **vilify** *slander; say evil things*
1092. **vindicate** *to free from allegation or blame; to justify*
1093. **vindictive** *having a desire to revenge*
1094. **vintage** *old, ancient, antique, Collecting of grapes to make wine*
1095. **virile** *manly, masculine, stalwart*
1096. **visceral** *of the internal organs of the body*
1097. **viscous** *sticky; semi-fluid*
1098. **vitiate** *lower the quality; weaken the strength*
1099. **vivacious** *lively; high-spirited*
1100. **volatile** *changeable; inconstant*
1101. **volition** *power of choosing or determining*
1102. **voluptuous** *full of pleasure to the senses*
- W**
1103. **wag** *merry person*
1104. **warmonger** *person who stirs up war*
1105. **warrant** *authority; written order; guarantee*
1106. **wean** *to turn away (from a habit)*
1107. **whimsical** *full of odd and fanciful ideas*
1108. **wince** *show bodily or mental pain*
1109. **woo** *try to win*
1110. **wrangle** *to dispute angrily or peevishly*
1111. **writ** *written order*

## 2.26 How to Prepare for Verbal Ability and Reading Comprehension for the CAT

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### **Y**

1112. **Yarn**

*tale, story, fibers for knitting*

### **Z**

1113. **zeal**

*intense enthusiasm, ardour,  
fervour  
S: Easements*

1114. **zenith**

*A: Apathy, Indifference  
the highest point*

*S: Pinnacle, Summit*

*A: Base, Nadir*

1115. **zest**

*(i) keen enjoyment (ii) stimulat-  
ing quality*

*S: Gusto*

*A: Depression, Despondency*

## WORD LIST II—MEDIUM FREQUENCY WORDS

2



In this chapter, words that have a medium frequency (to be clear, words that are regularly appearing in CAT examinations, but not as frequent as those in Chapter 1) are being discussed. Here even, the treatment has been done in such a manner, the meaning is given first, followed by the synonym (denoted by the letter *S*), and antonym (denoted by the letter *A*).

No.	Word	Definition
<b>A</b>		
1.	<b>abashed</b>	<i>embarrassed</i>
2.	<b>abeyance</b>	<i>suspended action, not being used</i>
3.	<b>abject</b>	<i>miserable</i> <i>S: Pitiful, Despicable</i> <i>A: Noble, Lofty</i>
4.	<b>abnegation</b>	<i>self-denial</i>
5.	<b>abominate</b>	<i>to detest, to dislike strongly</i>
6.	<b>abrogate</b>	<i>repeal or annul by authority</i>
7.	<b>absolve</b>	<i>to free from guilt or duty</i> <i>S: Pardon, Exonerate</i> <i>A: Accuse, Inculpate</i>
8.	<b>abstemious</b>	<i>restraint, especially of food and alcohol</i>
9.	<b>abstinence</b>	<i>keeping away from all food, liquor, etc.</i> <i>S: Moderation, Temperance</i> <i>A: Excess, Wantonness</i>
10.	<b>abut</b>	<i>border on, next to</i>
11.	<b>acarpous</b>	<i>effete; no longer fertile; worn out</i>
12.	<b>accentuate</b>	<i>emphasise</i> <i>S: Stress, Highlight, Underline</i> <i>A: De-emphasise, Hide</i>
13.	<b>acclimate</b>	<i>to adapt, get used to</i>
14.	<b>accretion</b>	<i>growing of different things into one</i>
15.	<b>acoustics</b>	<i>branch of physics dealing with sound</i>

16.	<b>acrophobia</b>	<i>an abnormal fear of being in high places</i>
17.	<b>ad infinitum</b>	<i>forever, endlessly</i>
18.	<b>addendum</b>	<i>something added as a supplement</i>
19.	<b>ad hoc</b>	<i>for a specific purpose, Specially arranged for a purpose</i>
20.	<b>adjunct</b>	<i>something added; assistant</i>
21.	<b>ad-lib</b>	<i>(i) Improvise</i> <i>S: Spontaneous, Extemporised</i> <i>A: Rehearsed, Deliberate</i> <i>(ii) Do as one pleases</i>
22.	<b>adumbrate</b>	<i>to suggest or hint; overshadow</i>
23.	<b>ad-valorem</b>	<i>in proportion to the estimated value of goods</i>
24.	<b>aegis</b>	<i>Shield, Protection</i>
25.	<b>aestival</b>	<i>appearing in summer</i>
26.	<b>affectation</b>	<i>artificial, behaviour</i> <i>S: Pretence, Artificiality, Un-naturalness</i> <i>A: Simplicity, Naivete</i>
27.	<b>afforest</b>	<i>convert into forest</i> <i>A: Deforest, Denude</i>
28.	<b>affray</b>	<i>fight in a public place, battle</i> <i>S: Conflict, fight</i> <i>A: Tranquillity, Peace</i>
29.	<b>affront</b>	<i>insult openly</i> <i>S: Provoke, Humiliate</i> <i>A: Placate, Please</i>
30.	<b>aggrandise</b>	<i>to make greater, more powerful, richer</i> <i>S: Exalt, Advance</i> <i>A: Degrade, Debase</i>
31.	<b>agnostic</b>	<i>one who believes that it is impossible to know if God exists</i> <i>A: Theist</i>
32.	<b>agnostic</b>	<i>non-committal</i>
33.	<b>akimbo</b>	<i>with hands on hips and elbows bent outwards</i>
34.	<b>albeit</b>	<i>although</i>

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35. <b>alchemy</b>	<i>chemistry of the middle ages with the chief aim of changing base metals to Gold</i>	59. <b>antithetical</b>	<i>direct opposing</i>
36. <b>algorithm</b>	<i>a special way of solving a mathematical problem</i>	60. <b>apartheid</b>	<i>brutal racial discrimination</i>
37. <b>allegory</b>	<i>a story in which people, things, events have a symbolic meaning</i>	61. <b>apathy</b>	<i>lack of emotion S: Indifference, Passiveness A: Care, Sympathy</i>
38. <b>allude</b>	<i>to refer indirectly</i>	62. <b>aphasia</b>	<i>loss of the power to use or comprehend words</i>
39. <b>alter ego</b>	<i>one's other self, a constant companion A: Enemy</i>	63. <b>aplomb</b>	<i>self-confidence</i>
40. <b>altercate</b>	<i>to dispute angrily or noisily</i>	64. <b>apogee</b>	<i>a point farthest from a heavenly body, the earth, powerful position</i>
41. <b>ambidextrous</b>	<i>able to use the left hand or the right equally well</i>	65. <b>apologue</b>	<i>moral fable especially one in which animals speak</i>
42. <b>ambivalent</b>	<i>having both of two contrary meanings</i>	66. <b>apparition</b>	<i>a ghost</i>
43. <b>ameliorate</b>	<i>improve; to make or become better S: Improve A: Worsen</i>	67. <b>appendage</b>	<i>thing added to something larger or a natural part of a large thing S: Adjunct, Addition</i>
44. <b>amnesty</b>	<i>a general pardon (especially for political offences) A: Punishment</i>	68. <b>approbation</b>	<i>approval</i>
45. <b>amortise</b>	<i>end (a debt) by setting aside money</i>	69. <b>appurtenance</b>	<i>a minor possession or piece of property</i>
46. <b>anachronism</b>	<i>anything out of its proper historical time</i>	70. <b>apropos</b>	<i>appropriate to the situation; apt</i>
47. <b>anagram</b>	<i>a word made by rearranging letters</i>	71. <b>archetype</b>	<i>an original model, Prototype, ideal model which is not changed</i>
48. <b>anamnesis</b>	<i>recollection (especially of previous existence)</i>	72. <b>ardour</b>	<i>enthusiasm</i>
49. <b>anathema</b>	<i>something loathed; curse</i>	73. <b>arduous</b>	<i>steep; difficult; ascent; laborious</i>
50. <b>anchorite</b>	<i>a religious recluse, hermit</i>	74. <b>argot</b>	<i>jargon; slang</i>
51. <b>androgynous</b>	<i>hermaphrodite, having characteristics of both sexes</i>	75. <b>arrant</b>	<i>in the highest degree, total</i>
52. <b>anecdote</b>	<i>a short entertaining account of a real event or person</i>	76. <b>artifice</b>	<i>skill or ingenuity, Trickery S: Wile, Guile, Fraud, Cunning A: Innocence, Candour, Honesty</i>
53. <b>anodyne</b>	<i>dull, Unlikely to cause offence, that relieves pain (Drug)</i>	77. <b>ascribe</b>	<i>consider to be the origin of or belonging to</i>
54. <b>antagonism</b>	<i>opposition or hostility S: Antipathy, Enmity A: Harmony, Accord, Agreement</i>	78. <b>aseptic</b>	<i>surgically clean</i>
55. <b>antecedent</b>	<i>that which goes before something else</i>	79. <b>asinine</b>	<i>stupid, foolish S: Silly A: Learned, Knowledgeable</i>
56. <b>anthology</b>	<i>collection of literary works</i>	80. <b>askance</b>	<i>to look with suspicion</i>
57. <b>antipathy</b>	<i>strong dislike S: Hatred, Repugnance, Abhorrence A: Honour, Admiration, Love, Esteem</i>	81. <b>askew</b>	<i>not in a straight or level position S: Awry, Crooked</i>
58. <b>antithesis</b>	<i>a contrast of position (especially of ideas)</i>	82. <b>asperity</b>	<i>roughness; harshness; ill temper; irritability</i>
		83. <b>asseverate</b>	<i>to state positively, Assert</i>
		84. <b>assuage</b>	<i>make something (pain, desire) less</i>
		85. <b>astute</b>	<i>clever; quick at seeing to get an advantage</i>
		86. <b>asunder</b>	<i>into pieces S: Apart A: United, Harmonious</i>
		87. <b>athwart</b>	<i>lying across, side-wise S: Across, Against, Crosswise</i>

88. **atrophy** *wasting away or failure to grow (especially of body tissue)*
89. **attenuate** *make thin; weaken; enervate*
90. **attrition** *wearing away by or as by friction*
91. **atypical** *not typical*  
S: Abnormal  
A: Typical, Normal
92. **augury** *omen; sign*
- B**
93. **babel** *a scene of confusion of noises, sounds, etc.*  
S: Confusion  
A: Distinctness
94. **badinage** *Playful talk*  
S: Banter  
A: Discourse
95. **bagatelle** *thing of little value, trifle, game*
96. **bauble** *a trinket, worthless thing*
97. **balderdash** *odd mixture, nonsense*  
S: Drivel, Gibberish  
A: Wisdom, Logic
98. **baneful** *causing harm or ruin; pernicious; destructive*
99. **banter** *playful teasing*
100. **baritone** *the range of a male voice between tenor and bass*
101. **bastion** *any strong defence*
102. **bathos** *anticlimax*  
A: Decent
103. **baulk** *stumbling block (N), To hinder (V)*  
S: Hindrance  
A: Gratify, Fulfil
104. **bawdy** *indecent, obscene*  
A: Decent
105. **beatify** *to bless; make happy or ascribe a virtue to*
106. **beatitude** *perfect blessedness or happiness*  
A: Curse, Condemnation
107. **bedlam** *any place or situation with noise and confusion*
108. **bedraggle** *to make wet, limp or dirty*  
S: Wet, Dirty  
A: Clean, spotless
109. **befuddle** *to confuse, Perplex*
110. **begrudge** *to resent another's success*
111. **beguile** *to mislead or deprive of; to delight*
112. **behest** *a command or earnest request*
113. **belabor** *beat hard*
114. **beleaguer** *to besiege by encircling, to harass*
115. **bellicose** *belligerent; pugnacious; warlike*
116. **belligerent** *(person, nation) waging war*
117. **benison** *blessing*  
A: Curse
118. **bequeath** *to leave to another by one's will*
119. **bequest** *arrangement to give something at death*
120. **besmirch** *to soil, to damage the reputation*  
S: Defile, Sully
121. **bibliography** *a list of writings on a given subject*
122. **bibliophile** *one who loves or collects books*
123. **bilious** *bad-tempered*  
S: Peevish, Pessimistic  
A: Optimistic, Lively
124. **bilk** *to cheat*
125. **blasphemy** *profane, abuse of god or sacred things*
126. **bleary** *Dim or blurred*
127. **blithe** *cheerful; casual; carefree*
128. **bluster** *to talk or act with noisy swaggering threats*
129. **bounteous** *generous, abundant*  
S: Benevolent, Liberal, Generous  
A: Miserly
130. **bourgeois** *middle class*
131. **bovine** *Of an ox or cow, Slow and stupid*  
A: Sharp, Intelligent, Sprightly
132. **braggart** *An offensively boastful person*
133. **brevity** *Brief*  
S: Brief, Short, Terse, Concise  
A: Lengthy, Elaborate
134. **broach** *To start a discussion of*
135. **brook** *not allow; a small stream*
136. **browbeat** *to intimidate*  
S: Force  
A: Coax, Cajole
137. **brusque** *rough and abrupt in manner of speech*  
S: Curt, Blunt  
A: Rambling
138. **bucolic** *rural, rustic*  
A: Urban
139. **bulbous** *swollen, shaped like a bulb*
140. **bulwark** *a defence*
141. **buoyant** *able to float; light-hearted*
142. **burnish** *to polish, rub to a shine*
143. **buttress** *a strong Support*  
S: Bolster, Prop-up

## 2.30 How to Prepare for Verbal Ability and Reading Comprehension for the CAT

### C

144. **cabal** *a scheme or plot; a group of plotters*
145. **cadaverous** *of or like a cadaver (Corpse)*  
S: Pale, Ghastly  
A: Cheerful, Youthful
146. **cadence** *rhythmic modulation of sound*
147. **cadge** *to beg or get by begging*
148. **calligraphy** *art of producing beautiful handwriting*
149. **callow** *immature, inexperienced*  
S: Raw, Unfledged, Inexperienced  
A: Mature, Wise, Sagacious
150. **calumny** *slander; aspersion*
151. **canard** *a false especially malicious report*  
S: Hide/Hoax  
A: Expose
152. **canker** *a spreading sore*
153. **canonise** *to glorify, to declare (a dead person) a saint*
154. **canorous** *melodious, Resonant*  
S: Melodious  
A: Harsh, Discordant
155. **capacious** *Roomy*  
S: Spacious  
A: Narrow, Limited, Confined
156. **capitulate** *surrender*
157. **capricious** *subject to caprices (Eccentricities), erratic*  
S: Fanciful, Odd, Whimsical  
A: Staid, Steadfast
158. **captious** *Critical*
159. **carmine** *a red or purplish red colour*
160. **carnage** *extensive slaughter, Massacre*  
S: Butchery, Destruction
161. **carnal** *of the flesh*  
S: Sensual, Lustful, Concupiscent  
A: Spiritual, Ethereal
162. **carp** *to find fault or complain querulously*
163. **carrion** *decaying flesh of a dead body*
164. **cartel** *an association of business firms etc. establishing a national or international monopoly*
165. **catastrophe** *any sudden, great disaster*  
S: Calamity, Cataclysm  
A: Blessing
166. **catatonic** *immobile*
167. **catechise** *to question searchingly*
168. **caucus** *a meeting of a party or faction (Usually derogatory)*
169. **cavalcade** *A procession, Sequence of events to raise trivial and frivolous objection*
170. **cavil** *objection*
171. **centurion** *leader of a unit of 100 soldiers*
172. **cerebrate** *to think*
173. **charlatan** *quack or fraud*
174. **chary** *cautious; wary*
175. **chastisement** *punishment*
176. **chauvinist** *a blindly devoted patriot*
177. **chequered** *Marked by vicissitudes*
178. **chivy** *to tease or annoy with persistent petty attacks*
179. **choleric** *irritable; bad-tempered*
180. **churl** *bad-tempered person*
181. **closure** *closing device (in Parliament) to end a debate by voting*
182. **coagulation** *change to a thick and solid state*
183. **coalescing** *coming together and uniting into one substance*
184. **coddle** *treat with care and tenderness*
185. **coeval** *of the same period; coexisting*
186. **cogent** *strong; convincing*
187. **cognomen** *surname, last name*
188. **coherent** *sticking together, logically connected*  
S: Unity,  
A: Separation
189. **collateral** *a) Parallel or corresponding*  
S: Secondary, Parallel, Concurrent  
b) Security towards a loan
190. **comity** *courtesy*  
S: Friendly  
A: Hostility
191. **commemorate** *keep the memory of*
192. **commodious** *having plenty of space for what is needed*
193. **complaisance** *tending to comply; obliging willingness to please*
194. **complement** *the amount needed to fill or complete*
195. **compliment** *a formal act of courtesy, praise*  
S: Flatter, Felicitate  
A: Disparage, Censure, Blame
196. **conciliatory** *reconciling; soothing; comforting; mollifying*
197. **concomitant** *accompanying*
198. **condescend** *to deal with others patronisingly, do something below one's dignity; comedown*



199. <b>congeal</b>	<i>make or become stiff and solid</i>	230. <b>dastard</b>	<i>coward</i>
200. <b>congenital</b>	<i>existing from birth; inherent</i>	231. <b>daunt</b>	<i>intimidate; make fearful</i>
201. <b>conjecture</b>	<i>inferring or predicting from incomplete evidence</i> <i>S: Guesswork</i> <i>A: Affirmation</i>	232. <b>dawdler</b>	<i>person who is slow; waste of time</i>
202. <b>connoisseur</b>	<i>a person with good judgement (e.g., in art)</i>	233. <b>debauch</b>	<i>to corrupt</i> <i>S: Corrupt, Debase, Defile</i>
203. <b>connotation</b>	<i>suggestion in addition to</i>	234. <b>debilitate</b>	<i>to make weak</i> <i>S: Enervate</i> <i>A: Strengthen, Invigorate</i>
204. <b>connubial</b>	<i>Of marriage, Conjugal</i> <i>S: Matrimonial</i>	235. <b>debonair</b>	<i>dashing, Courteous</i>
205. <b>conscientious</b>	<i>governed by one's conscience</i> <i>S: Scrupulous, Painstaking</i>	236. <b>decadence</b>	<i>A process, condition or period of decline as in morals, art, etc.</i>
206. <b>console</b>	<i>give comfort or sympathy to</i>	237. <b>decant</b>	<i>Pour off</i>
207. <b>conspicuous</b>	<i>a general view</i> <i>S: Summary</i>	238. <b>decimate</b>	<i>To destroy or kill a large part of</i>
208. <b>consternation</b>	<i>surprise and fear; dismay</i>	239. <b>defalcate</b>	<i>to steal or misuse funds entrusted to one</i> <i>S: Embezzle</i>
209. <b>consummate</b>	<i>perfect; make perfect, complete</i>	240. <b>deferential</b>	<i>showing respect</i>
210. <b>condemn</b>	<i>to scorn or despise</i>	241. <b>defray</b>	<i>to pay</i> <i>S: Settle, Adjust</i> <i>A: Decamp, Repudiate, Disown</i>
211. <b>contemptible</b>	<i>deserving contempt, scorn</i> <i>S: Despicable, Mean, Cowardly</i> <i>A: Good, Worthy, Brave</i>	242. <b>defunct</b>	<i>no longer existing</i> <i>S: Extinct, Dead</i> <i>A: Alive, Fashionable</i>
212. <b>contemptuous</b>	<i>full of contempt, scornful</i>	243. <b>deify</b>	<i>to look upon as a God</i>
213. <b>contentious</b>	<i>argumentative; pugnacious; combative; quarrelsome</i>	244. <b>deign</b>	<i>to condescend; to give</i>
214. <b>contiguous</b>	<i>touching; neighboring</i>	245. <b>delineate</b>	<i>to portray, depict, sketch out</i>
215. <b>contingent</b>	<i>a) a group of people sharing particular characteristics b) dependent c) troops part of a larger force</i>	246. <b>deluge</b>	<i>great flood; heavy rush of water</i>
216. <b>convivial</b>	<i>fond of feasting, drinking and good company</i>	247. <b>delusion</b>	<i>a false belief, the act of deluding</i> <i>S: Hallucination, Illusion, Error</i> <i>A: Certainty, Reality, Fact</i>
217. <b>convoluted</b>	<i>complicated; coiled; twisted</i>	248. <b>demeanour</b>	<i>outward Behaviour</i> <i>S: Behaviour, Manner, Conduct</i>
218. <b>cordon</b>	<i>line (of police acting as a guard)</i>	249. <b>denigrate</b>	<i>blacken; belittle; defame</i>
219. <b>corporeal</b>	<i>physical of or for the body</i>	250. <b>deposition</b>	<i>dethronement; depositing</i>
220. <b>corpulent</b>	<i>having a large bulky body</i>	251. <b>deprave</b>	<i>make morally bad, corrupt</i>
221. <b>countervail</b>	<i>counterbalance</i>	252. <b>deprecate</b>	<i>protest against; express disapproval of</i>
222. <b>covert</b>	<i>disguised</i>	253. <b>depredation</b>	<i>damage caused by an attack or an accident</i>
223. <b>cozen</b>	<i>to cheat</i>	254. <b>deride</b>	<i>to ridicule</i> <i>S: Taunt, Mock, Scorn</i> <i>A: Encourage, Cheer, Incite</i>
224. <b>cravat</b>	<i>piece of linen worn as a necktie</i>	255. <b>derision</b>	<i>ridicule; mockery; deriding</i>
225. <b>craven</b>	<i>cowardly</i>	256. <b>descry</b>	<i>catch sight of; see something in the distance</i>
226. <b>credulous</b>	<i>ready to believe things</i>	257. <b>deseccrate</b>	<i>to violate the sacredness of</i> <i>S: Profane, Misuse, Pollute</i> <i>A: Sanctify, Purify, cleanse</i>
227. <b>crotchet</b>	<i>highly individual and usually eccentric opinion</i>	258. <b>desperado</b>	<i>dangerous criminal</i>
		259. <b>despondency</b>	<i>dejection</i> <i>S: Melancholy, Depression</i> <i>A: Buoyancy, Elation</i>
	<b>D</b>		
228. <b>dank</b>	<i>disagreeably damp</i> <i>S: Moist, Soggy, Wet</i>		
229. <b>dapper</b>	<i>small and active</i> <i>S: trim, Neat</i> <i>A: Awkward, Untidy</i>		

## 2.32 How to Prepare for Verbal Ability and Reading Comprehension for the CAT

260. <b>desultory</b>	<i>aimless; haphazard; digressing at random</i>		
261. <b>detention</b>	<i>detaining</i>	294. <b>effervesce</b>	<i>S: Womanly, Feminine, Unmanly A: Manly, Masculine, Virile to be lively</i>
262. <b>devolve</b>	<i>to pass on to another, said of duties, responsibilities etc.</i>		<i>S: Buoyant, Gleeful A: Staid, Sober, Sedate</i>
263. <b>diacritic</b>	<i>distinguishing</i>	295. <b>effete</b>	<i>infertile; worn out; weak</i>
264. <b>diaphanous</b>	<i>transparent; gauzy</i>	296. <b>effrontery</b>	<i>boldness; impudence; arrogance</i>
265. <b>diatribe</b>	<i>bitter and violent attack in words</i>	297. <b>effusion</b>	<i>unrestrained expression in speaking or writing; Heavy flow</i>
266. <b>dichotomy</b>	<i>division into two parts</i>		<i>A: Reticence</i>
267. <b>diligent</b>	<i>hardworking</i>	298. <b>egalitarian</b>	<i>advocating full political and social equality for all people</i>
	<i>S: Perseverance, Earnest</i>		<i>A: Fanatic</i>
268. <b>dirge</b>	<i>A song, poem, etc., of grief or mourning</i>	299. <b>egregious</b>	<i>flagrant</i>
269. <b>disconcert</b>	<i>upset the self-possession of</i>	300. <b>elision</b>	<i>leaving out a sound or part of a word in pronunciation as in Don't, Let's</i>
270. <b>disconsolate</b>	<i>cheerless; dejected</i>		
271. <b>discursive</b>	<i>wandering from one topic to another</i>	301. <b>elucidate</b>	<i>to make something clear</i>
272. <b>disenchanted</b>	<i>disillusioned; Having lost one's good opinion of something</i>		<i>S: Explain, Illustrate, Clarify</i>
273. <b>disencumber</b>	<i>free from encumbrance</i>	302. <b>emancipate</b>	<i>A: Obscure, Confuse, Disorder to set free (a slave etc.)</i>
274. <b>disgorge</b>	<i>to pour or let out people or things in a mass</i>		<i>S: Liberate, Release</i>
275. <b>disheveled</b>	<i>untidy</i>	303. <b>emasculate</b>	<i>A: Suppress, Hold, Restrain to weaken</i>
276. <b>disingenuous</b>	<i>sophisticated; artful; trying to deceive; cunning</i>	304. <b>embargo</b>	<i>any legal restriction of commerce</i>
277. <b>disparage</b>	<i>to Discredit</i>	305. <b>emollient</b>	<i>soothing to the skin; mollifying</i>
	<i>A: Praise, Eulogise</i>	306. <b>empathy</b>	<i>intellectual or emotional identification with another</i>
278. <b>disport</b>	<i>to play</i>		<i>S: Understanding, Sensitivity</i>
279. <b>disquiet</b>	<i>to take away the peace or tranquility</i>		<i>A: Insensitivity</i>
280. <b>disquisition</b>	<i>a long or elaborate spoken or written report</i>	307. <b>empirical</b>	<i>relying on experiment</i>
281. <b>disseminate</b>	<i>distribute (esp. ideas)</i>	308. <b>encomium</b>	<i>warm or glowing praise; eulogy; panegyric</i>
282. <b>distend</b>	<i>to swell, to expand</i>	309. <b>endemic</b>	<i>prevalent in or restricted to a particular locality</i>
283. <b>divestiture</b>	<i>taking off; getting rid of; giving up</i>		<i>A: Pandemic</i>
284. <b>doggerel</b>	<i>trivial, poorly constructed verse</i>	310. <b>enervate</b>	<i>to deprive of strength, vigour etc.</i>
285. <b>dolorous</b>	<i>marked by misery or grief</i>		<i>S: Weaken, Enfeeble, Devitalise</i>
286. <b>droll</b>	<i>jesting</i>		<i>A: Strengthen, Energise</i>
287. <b>dulcet</b>	<i>melodious; harmonious</i>	311. <b>enfeeble</b>	<i>weaken; deprive of strength; attenuate</i>
288. <b>duress</b>	<i>threats to compel somebody</i>		
		312. <b>enigma</b>	<i>something that is puzzling</i>
		313. <b>ensconce</b>	<i>to place or settle snugly or securely</i>
289. <b>ebullience</b>	<i>exuberance; outburst of feeling</i>		<i>A: Estrange, Alienate</i>
290. <b>ebullient</b>	<i>overflowing with enthusiasm; showing excitement</i>	314. <b>entourage</b>	<i>A group of personal attendants</i>
291. <b>eclat</b>	<i>brilliant success</i>	315. <b>epicurean</b>	<i>devoted to pleasure (sensual enjoyment)</i>
292. <b>efface</b>	<i>to make indistinct</i>	316. <b>epigram</b>	<i>terse or witty and often paradoxical saying</i>
293. <b>effeminate</b>	<i>show qualities attributed to a woman such as delicacy, weakness, etc.</i>	317. <b>epistle</b>	<i>letter</i>

318. **equanimity** *calmness of temperament*  
 319. **equestrian** *of horses or horsemanship*  
 320. **equipoise** *equal distribution of weight; equilibrium*  
 321. **equitable** *Fair*  
*S: Impartial, Fair, Just*  
*A: Prejudiced, Partial*  
 322. **equivocal** *having a double or doubtful meaning; suspicious*  
 323. **equivocate** *try to deceive by equivocal language*  
 324. **erroneous** *containing an error*  
*S: False, Inaccurate, Erring*  
*A: Accurate, Genuine, Factual*  
 325. **escapade** *Reckless adventure*  
 326. **eschew** *avoid*  
 327. **esoteric** *abstruse; intended only for a small circle of people*  
 328. **estrangle** *to turn from an affectionate attitude to an indifferent or unfriendly one*  
*S: Alienate, Withdraw, Disagree*  
*A: Unite, Conjoin, Harmonise*  
 329. **ethos** *the characteristic attitude, habits etc. of an individual or group*  
 330. **euphemism** *the use of a less direct word or phrase instead of an unpleasant one*  
 331. **evince** *to show clearly; to indicate*  
 332. **exacerbate** *to make more violent, bitter or severe*  
 333. **exacting** *making severe demands, Strict*  
 334. **exactitude** *The quality of being exact*  
 335. **exalt** *to praise, glorify, to raise in rank*  
*A: Degrade, Condemn, Despise*  
 336. **excision** *pruning*  
 337. **excruciating** *intensely painful*  
*S: Agonising, Intense, Severe*  
*A: Soothing*  
 338. **exegesis** *interpretation of a word, passage, etc. in the Bible*  
 339. **exemplary** *serving as a model or example*  
*S: Model, Pattern*  
 340. **exhort** *to urge earnestly*  
*S: Urge, Advise*  
*A: Deter, Prevent, Oppose*  
 341. **exiguous** *scanty*  
*S: Meagre, Small*  
*A: Huge, Enormous*  
 342. **exoneration** *set somebody clear, free (e.g., from blame)*  
 343. **exorcise** *to expel (an evil spirit) by incantations, etc.*  
 344. **expansive** *A: Bedevil*  
*effusive, open*  
*S: Unreserved, Broad, Demonstrative*  
*A: Laconic, Cantankerous*  
 345. **expatiate** *to roam; wander freely*  
 346. **expiation** *ending; expiring*  
 347. **expostulate** *argue earnestly; to dissuade, correct or protest*  
 348. **expurgate** *to remove obscenity, purify, censor*  
 349. **extant** *still in existence*  
 350. **extenuate** *reduce the strength; lessen seriousness; partially excuse*  
 351. **extirpate** *to destroy; exterminate*  
 352. **extralegal** *outside the law*  
 353. **extraneous** *extrinsic; not forming an essential part*  
 354. **extricable** *that can be freed*  
 355. **exuberance** *state of growing vigorously; being full of life*  
**F**  
 356. **facetious** *humorous; funny; jocular*  
 357. **facile** *easily done*  
 358. **fait accompli** *foreign phrase, thing done beyond recall, accomplished fact*  
 359. **fallow** *left without seeding after being ploughed to make fertile*  
 360. **fatuous** *without sense; foolish self-satisfaction*  
 361. **feckless** *lacking purpose or vitality; ineffective*  
 362. **fecund** *fertile*  
 363. **feint** *pretend*  
 364. **ferret** *discover by searching; search*  
 365. **fervid** *showing earnest feeling*  
 366. **fervour** *enthusiasm*  
*S: zeal, ardour, passion, fervent*  
*A: coolness, indifference, impassiveness*  
 367. **fetid** *stinking*  
 368. **fetter** *to shackle; put in chains*  
 369. **filch** *steal slyly in small amounts*  
*S: Snitch, swipe, pilfer, purloin*  
 370. **filial** *befitting a son or daughter*  
 371. **firmament** *sky*  
 372. **flay** *to skin; to excoriate*  
 373. **fledged** *able to fly; trained, experienced*  
 374. **flinch** *draw; move back; wince*  
 375. **flippancy** *lack of seriousness*  
*S: levity, pertness, impudence*

## 2.34 How to Prepare for Verbal Ability and Reading Comprehension for the CAT

376. <b>flounder</b>	<i>to struggle to move; to proceed clumsily</i>	401. <b>galore</b>	<i>in abundance, plentiful</i> S: ample, bounteous, prodigal A: Scarce, deficient
377. <b>foible</b>	<i>defect of character (a person is wrongly proud)</i>	402. <b>gambit</b>	<i>an action intended to gain an advantage</i>
378. <b>foppish</b>	<i>like a man who pays too much attention to his clothes</i>	403. <b>garner</b>	<i>to gather and save to store up</i>
379. <b>forage</b>	<i>food for horses and cattle</i>	404. <b>garrulity</b>	<i>talkativeness</i>
380. <b>ford</b>	<i>shallow place in a river (to cross)</i>	405. <b>garrulous</b>	<i>too talkative</i>
381. <b>forebode</b>	<i>to foretell or predict</i>	406. <b>gastronomy</b>	<i>the art of cooking and eating good food</i>
382. <b>forestall</b>	<i>prevent by taking action in advance, preempt</i>	407. <b>gazebo</b>	<i>An open structure with an enjoyable view</i>
383. <b>foretoken</b>	<i>premonitory sign</i>	408. <b>genealogy</b>	<i>recorded history of one's ancestry</i>
384. <b>forswear</b>	<i>renounce; disallow; repudiate</i>	409. <b>genesis</b>	<i>origin</i>
385. <b>fortitude</b>	<i>courage</i> S: Heroism, Spirited A: Cowardice, Shyness	410. <b>genitor</b>	<i>a father/parent</i>
386. <b>fortuitous</b>	<i>happening by chance</i> S: Incidental, Adventitious, Accidental A: Deliberate, planned	411. <b>genueflect</b>	<i>to bend the knee as in worship</i>
387. <b>fragrant</b>	<i>sweet-smelling</i>	412. <b>gibber</b>	<i>to speak rapidly and incoherently</i> A: Enunciate
388. <b>frenetic</b>	<i>frantic, frenzied</i>	413. <b>gizmo</b>	<i>a gadget, device, mechanism</i>
389. <b>fresco</b>	<i>art of painting on a plaster surface especially when the surface is moist</i>	414. <b>glean</b>	<i>gather facts in small quantities</i>
390. <b>fritter</b>	<i>to waste (money, time, etc.)</i>	415. <b>glitch</b>	<i>a small hurdle or problem</i>
391. <b>frivolous</b>	<i>of little value, Trivial, Silly</i> S: Petty, Worthless, Futile A: Serious, Important	416. <b>gloat</b>	<i>look at with selfish delight</i>
392. <b>fulsome</b>	<i>disgusting; offensive due to excessiveness, insincere praise</i>	417. <b>glut</b>	<i>supply too much; fill to excess</i>
393. <b>furor</b>	<i>a widespread commotion or uproar</i>	418. <b>glutino</b>	<i>sticky</i> S: Viscous A: Dry
394. <b>furtive</b>	<i>done secretly</i> S: stealthy, clandestine A: open, apparent	419. <b>gnome</b>	<i>A dwarf (like an old man) living in a cave</i>
395. <b>fusillade</b>	<i>simultaneous discharge of many firearms</i> S: volley, salvo, broadside	420. <b>gnomic</b>	<i>characterised by aphorism</i>
396. <b>fusty</b>	<i>musty; rigidly old-fashioned or reactionary</i>	421. <b>graffiti</b>	<i>a crude inscription or drawing on a wall or other public surface</i>
	<b>G</b>	422. <b>grandiose</b>	<i>impressive, Showy</i>
397. <b>gabble</b>	<i>to talk or utter rapidly, or incoherently</i> S: Chatter, Babble, Jabber	423. <b>grapple</b>	<i>to seize, to hold tightly</i>
398. <b>gaff</b>	<i>a large hook on a pole for landing fish</i>	424. <b>gravid</b>	<i>pregnant</i>
399. <b>gaffe</b>	<i>a blunder</i>	425. <b>gregarious</b>	<i>living in societies; liking the company</i>
400. <b>gainsay</b>	<i>to deny; to oppose</i>	426. <b>grisly</b>	<i>terrifying</i> S: Horrible, Terrible, Ghastly A: Attractive, Charming, Dainty
		427. <b>grizzle</b>	<i>of a grey colour</i>
		428. <b>grouch</b>	<i>to grumble, grouse</i>
		429. <b>guffaw</b>	<i>to laugh loudly</i>
		430. <b>guile</b>	<i>deceit, wile, cunning, jugglery</i>
		431. <b>gumption</b>	<i>initiative and courage</i> S: Commonsense, Sagacity, Acumen A: Apathy, Indifference
		432. <b>gustatory</b>	<i>of the sense of taste</i>
		433. <b>gusto</b>	<i>zest, enjoyment</i> S: Relish, Pleasure, Enthusiasm A: Apathy

434. **guttural** *pertaining to the throat, formed in the throat*

**H**

435. **habitué** *one who frequents a certain place*

436. **hackneyed** *made trite by overuse*

*S: stereotyped Commonplace, having a wild, wasted, worn look,*

437. **haggard** *S: Gaunt, Tired, weary*

*A: strong, Robust, Exuberant*

438. **hallow** *to make holy; consecrate*

439. **hapless** *unfortunate*

*S: Luckless, Unlucky*

*A: Fortunate, Successful, Happy*

440. **harangue** *a long passionate speech*

441. **harbinger** *something or somebody that foretells the coming of*

442. **harrow** *to distress; create stress or torment*

443. **harrowing** *upsetting*

444. **heckle** *to harass, (a speaker) with questions or taunts*

445. **heckle** *to harass with questions, challenges or gibes*

446. **hedonism** *the doctrine that pleasure is the principal good*

*S: Epicureanism, Sensualism, debauchery*

*A: Slavery, Servility*

447. **herculean** *calling for great strength, size and courage*

*S: Rugged, Enduring, Steadfast*

448. **hermetic** *sealed by fusion, a closed group*

449. **heterodox** *opposed to the usual beliefs especially in religion*

*S: Unorthodox*

*A: Orthodox*

450. **hew** *make by hard work cut (by striking)*

451. **hiatus** *a gap or break as where a part is missing*

452. **histrionic** *of acting*

453. **hoary** *Very old and well known; Grey or white (of hair) with age*

454. **hobgoblin** *Something that causes fear, A frightening apparition*

455. **hogwash** *insincere talk, writing, etc.*

456. **holster** *leather case for a pistol*

457. **homonym** *a word with the same pronunciation and spelling as another but with a different meaning, origin*

458. **honorific** *conferring or conveying honor*

459. **horology** *the science of measuring time or making time pieces*

460. **horrendous** *horrible*

*S: Frightful, Horrifying, Fearful*

*A: Appealing, Pleasant, Charming*

461. **hubbub** *noise; confusion*

462. **hyperbole** *extravagant exaggeration*

**I**

463. **iconoclast** *person who attacks popular beliefs*

464. **ides** *in ancient Roman calendar, 15th day of May, March, July or October or 13th of the other months*

465. **idiosyncrasy** *personal mannerism*

466. **idolatry** *excessive admiration of*

467. **idyll** *a carefree episode or experience*

468. **igneous** *of fire, fiery, type of rock*

469. **ignoble** *dishonorable; common; undignified*

470. **imbecile** *a person with abnormally low intelligence*

*S: Weak-minded, Deranged, Childish*

*A: Strong-minded, Intellectual, Genius*

471. **imbroglio** *complicated and embarrassing situation*

472. **imbue** *to permeate with ideas, feelings etc.*

*S: Pervade, Suffuse, Inspire*

*A: Discourage, Condemn*

473. **immanent** *operating within, Inherent*

*S: Indwelling*

*A: Transcendent*

474. **immutable** *that cannot be changed*

475. **impale** *to pierce with a sharp stake through the body*

476. **impalpable** *not perceptible to touch*

*S: Intangible, Vague*

*A: Material, Solid, Definite*

477. **impeccable** *Flawless*

*S: Immaculate, Faultless, Perfect*

*A: Defective, Rowdy*

## 2.36 How to Prepare for Verbal Ability and Reading Comprehension for the CAT

478. <b>imperil</b>	To put in danger S: Endanger, Hazard, Jeopardise A: Safeguard, Protect, Preserve	513. <b>insatiable</b>	that cannot be satisfied S: Unquenchable, Greedy, Unappeasable A: Appeasable, Quenchable
479. <b>imperious</b>	commanding; haughty; arrogant	514. <b>inscrutable</b>	not easily understood S: Incomprehensible, Baffling, Mysterious A: Obvious, Plain, Evident
480. <b>imperviousness</b>	not permeable; not moved easily	515. <b>inscrutable</b>	incapable of being discovered or understood
481. <b>impetuous</b>	having sudden energy; impulsive	516. <b>insouciant</b>	unconcerned; carefree
482. <b>impiety</b>	lack of reverence or dutifulness	517. <b>insularity</b>	narrow-mindedness; isolated
483. <b>impinge</b>	to strike, hit, etc. (on or upon) S: Strike, Hit	518. <b>insurrection</b>	rising of people to open resistance to
484. <b>implicate</b>	show that somebody has a share	519. <b>interpose</b>	to come between
485. <b>implosion</b>	collapse; bursting inward	520. <b>intersperse</b>	place here and there
486. <b>impromptu</b>	without preparation	521. <b>intransigence</b>	unwillingness to compromise; stubbornness; intractability
487. <b>impropriety</b>	being improper	522. <b>intransigent</b>	uncompromising
488. <b>impugned</b>	challenged; to be doubted	523. <b>intrepid</b>	fearless; brave; undaunted
489. <b>impunity</b>	exemption from punishment, harm or loss	524. <b>introspection</b>	examining one's own thoughts and feelings
490. <b>impute</b>	to attribute; to a cause or source; ascribe	525. <b>inured</b>	accustomed to, adapted
491. <b>inchoate</b>	not yet fully formed; rudimentary; elementary	526. <b>inveigh</b>	to attack verbally; denounce; deprecate
492. <b>incipient</b>	beginning	527. <b>invincible</b>	too strong to be defeated
493. <b>incognito</b>	disguised under an assumed name, rank, etc. S: Unidentified	528. <b>involute</b>	complex
494. <b>incurability</b>	cannot be cured or corrected	529. <b>irascible</b>	irritable; easily angered
495. <b>incredulous</b>	skeptical; unwilling to believe	530. <b>irrevocable</b>	final and unalterable
496. <b>incubus</b>	A nightmare	531. <b>itinerate</b>	to travel from place to place; to peregrinate
497. <b>incumbents</b>	official duties		
498. <b>incursion</b>	a raid; a sudden attack		
499. <b>indict</b>	to charge with a crime S: Accuse, Incriminate		
500. <b>indigenous</b>	native		
501. <b>indite</b>	to compose and write S: Compose		
502. <b>indubitable</b>	too evident to be doubted	532. <b>jackass</b>	a fool, a blockhead
503. <b>ineffable</b>	too great to be described in words	533. <b>jalopy</b>	a battered old car
504. <b>inferno</b>	hell, large fire	534. <b>janitor</b>	Attendant, caretaker, doorkeeper
505. <b>infinitesimal</b>	Too small to be measured	535. <b>jargon</b>	The terminology of a specific group or profession A: confused talk, chatter
506. <b>infraction</b>	a violating of a law or pact S: Violation, Infringement A: Compliance, Submission	536. <b>jaunt</b>	an excursion, jaunt, to make a short journey
507. <b>ingenuous</b>	naïve; young; artless; frank	537. <b>jaunty</b>	Having a sprightly manner S: cheerful, Confident, vivacious A: gloomy, listless, dull
508. <b>inimical</b>	harmful	538. <b>jeopardy</b>	danger, insecurity, peril, hazard
509. <b>inkling</b>	a hint S: Intimation, Idea	539. <b>jettison</b>	to get rid of as superfluous or encumbering
510. <b>innate</b>	Inborn, Natural (an innate sense of style) S: Intrinsic A: Extrinsic, Alien	540. <b>jinx</b>	a person or thing supposed to bring bad luck
511. <b>innocuous</b>	causing no harm	541. <b>jocose</b>	full of jokes, merry, playful, jocular
512. <b>inordinate</b>	exceeding reasonable limits		

## J

542. **jocund** *playful, pleasant, cheerful, merry, jovial*
543. **john bull** *a person who brings bad luck; a typical Englishman*
544. **jovian** *of the planet Jupiter*
545. **judas** *a traitor*
546. **judicature** *jurisdiction, power of dispensing justice by legal trial*
547. **jugular** *Pertaining to the neck veins*
548. **junket** *a picnic, an outing, a spree, a feast, a paid excursion*
549. **jurassic** *the Jurassic period, very old period*
550. **jurisprudence** *science of laws*
- K**
551. **Kaiser** *a German emperor*
552. **kaleidoscope** *an optical toy showing a changing variety of forms*
553. **kaleidoscopic** *constantly changing*
554. **kaput** *Rendered useless; unable to function*
555. **kickback** *percentage given back to a person who has enabled one to make money*
556. **kilt** *pleated knee-length skirt of tartan wool, worn by men as part of Scottish costume*
557. **kindred** *related, congruous, akin*
558. **kinetic** *related to motion, not static*
559. **kink** *a whim, a mental twist, imperfection*
560. **kleptomania** *an abnormal, persistent impulse to steal*
561. **knap-sack** *a rucksack, a case/ bag strapped onto the shoulders*
562. **knave (nave)** *A false / deceitful fellow, a serving boy*
563. **knead** *press and stretch with the hands to form a firm smooth paste; knead the dough*
564. **knell** *to ring slowly, toll (omen of death, failure, etc.)*
565. **knick-knack** *a small trifling toy, plaything, amusement, trinket*
566. **kurd** *one of the people of Kurdistan*
- E**
567. **labyrinthine** *to entangle; the state of affairs*
568. **lacuna** *a blank space, especially a missing portion in a text, etc.*  
*S: Gap*
569. **laggard** *A slow person, especially one who falls behind*  
*S: Slowpoke, Dawdler*
570. **lapidary** *(i) Concerned with stone, Engravings on stone (ii) A cutter or polisher of precious stones*
571. **lascivious** *characterised by or expressing lust*  
*S: Immoral, Lustful, Lecherous*  
*A: Pure, Chaste, virtuous*
572. **lassitude** *weariness; tiredness*
573. **laudatory** *expressing or giving praise*
574. **leer** *A sly, sidelong look showing lust, malicious triumph*
575. **levee** *formal reception; embankment*
576. **levitation** *the power of raising a body in the air (against gravity) with no support*
577. **levity** *lack of seriousness*
578. **libertine** *immoral person*
579. **licentious** *morally unrestrained.*  
*S: Wanton, Lustful*  
*A: Continent, Chaste*
580. **lien** *legal claim until a debt on it is repaid*
581. **limber** *easily bent, flexible, to exercise in preparation for a sport*
582. **limbo** *in an uncertain state*
583. **lionise** *treat as a famous person*
584. **logistics** *the military science of procuring, maintaining and transporting material and personnel*
585. **lope** *move along with long strides*
586. **loquacious** *talkative; garrulous*
587. **lucre** *riches, money, used chiefly in a derogatory sense*
588. **ludicrous** *causing laughter because it is absurd or ridiculous*  
*S: Absurd, Laughable, Preposterous*
589. **lurid** *shocking, Sensational, Violent*  
*A: Bright, Pleasant, highly coloured*
- M**
590. **macabre** *gruesome; suggesting death*
591. **maladroit** *tactless; clumsy*

## 2.38 How to Prepare for Verbal Ability and Reading Comprehension for the CAT

592. **malaise** *A vague feeling of physical discomfort or of uneasiness*
593. **malediction** *curse; execration*
594. **malefaction** *evil deed; crime*
595. **malefactor** *An evil doer or criminal*  
S: Wrong doer
596. **maleficent** *baleful*
597. **malevolence** *wishing to do evil*
598. **mammoth** *Huge, Enormous*
599. **maraud** *To raid, Plunder*
600. **martinet** *Strict disciplinarian*
601. **masquerade** *disguise*
602. **maudlin** *sentimental in a silly or tearful way*
603. **maunder** *To talk or move in a confused, aimless way*
604. **maverick** *rebel; nonconformist*
605. **mawkish** *sickly or puerilely sentimental*
606. **mayhem** *Any violent destruction or disorder.*  
S: Havoc, Chaos  
A: Peace, Tranquility
607. **megalomania** *A mental disorder characterised by delusions of power, grandeur etc.*
608. **melee** *A confused fight, Confused crowd of people*  
S: Scuffle, Brawl, Affray  
A: Order
609. **mellifluous** *sweetly flowing, sweet sounding*
610. **menage** *a household*
611. **mercenary** *working or done for payment only*  
S: Venal, Pecuniary, Avaricious  
A: Altruistic
612. **meretricious** *attractive on the surface but of little value*
613. **mete** *distribute in portions*
614. **meteoric** *momentarily brilliant*  
S: Rapid, Transient  
A: Gradual, Dull, Slow
615. **miasma** *vaporous exhalation causing disease*
616. **microcosm** *a miniature representation of a whole*  
S: Portion  
A: Macrocosm
617. **middling** *fairly good but not very good*
618. **milieu** *environment, especially a social setting,*  
S: Background, Atmosphere
619. **minatory** *menacing; threatening*
620. **misogynist** *one who hates women, females*
621. **monomania** *excessive concentration on a single object or idea*
622. **mottle** *surface having colored spots or blotches*
623. **munificent** *characterised by great liberality or generosity*

## N

624. **narcissistic** *conceited, vain*
625. **natation** *act or art of swimming*
626. **nebulous** *cloud-like; hazy; vague*
627. **necromancy** *magic, especially that practiced by a witch*
628. **nefarious** *very wicked*  
S: Unlawful, Villainous  
A: Virtuous, Innocent
629. **nemesis** *(i) Just punishment, Deserved fate (ii) Goddess of vengeance*
630. **neologism** *new use of a word*
631. **neophyte** *person who has been converted to a belief*
632. **nepotism** *favouritism shown by a person in high position to relatives especially in securing jobs,*  
A: Impartiality
633. **nescient** *ignorant*  
A: Knowledgeable
634. **nettle** *to sting, annoy, bother, exasperate*
635. **niggard** *a stingy person, miser*  
S: Stingy  
A: Generous, Spendthrift, Bounteous
636. **nimbus** *a halo, aura, cloud*
637. **nincompoop** *a stupid, silly person, Fool*  
S: Simpleton, Stupid, Fool  
A: Genius
638. **nit-picking** *carping, fault-finding*
639. **noisome** *injurious to health*
640. **noisome** *offensive; disgusting (smell)*
641. **nonchalant** *not having interest*
642. **nondescript** *belonging to no definite class or type*
643. **nonpareil** *unequaled*  
S: Unrivalled, Peerless  
A: Commonplace
644. **nonplus** *confuse*
645. **nonplussed** *greatly surprised*
646. **nostalgia** *a longing for something far away or long ago*



647. **nouveau riche** *a newly rich person of poor tastes*  
 648. **novitiate** *period of being a novice; house where novices are trained*  
 649. **nuance** *A slight variation in tone, colour, meaning etc.*  
 650. **nugatory** *trifling; worthless*  
 651. **numskull** *stupid, fool*

**O**

652. **obdurate** *hardened and unrepenting; stubborn; inflexible*  
 653. **obeisance** *a gesture of respect*  
*S: deep bow, Homage, Reverence, Deference*  
*A: Irreverence, Impudence*  
 654. **oblation** *An offering or sacrifice to God*  
 655. **obliterate** *to blot out, to erase,*  
*S: Delete, Raze*  
*A: Preserve, Build*  
 656. **oblivion** *Forgetfulness*  
*S: Obscurity*  
 657. **obloquy** *abusively detractive language; sharp criticism*  
 658. **obviate** *to make unnecessary; get rid of*  
 659. **occult** *(i) Hidden, mysterious (ii) Supernatural, Magical*  
*of, for, or like the eye*  
 660. **ocular** *giving off an odour, especially a fragrant one*  
 661. **odoriferous** *S: Fragrant, Sweet-smelling*  
*A: Malodorous*  
 662. **officious** *too eager or ready to help; offer advice*  
 663. **ogre** *in fairy tales and folklore, a man-eating giant*  
*S: Monster, Demon*  
 664. **olfactory** *of the sense of smell*  
 665. **oligarchy** *a government in which a few persons have the ruling power*  
 666. **omnipotent** *having unlimited power or authority,*  
*S: All-powerful*  
*A: Weak, Powerless*  
 667. **omnipresent** *present at all places at all times*  
 668. **onerous** *needing effort; burdensome*  
 669. **opiate** *anything quieting*  
 670. **oracle** *the revelation by a medium or priest*  
 671. **ornithology** *the branch of zoology dealing with the study of birds*

672. **ossify** *to turn to bone; to settle rigidly into an idea*  
 673. **ostensible** *seeming; appearing as such; professed*  
 674. **ostracism** *shut out from society; refuse to meet, talk*  
 675. **overweening** *presumptuously arrogant; being a jerk*

**P**

676. **palpitate** *tremble; beat rapidly and irregularly*  
 677. **paltry** *very small*  
 678. **panegyric** *formal praise; eulogy*  
 679. **panorama** *perspective, land*  
 680. **paper tiger** *a person or thing that is threatening but is actually weak*  
 681. **parry** *block*  
 682. **parsimonious** *too economical; miserly*  
 683. **pedantic** *bookish; showing off learning*  
 684. **pellucid** *transparent; easy to understand*  
 685. **per se** *by itself*  
 686. **perambulate** *to travel over or through (esp. on foot)*  
 687. **percipient** *capable of perception; discerning*  
 688. **peripatetic** *wandering*  
 689. **perspicacity** *quick judging and understanding*  
 690. **pestilent** *deadly*  
 691. **petrous** *like a rock, hard, stony*  
 692. **phalanx** *a group of similar things standing close*  
 693. **pie** *of mixed colors*  
 694. **piffle** *nonsense*  
 695. **pillage** *rob or steal with violence*  
 696. **piquant** *agreeably pungent; stimulating*  
 697. **plaintiff** *a person who brings a case against another in the court*  
 698. **platitude** *a trite or banal statement; unoriginality*  
 699. **plumb** *get to the root of*  
 700. **plummet** *fall; plunge steeply*  
 701. **poignant** *deeply moving; keen*  
 702. **pollster** *a person who takes opinion polls*  
 703. **ponderous** *heavy; bulky; dull*  
 704. **posit** *to postulate; to suggest*  
 705. **potentate** *ruler; one who wields great power or sway*  
 706. **prate** *to talk long and idly*  
 707. **precepts** *rules establishing standards of conduct*

## 2.40 How to Prepare for Verbal Ability and Reading Comprehension for the CAT

708. <b>preclude</b>	<i>prevent; make impossible</i>	744. <b>quintuple</b>	<i>multiply five times</i>
709. <b>predilection</b>	<i>special liking; mental preference</i>	745. <b>quittance</b>	<i>Discharge from a debt</i>
710. <b>premonition</b>	<i>a feeling that something bad is about to happen</i>	746. <b>quiver</b>	<i>skate slightly, holder for arrows</i>
711. <b>presage</b>	<i>warning sign</i>	747. <b>quixotic</b>	<i>generous; unselfish</i>
712. <b>presumption</b>	<i>arrogance</i>	748. <b>quizzical</b>	<i>amused</i>
713. <b>preternatural</b>	<i>not normal or usual</i>		
714. <b>primp</b>	<i>to dress or arrange in a careful or finicky manner</i>	749. <b>rabid</b>	<i>Violent, Intense</i> S: Frantic, Fanatical A: Sober, Sane, Rational
715. <b>probity</b>	<i>uprightness; incorruptibility</i>	750. <b>raffish</b>	<i>low; vulgar</i>
716. <b>prodigious</b>	<i>enormous; wonderful</i>	751. <b>ragamuffin</b>	<i>ragged; often disreputable person</i>
717. <b>profane</b>	<i>worldly; having contempt for God</i>	752. <b>rakish</b>	<i>(i) Gay and dashing, Carefree (ii) Looking smart and as if built for speed</i>
718. <b>profligacy</b>	<i>shameless immorality</i>	753. <b>ramify</b>	<i>to be divided or subdivided; to branch out</i>
719. <b>profligate</b>	<i>wasteful; prodigal; extravagant</i>	754. <b>ramshackle</b>	<i>loose and rickety, Likely to fall to pieces</i> S: Shaky
720. <b>prognosticate</b>	<i>to foretell from signs or symptoms; presage</i>	755. <b>rancorous</b>	<i>feeling bitterness; spitefulness</i>
721. <b>prolix</b>	<i>tiring because too long</i>	756. <b>rapacious</b>	<i>greedy (esp. for money)</i>
722. <b>promiscuous</b>	<i>having many brief sexual relationships</i>	757. <b>raucous</b>	<i>hoarse, Irritating</i>
723. <b>prosaic</b>	<i>everyday; mundane; commonplace</i>	758. <b>ravenous</b>	<i>greedy, very hungry</i> S: Voracious A: Assuaged, Full
724. <b>proscribe</b>	<i>denounce as dangerous</i>	759. <b>recant</b>	<i>take back as being false; give up</i>
725. <b>protracted</b>	<i>prolonged</i>	760. <b>recapitulate</b>	<i>To repeat, To summarise</i>
726. <b>pucker</b>	<i>wrinkle</i>	761. <b>recompense</b>	<i>make payment to reward; punish</i>
727. <b>pugnacious</b>	<i>fond of, in the habit of fighting</i>	762. <b>recondite</b>	<i>little known; abstruse</i>
728. <b>puissance</b>	<i>strength</i>	763. <b>recumbent</b>	<i>lying down, reclining</i>
729. <b>pundit</b>	<i>pedant; authority on a subject</i>	764. <b>recuperate</b>	<i>become strong after illness, loss, exhaustion</i>
730. <b>purvey</b>	<i>provide supply</i>	765. <b>redoubtable</b>	<i>formidable; causing fear</i>
		766. <b>refractory</b>	<i>stubborn; unmanageable; untractable</i>
		767. <b>refurbish</b>	<i>to freshen or polish again</i>
		768. <b>regression</b>	<i>The act of going back,</i> S: Reversion, Retrogression A: Progress, Advancement
		769. <b>reiterate</b>	<i>say or do again several times</i>
		770. <b>relegate</b>	<i>to consign or assign especially to an inferior position</i>
		771. <b>reminiscence</b>	<i>remembrance</i>
		772. <b>remiss</b>	<i>careless</i> S: Negligent, Unmindful A: Careful, Scrupulous, Mindful
		773. <b>remonstrate</b>	<i>to protest, object</i>
		774. <b>renaissance</b>	<i>rebirth or revival</i>
		775. <b>reprisal</b>	<i>recurrence, renewal or resumption of an action</i>

## Q

731. <b>quadruped</b>	<i>an animal with four legs</i>
732. <b>quadruple</b>	<i>multiply four times</i>
733. <b>quail</b>	<i>lose courage; turn frightened</i>
734. <b>quaintness</b>	<i>Pleasing, odd and old fashioned</i> S: Freakish A: Modern
735. <b>quandary</b>	<i>state of doubt or perplexity</i>
736. <b>quarry</b>	<i>(i) An animal etc. being hunted down (ii) To extract laboriously from books (iii) Excavation made by removing stone</i>
737. <b>quart</b>	<i>measure of capacity for liquids</i>
738. <b>quartz</b>	<i>any of various types of hard metals</i>
739. <b>quaver</b>	<i>To shake or tremble (of voice or sound)</i>
740. <b>quay</b>	<i>landing place</i>
741. <b>queasy</b>	<i>Squeamish, Easily nauseated</i>
742. <b>querulous</b>	<i>habitually complaining</i>
743. <b>quick-silver</b>	<i>very quickly, like lightning, mercury</i>

776. **reprobate** *person hardened in sin; one devoid of decency*
777. **repudiate** *disown; refuse to accept or pay*
778. **resilience** *quality of quickly recovering the original shape*
779. **restive** *refusing to move; reluctant to be controlled*
780. **resuscitation** *coming back to consciousness*
781. **reticent** *reserved; untalkative*
782. **ribald** *crude; characterised by coarse indecent humor*
783. **rivet** *fix; take up; secure metal pin*
784. **rotund** *rich and deep; plump and round*
785. **rumple** *make rough*  
*S: Latent, Mysterious, Secretive*  
*A: Plain, Clear, Evident, Worldly*
- S**
786. **sacrosanct** *most sacred or holy; immune from criticism or violation*
787. **sagacious** *having sound judgment; perceptive; wise like a sage*
788. **sally** *(i) Sudden breaking out by soldiers surrounded by enemy*  
*(ii) lively, witty remark*
789. **salubrious** *healthful*
790. **sanguine** *cheerful; confident; optimistic*
791. **scruple** *minute part or quantity; qualm*
792. **scrupulous** *having moral integrity; punctiliously exact*
793. **seamy** *Unpleasant or sordid*  
*A: Pleasant, Decent*
794. **sedulous** *persevering*
795. **seminal** *like a seed; constituting a source; originative*
796. **sere** *make hard and without feeling*
797. **shard** *piece of broken earthenware*
798. **shibboleth** *any phrase, custom etc., peculiar to a certain class, faction etc., a slogan*
799. **shiftless** *lacking in resourcefulness; lacking in ambition*
800. **shrew** *ill-tempered, scolding woman*
801. **sidereal** *of or expressed in reference to the stars*  
*S: Starry, Astral*
802. **simper** *(give a) silly, self-conscious smile*
803. **simulate** *to give a false appearance, Feign*  
*S: Pretend, Imitate, Feign*
804. **sinew** *power; chief supporting force*
805. **sinuous** *winding, undulating, serpentine*
806. **sire** *a father or forefather*
807. **skiff** *small boat*
808. **skinflint** *miser*  
*S: Niggard*  
*A: Spendthrift*
809. **skittish** *Lively, Playful*
810. **slake** *to assuage*
811. **sleight** *skill with the hands, especially in deceiving onlookers as in magic*
812. **sobriquet** *a nickname*
813. **sodden** *soaked; saturated*
814. **solicitude** *being solicitous, care, concern*  
*S: Anxiety*  
*A: Apathy, Indifference*
815. **sop** *something given to appease*
816. **soporific** *producing sleep*
817. **sordid** *wretched; comfortless*
818. **sot** *A habitual drunkard*  
*A: Teetotaler*
819. **sphinx** *enigmatic or mysterious person*
820. **squalid** *foul; filthy*
821. **squeamish** *easily upset; having strong moral views, Stale*  
*A: Original, Fresh, Novel*
822. **stentorian** *extremely loud and powerful*
823. **sterling** *excellent*  
*S: Genuine, Valuable*  
*A: Spurious, Trivial*
824. **stickler** *person who insists on importance of something*
825. **stipulate** *state or put forward as a necessary condition*
826. **stodgy** *dull, Uninteresting*  
*A: Interesting, Attractive, Magnetic*
827. **stoical** *showing indifference to joy, grief pain, etc.*  
*S: Insensitive*  
*A: Sensitive*
828. **stolid** *showing no emotion; impassive*
829. **strait-laced** *narrowly strict in behaviour or moral views*
830. **striated** *striped; grooved or banded*
831. **stricture** *something that limits; adverse criticism*
832. **stupefy** *to amaze, stun*
833. **stupendous** *astonishing*  
*S: Amazing, Prodigious*  
*A: Minuscule, Meager*

## 2.42 How to Prepare for Verbal Ability and Reading Comprehension for the CAT

834. <b>suborn</b>	<i>induce by bribery; to commit perjury</i>	862. <b>temperance</b>	<i>abstinence from alcohol; self-control; moderation</i>
835. <b>subpoena</b>	<i>written order requiring a person to appear in a law court</i>	863. <b>tempestuous</b>	<i>of or like a tempest, violent</i> S: Stormy A: Sedate, Calm, Peaceful
836. <b>succinct</b>	<i>clear and brief, terse</i> S: Concise A: Circumlocutory	864. <b>temporal</b>	<i>of time</i>
837. <b>succor</b>	<i>assistance, relief in time of distress</i>	865. <b>temporise</b>	<i>to give temporary compliance, evade decision</i>
838. <b>sumptuous</b>	<i>magnificent</i>	866. <b>tenacity</b>	<i>firmness; persistency</i>
839. <b>supernal</b>	<i>Celestial, Heavenly</i> S: Divine A: Earthy	867. <b>tendentious</b>	<i>biased</i>
840. <b>supernumerary</b>	<i>an extra person or thing</i>	868. <b>terse</b>	<i>brief and to the point</i>
841. <b>supervene</b>	<i>to come or happen, a something additional or unexpected</i>	869. <b>tete-a-tete</b>	<i>a private conversation between two people</i>
842. <b>supine</b>	<i>lying on the back; slow to act; passive</i>	870. <b>thrall</b>	<i>enslave</i>
843. <b>suppliant</b>	<i>asking humbly; beseeching</i>	871. <b>timorous</b>	<i>fearful; timid</i>
844. <b>supplicate</b>	<i>make a humble petition to</i>	872. <b>tincture</b>	<i>a light colour, tinge</i>
845. <b>surcease</b>	<i>an end or cessation</i> S: Ceasing	873. <b>tinsel</b>	<i>superficial adornment</i>
846. <b>surfeit</b>	<i>satiating; feed to fulness or to excess</i>	874. <b>titillate</b>	<i>to excite pleasantly</i> S: Stimulate, Excite A: Repulse, Disgust, Annoy
847. <b>surmise</b>	<i>to guess</i> S: Assume A: Certainty	875. <b>toady</b>	<i>obsequious flatterer</i>
848. <b>surrogate</b>	<i>a substitute or deputy</i>	876. <b>topography</b>	<i>description of surface features of a region on maps and charts</i>
849. <b>susceptibility</b>	<i>sensitiveness</i>	877. <b>torpid</b>	<i>sleeping; sluggish; lethargic; dormant</i>
850. <b>swill</b>	<i>to drink greedily</i>	878. <b>torpor</b>	<i>dullness, lack of energy</i> S: Inactivity A: Enthusiasm, Involvement
851. <b>sylvan</b>	<i>Rural, Rustic</i>	879. <b>torque</b>	<i>twisting force causing rotation</i>
852. <b>synchronism</b>	<i>to cause to happen at the same time or rate</i>	880. <b>tractable</b>	<i>easily controlled or guided</i>
		881. <b>transfigure</b>	<i>to transform so as to glorify.</i> A: Mutilate, Destroy
		882. <b>transfix</b>	<i>to make motionless as if impaled</i> S: Petrify, Paralyse A: Animate, Rejuvenate
		883. <b>transient</b>	<i>temporary; fleeting</i>
		884. <b>transitory</b>	<i>brief</i>
		885. <b>transvestite</b>	<i>a person who gets sexual pleasure from dressing in clothes of the opposite sex</i>
		886. <b>travail</b>	<i>(i) very hard work, laborious effort (ii) Pains of child birth</i>
		887. <b>traverse</b>	<i>A farcical imitation in ridicule</i>
		888. <b>travesty</b>	<i>parody; imitation, bad representation</i>
		889. <b>trite</b>	<i>not new, much used</i>
		890. <b>truce</b>	<i>(agreement) stop of fighting for a time</i>
		891. <b>trudge</b>	<i>walk heavily</i>
		892. <b>truism</b>	<i>a statement, the truth of which is obvious</i>
		893. <b>truncate</b>	<i>to cut off a part or top</i>

### T

853. <b>taciturn</b>	<i>untalkative, silent</i>
854. <b>talon</b>	<i>claw of a bird of prey</i>
855. <b>tamp</b>	<i>tap or drive down by repeated light blows</i>
856. <b>tantamount</b>	<i>equal in value, effect etc.</i>
857. <b>tardy</b>	<i>(i) Late, Delayed, Dilatory (ii) Slow moving</i> A: Prompt, Punctual, Ready
858. <b>tautology</b>	<i>a repetition, redundancy</i>
859. <b>taxidermy</b>	<i>the art of preparing, stuffing, etc. the skins of animals to make them appear lifelike</i>
860. <b>teeny-bopper</b>	<i>a faddish young teenager, especially a girl of the 1960s</i>
861. <b>temerity</b>	<i>boldness; brashness; intrepidity</i>

894. **tryst** *a secret meeting*  
 895. **tumid** *swollen, bulging,  
 S: Distended,  
 A: Shrunken, Reduced, Concise*  
 896. **turbid** *muddy; having the sediment  
 stirred up*  
 897. **tutelage** *guardianship, care, instruction*  
 898. **tyro** *tiro; beginner*

**U**

899. **ubiquitous** *present everywhere*  
 900. **ululate** *to howl, hoot or wail loudly*  
 901. **umbra** *A shadow from a planet or satel-  
 lite on the side opposite the sun*  
 902. **umbrage** *offense; resentment*  
 903. **undulate** *to move in wavelike fashion;  
 fluctuate*  
 904. **unencumbered** *easy-going; trifle*  
 905. **unequivocal** *having one meaning, Clear  
 S: Plain, Clear  
 A: Ambiguous, Confusing, Vague*  
 906. **unfounded** *without any basis in truth*  
 907. **unhinge** *mentally unstable  
 S: Unsettled  
 A: Sane, Rational, Calm*  
 908. **unmitigated** *absolute  
 S: Complete*  
 909. **unpalatable** *not pleasant to the taste, sicken-  
 ing*  
 910. **unsavoury** *disgusting, unpleasant, disagree-  
 able, notorious*  
 911. **unscrupulous** *not restrained by moral scruples  
 S: unprincipled  
 A: Scrupulous, Conscientious*  
 912. **unversed** *with no experience*  
 913. **unwary** *who does not take care, careless  
 person*  
 914. **unwieldy** *large and awkward*  
 915. **upbraid** *to scold, censure, rebuke*  
 916. **upbraid** *scold; reproach*  
 917. **upheaval** *great change, cataclysm*  
 918. **usurer** *a person who lends money at  
 high interest*  
 919. **utilitarian** *practical, accessible, within  
 reach*  
 920. **uxorious** *submissively fond of a wife*

**V**

921. **vacuous** *with no meaning, silly, vacant*  
 922. **vagary** *strange act or idea*

923. **vagrant** *wandering, gypsy, nomadic*  
 924. **valorous** *brave*  
 925. **vanquish** *conquer*  
 926. **vantage point** *place from where you can see well*  
 927. **vapid** *dull, absentminded, silly*  
 928. **vasectomy** *operation on a man to cut the  
 tube through which sperms flow  
 to make him sterile*  
 929. **vaunt** *to boast*  
 930. **vehemence** *forceful way (adj.: vehement =  
 fierce, furious)*  
 931. **venal** *ready to do something dishonest*  
 932. **vener** *surface appearance covering the  
 true nature*  
 933. **veneration** *regard with deep respect*  
 934. **venial** *excusable*  
 935. **verbatim** *word for word, exactly same  
 words*  
 936. **verbiage** *lot of useless words*  
 937. **verbose** *using more words than neces-  
 sary*  
 938. **veritable** *real; rightly named*  
 939. **vertigo** *dizziness caused by heights*  
 940. **vestibule** *entrance hall, doorway,  
 approach*  
 941. **viaduct** *bridge, overpass*  
 942. **vibes** *sensation*  
 943. **vicarious** *felt through imagining what  
 other person feels, indirectly felt*  
 944. **viraginous** *of a virago*  
 945. **virago** *a loud domineering woman; a  
 scold or nag*  
 946. **virology** *study of viruses*  
 947. **virtuoso** *person skilled in an art, expert,  
 master*  
 948. **virulence** *great strength (adj.: virulent)*  
 949. **volubility** *fluency; verbosity; easy use of  
 spoken language*  
 950. **voluble** *fluent*  
 951. **vouchsafe** *to grant (often in a gracious  
 manner)*

**W**

952. **waffle** *talk vaguely and without much  
 result*  
 953. **waft** *scent; waving movement; carry  
 lightly through*  
 954. **wallop** *to beat or defeat soundly  
 S: Thrash*  
 955. **wallow** *to indulge oneself fully in some-  
 thing sensual*

## 2.44 *How to Prepare for Verbal Ability and Reading Comprehension for the CAT*

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956. **warlock** *male equivalent or a witch*  
957. **waspish** *bad-tempered, Snappish*  
*S: Irritable*  
*A: Affectionate*  
958. **waylay** *to wait for and attack by surprise*  
*S: Accost*  
959. **welter** *turmoil; a bewildering jumble*  
960. **wend** *to go, proceed*

### **Y**

961. **yahoo** *a rude or violent person*

962. **yokel**

*a person from the country,  
bumpkin*

963. **yule**

*Christmas*

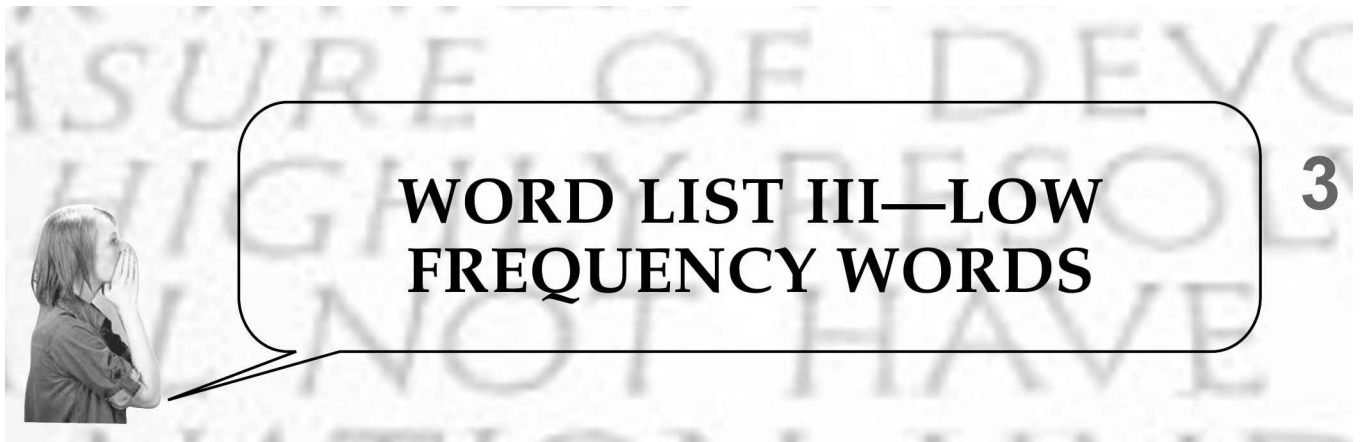
### **Z**

964. **zany**

*a clown or buffoon, half-witted  
person*

965. **zephyr**

*a gentle breeze*



# WORD LIST III—LOW FREQUENCY WORDS

3

In this chapter, we will discuss “low-frequency” words—in other words, words that are not regularly appearing in the vocabulary part of the CAT. Here even, the treatment has been done in such a manner, the meaning is given first, followed by the synonym (noted by the letter *S*;) and antonym (noted by the letter *A*).

No.	Word	Definition
<b>A</b>		
1.	<b>accolade</b>	<i>honor, award</i>
2.	<b>accoutrement</b>	<i>equipment</i>
3.	<b>acephalous</b>	<i>headless, having no leader</i>
4.	<b>acolyte</b>	<i>assistant, beginner</i>
5.	<b>adscittious</b>	<i>supplemental, adopted form</i>
6.	<b>afflatus</b>	<i>inspiration, divine revelation</i>
7.	<b>affusion</b>	<i>pouring on (Particularly of water)</i>
8.	<b>aficionado</b>	<i>devotee or fanatic of any sport / past time</i>
9.	<b>agnate</b>	<i>(One who is) descended by male links from same male ancestor</i>
10.	<b>ala-mode</b>	<i>Fashionable (of clothes and ideas)</i>
11.	<b>allegro</b>	<i>rapid, Quick</i>
12.	<b>altruism</b>	<i>unselfish concern for the welfare of others</i> <i>S: Unselfishness</i> <i>A: Egocentricity, Selfishness</i>
13.	<b>amanuensis</b>	<i>A secretary, Literary assistant</i>
14.	<b>amazon</b>	<i>A female warrior, tall, strong or athletic women</i>
15.	<b>anagnorisis</b>	<i>recognition</i>
16.	<b>animadvert</b>	<i>to comment adversely</i> <i>S: Criticise, Censure</i> <i>A: Praise, Eulogise, Approbate</i>
17.	<b>antebellum</b>	<i>existing before a war</i>
18.	<b>antediluvian</b>	<i>made a long time ago</i>
19.	<b>anthropomorphic</b>	<i>having human characteristics</i>

20.	<b>antiquary</b>	<i>student or collector of antiques</i>
21.	<b>aperitif</b>	<i>an alcoholic drink taken before a meal</i>
22.	<b>aphorism</b>	<i>concise statement of a principle</i>
23.	<b>apocalypse</b>	<i>revelation of the future</i>
24.	<b>apocryphal</b>	<i>of doubtful authenticity</i> <i>S: Spurious, counterfeit,</i> <i>A: Authentic, Original</i>
25.	<b>apologist</b>	<i>one who defends or attempts to justify a doctrine, faith, action, etc.</i>
26.	<b>apostasy</b>	<i>Abandoning of what one believed in</i>
27.	<b>apostasy</b>	<i>renunciation of a religion</i>
28.	<b>apothecary</b>	<i>A person who prepares and sells medicines</i>
29.	<b>apotheosis</b>	<i>most perfect development of something, A declaration that a person has become a god</i> <i>S: Consecration, Glorification, Deification</i> <i>A: Desecration</i>
30.	<b>apotheosis</b>	<i>deification; glorification to godliness</i>
31.	<b>appellation</b>	<i>identifying name or title</i>
32.	<b>apposite</b>	<i>appropriate, fitting</i> <i>A: Irrelevant</i>
33.	<b>arabesque</b>	<i>a complex ornate design</i>
34.	<b>arboreal</b>	<i>of or connected with trees</i>
35.	<b>arraign</b>	<i>to bring before a law court to answer charges, to call to account</i> <i>S: Accuse, Charge</i> <i>A: Excuse, Condone, Acquit</i>
36.	<b>arrogate</b>	<i>to clinch or seize without right</i> <i>A: Abdicate, Surrender</i>
37.	<b>arroyo</b>	<i>a gully</i>
38.	<b>aspersion</b>	<i>slander</i>
39.	<b>assiduous</b>	<i>diligent; hard-working; sedulous</i>
40.	<b>atavism</b>	<i>resemblance to remote ancestors</i>

## 2.46 How to Prepare for Verbal Ability and Reading Comprehension for the CAT

41. **atelier** *artist's workroom*  
42. **atrabilious** *ill-tempered*  
*A: Happy, Good-tempered*  
43. **atticism** *extreme elegance of speech*
- B**
44. **bacchanalian** *drunken revelry*  
45. **bailiff** *A law officer who collects property of those who cannot pay debts; A person employed as the manager of an estate, An official who keeps order in a court*  
46. **bairn** *a child*  
47. **banns** *Proclamation made in church of an intended marriage*  
48. **barmecide** *giver of benefits that are imaginary, Illusory*  
49. **baroque** *having elaborate style, fashionable in architecture*  
50. **behemoth** *any huge or powerful animal*  
51. **betrothed** *engaged, Pledged to marry*  
52. **bibulous** *addicted to or fond of alcoholic liquor*  
53. **billingsgate** *foul, vulgar, abusive talk*  
54. **bionic** *very strong, skilful*  
*A: Weak, imbecile*  
55. **bivouac** *a temporary encampment in the open*  
56. **blandishment** *flattery, coaxing*  
57. **bludgeon** *(N) A short club with a heavy end (V) To bully or coerce*  
58. **bluestocking** *a woman pretending to have literary taste*  
59. **bodkin** *a thick, blunt needle*  
60. **bonmot** *a clever or witty remark*  
61. **buccaneer** *Pirate*  
62. **bugbear** *Source of annoyance or fear*  
*S: Bugaboo*  
63. **bumptious** *disagreeably conceited*  
*A: Humble, Polite, Modest*  
64. **burgeon** *grow forth; send out buds*  
65. **burgess** *citizen broadly comic*  
66. **burlesque** *any satirical invitation*  
*S: Parody*
- C**
67. **caboodle** *whole group*  
68. **cachet** *respect or admiration, prestige, Seat of approval, complete acceptance*  
69. **cadge** *to beg; to get by begging*  
70. **callisthenics** *athletic exercises*  
71. **canaille** *mob, Multitude*  
72. **cantankerous** *bad-tempered; quarrelsome*  
73. **carapace** *Protective covering*  
74. **carousal** *A noisy drinking party*  
*S: Revelry, Saturnalia, Debauchery*  
*A: Austerity, Sobriety*  
75. **carouse** *to drink alcohol freely*  
76. **carteblanche** *full discretionary power*  
77. **castigation** *severe punishment*  
78. **casuistry** *Subtle but false reasoning especially, about moral issues*  
*S: Evasion, Sophistry*  
79. **cataclysm** *Any sudden, violent, change*  
*S: Catastrophe, Upheaval, Calamity*  
*A: Blessing*  
80. **caveat** *Warning, Proviso*  
81. **certitude** *Sureness*  
*S: Certainty, Inevitability*  
*A: Uncertain, Unsure*  
82. **chagrin** *Embarrassment due to disappointment*  
*S: Failure, Annoyance, Shame*  
*A: Delight, Glorification*  
83. **chicanery** *legal trickery; false argument*  
84. **chimera** *illusion or fabrication of the mind*  
85. **chutzpah** *nerve; gall*  
86. **coda** *passage that completes a piece of music*  
87. **cogitate** *think deeply; mediate*  
88. **comestibles** *food*  
89. **commiserate** *to feel or show pity for*  
*S: Condole, Sympathise*  
90. **compunction** *feeling of regret for one's action*  
91. **concatenate** *Link together*  
92. **concussion** *Impaired functioning especially of brain caused by a violent blow*  
93. **conjoin** *to join together*  
94. **conscript** *to enroll for compulsory service in armed forces*  
95. **consecrate** *to bring something into religious use by a special ceremony*  
96. **contretemps** *Confusing, Embarrassing or awkward occurrence*  
*A: Good fortune, Good luck*  
97. **contrite** *filled with deep sorrow for wrongdoing*



98. **contumacious** *insubordinate; rebellious*  
 99. **conundrum** *a riddle; dilemma; enigma*  
 100. **convalesce** *to recover health gradually after sickness*  
 101. **convoke** *call together; summon*  
 102. **cornucopia** *abundant supply*  
 103. **curmudgeon** *bad-tempered person*

**D**

104. **dastardly** *mean, cowardly*  
 105. **decapitate** *to behead*  
 106. **declivity** *downward inclination*  
 107. **decrepit** *Broken down or worn out by old age or long use*  
*S: Weak, Aged*  
*A: Robust, Agile*  
 108. **delectation** *delight, enjoyment*  
 109. **deleterious** *harmful*  
 110. **delinquent** *said of young people showing a tendency to commit crimes*  
 111. **delirium** *A temporary mental disturbance as during a fever, marked by confused speech and hallucination*  
*S: Mania, Frenzy, Insanity*  
*A: Sanity, Normality*  
 112. **demagogue** *person appealing not to reasons*  
 113. **denouement** *an outcome or solution; the unraveling of a plot*  
 114. **dereliction** *deserting and leaving; to fall into ruins*  
 115. **dereliction** *forsaking of*  
*S: Neglect (of duty)*  
*A: Restoration*  
 116. **descant** *a tune usually sung or played at the same time as the main tune*  
 117. **desideratum** *something needed and wanted*  
 118. **desuetude** *cessation of use; disuse*  
 119. **détente** *lessening of tension, especially between nations*  
 120. **detumescence** *diminishing or lessening of swelling*  
 121. **didactic** *intended to teach; preachy*  
 122. **dilettante** *one who is not an expert*  
 123. **discountenance** *refuse to approve of*  
 124. **dissimulate** *to hide one's feelings*  
 125. **dissonance** *discord*  
 126. **ecclesiastical** *of the church or the clergy*  
 127. **echelon** *a level of authority or responsibility; A formation of troops or ships*

**E**

128. **ecumenical** *representing the whole Christian world*  
 129. **edacious** *voracious; devouring*  
 130. **effluvia** *outflow in a stream of particles; a noxious odor or vapor*  
 131. **egocentric** *selfish*  
*S: Self centred*  
*A: Altruistic*  
 132. **elysian** *Blissful, Heavenly*  
 133. **emeritus** *having retired but keeping title as an honour*  
 134. **emetic** *causing Vomiting*  
 135. **empyrean** *the highest heaven*  
 136. **encomium** *high praise*  
*S: Praise, Laudatory, Glorification*  
*A: Denunciation, Blame, Censure*  
 137. **entente** *an understanding or agreement as between nations*  
*S: Cordiality, Amiability*  
*A: Enmity, Hatred*  
 138. **entree** *right to enter*  
 139. **ephemeral** *short-lived*  
*S: Fleeting, Momentary*  
*A: Lasting*  
 140. **epithet** *adjective*  
 141. **ersatz** *substitute or synthetic and inferior*  
 142. **escutcheon** *a shield on which a coat of arms is displayed; reputation*  
 143. **ethereal** *spiritual*  
 144. **etymology** *study of the origin and development of words*  
 145. **eugenics** *the movement devoted to improving the human species by controlling heredity*  
 146. **evanescent** *tending to fade from sight*  
*S: Transient, Fleeting, Ephemeral*  
*A: Immortal, Eternal*  
 147. **eviscerate** *to remove the internal organs of a body*  
 148. **excoriate** *to take out harshly*  
*S: Flay, Abrade, Chafe*  
*A: Laud, Eulogise*  
 149. **excoriation** *severe criticism*  
 150. **exculpate** *to clear from a charge of guilt*  
 151. **excursive** *digressive*  
*S: Rambling, Diverse*  
*A: Similar, Uniform*

## 2.48 How to Prepare for Verbal Ability and Reading Comprehension for the CAT

152. **execrate** *to denounce; to detest utterly*  
153. **exordium** *introductory part*  
*S: Beginning, Preface, Prologue*  
*A: Epilogue*  
154. **excise** *to cut out; cut away*
- F**
155. **felicitous** *apt; suitably expressed; well chosen*  
156. **filibuster** *time consuming legislative tactics, long speeches*  
157. **fracas** *noisy quarrel*  
158. **fractious** *quarrelsome; irritable*  
159. **froward** *intractable; not willing to yield or comply; stubborn*  
160. **frowzy** *Dirty and Untidy*  
*S: Ill-smelling, Musty, Dingy*  
*A: Natty, Sweet-smelling, pleasant*  
161. **fulmination** *bitter protest*  
162. **furbish** *To renovate*
- G**
163. **gamin** *a homeless child who roams the streets*  
164. **gangling** *tall and awkward*  
165. **garble** *make unfair selection from facts*  
166. **gargantuan** *Colossal, huge, very big, enormous, prodigious*  
167. **gasconade** *boastful behaviour*  
*A: Reticence, Taciturnity*  
168. **gastalt** *Pattern, form, shape*  
169. **gauche** *lacking social grace*  
*S: Inept, Awkward, Clumsy*  
*A: Adroit, Skillful, Dexterous*  
170. **gaucherie** *socially awkward, tactless behavior*  
171. **gauntlet** *a knight's arm glove (A challenge)*  
172. **gelid** *extremely cold*  
173. **gendarme** *A policeman*  
*S: police, authorities, bobbies, cops, troopers*  
174. **geodesy** *Earth measurement on a large scale*  
175. **germane** *relevant, pertinent to*  
176. **gerrymander** *To rearrange voting districts to suit the interests of a party; to manipulate facts*  
177. **gewgaw** *a toy, a bauble, knickknack*  
178. **ghetto** *Residential area inhabited by a poor, racial group*  
179. **gormandize** *To eat like a glutton*  
*S: Devour*  
*A: Starve*  
180. **gossamer** *soft light; delicate material*  
181. **gourmand** *One who likes good food and drink, often to excess*  
182. **grandiloquent** *using pompous words*  
183. **gratis** *Free of charge*  
184. **gratuitous** *given free of charge, of no use and given in excess, not necessary*  
185. **grotesque** *distorted in appearance, shape etc.*  
*S: Bizarre*  
*A: Normal, Usual, Customary*  
186. **gubernatorial** *pertaining to the governor*  
187. **gung-ho** *enthusiastic, eager, zealous*
- H**
188. **habiliment** *clothing, attire*  
*S: Garb, Dress, Apparel*  
189. **halcyon** *calm and peaceful*  
190. **hallucination** *the apparent perception of sights, sounds etc. that are not actually, present*  
*S: Delusion, Illusion, Mirage*  
191. **harlequin** *A clown*  
192. **harridan** *A disreputable able shrewish old woman*  
193. **hauteur** *disdainful pride*  
*S: Snobbishness, Haughtiness*  
*A: Meekness, Modesty*  
194. **hebdomadal** *weekly*  
195. **hector** *to bully*  
196. **hieroglyphic** *a picture or symbol representing a word sound, etc.*  
197. **highfalutin** *Pompous*  
198. **hoi polloi** *the common people*  
*S: Masses, Crowd, Riffraff*  
*A: Elite, Society*  
199. **holocaust** *great destruction of life, especially by fire*  
*S: Conflagration, Devastation, Ruin*  
200. **homiletics** *act of preaching*  
201. **hors d'oeuvre** *an appetizer, as Olives, canapes etc. served before a meal*  
202. **hors-de-combat** *unable to take part in activity sport due to injury*

203. **hortatory** *Exhorting, Advising*  
S: *Inciting, Urging*
204. **hubris** *arrogant pride*
- I**
205. **ignominious** *shameful; dishonorable; undignified; disgraceful*
206. **immure** *To shut oneself in a place alone*  
S: *Imprison*  
A: *Wander, Loiter*
207. **impecunious** *having little or no money*
208. **importune** *beg urgently; solicit (of a prostitute)*
209. **imprecation** *an invocation of evil; a curse*
210. **inadvertent** *not paying proper attention*
211. **incertitude** *Doubt*  
S: *Uncertainty*  
A: *Certainty*
212. **inchoate** *Just begun, Rudimentary*  
S: *Elementary, Incipient, Undeveloped*  
A: *Mature*
213. **incinerate** *to burn to ashes*
214. **inclement** *Stormy, Unfavourable*  
A: *Mild, Fair*
215. **indefatigability** *not easily exhaustible; tirelessness*
216. **indelible** *that cannot be erased, blotted out, etc.*  
A: *Erasable*
217. **indelible** *that cannot be rubbed out*
218. **indemnify** *To insure against damage etc.*  
S: *Recompense, Repay, Compensate*
219. **indigence** *poverty*
220. **ineluctable** *certain; inevitable*
221. **ingrate** *an ungrateful person*
222. **innuendo** *a hint or indirect reference, usually derogatory*  
S: *Insinuation, Intimation, Allusion*
223. **insidious** *characterized by treachery or slyness*  
S: *Crafty, Treacherous, Tricky*  
A: *Open, Fair, Candid*
224. **insinuate** *suggest unpleasantly; make a way for something gently*
225. **insuperable** *incapable of being surmounted or solved*
226. **inter** *to entomb or bury*
227. **interdict** *prohibit; forbid*
228. **interloper** *to encroach; to intrude*
229. **interregnum** *lapse in a continuous series*
230. **invective** *abusive language; curses*
231. **inveterate** *deep-rooted; long-established*
232. **invidious** *of an unpleasant or objectionable nature*
- J**
233. **jackanapes** *impertinent fellow, mischievous child*
234. **jamboree** *A boisterous frolic, a spree*
235. **janus faced** *Deceitful*
236. **jape** *Joke played on somebody*
237. **jejune** *lacking nutritive value; dull; juvenile*
238. **jeremiad** *A tale of woe: in allusions to the lamentations of Jeremiad*  
S: *Grief*  
A: *Happiness*
239. **jingoist** *a person boasting and demanding an aggressive foreign policy*
240. **joie de vivre** *the joy of living*
241. **juggernaut** *a massive object, a belief*
242. **jung** *Swiss psychologist Kari Gustav Jung*
243. **juxtaposition** *placing close together*
- K**
244. **kangaroo court** *An improperly constituted court with no legal standing*
245. **ken** *(i) (Out of or beyond) Range of sight or knowledge*  
*(ii) Recognise at sight, Know -*  
S: *Knowledge, Range, Purview*
246. **kerfuffle** *fuss; noise; excitement*
247. **ketch** *small sailing-boat with two masts*
248. **keystone** *Essential Part*
249. **khmer** *a member of a people inhabiting Cambodia*
250. **kitsch** *Pretentious (especially in art, design etc.)*
251. **knoll** *A small hillock, top of a hill*
252. **kow-tow** *To act in an obsequious way, bow, kneel, genuflect*
- L**
253. **lacerate** *to tear roughly*  
S: *Mangle*  
A: *Restore, Placate, Sympathize*
254. **lachrymose** *causing tears; tearful*

## 2.50 How to Prepare for Verbal Ability and Reading Comprehension for the CAT

255. **lackadaisical** *showing lack of interest or spirit*  
S: Languishing, Indolent, Apathetic  
A: Energetic, Lively
256. **laconic** *terse in expression, using few words, concise*  
S: Brief, Pithy  
A: Profuse, Wordy, Discursive
257. **lagniappe** *a present given to a customer with a purchase*  
S: Gratuity, Bonus, Tip
258. **laissez-faire** *Policy of non interference, absence of government control over industry and business*
259. **lambent** *playing lightly over a surface; often said of aflame*  
S: Radiant, Brilliant  
A: Dull, lackluster
260. **larceny** *the unlawful taking of another's property*  
S: Theft, Robbery, Plunder  
A: Restoration, Compensation, Atonement
261. **largess** *generous giving*
262. **lenitive** *lessening pain or distress, Merciful*
263. **leviathan** *a sea monster; Any huge thing*
264. **lexicon** *Dictionary (Esp. of Greek, Latin or Hebrew)*
265. **libel** *statement that damages reputation*
266. **libidinous** *lascivious, lustful*  
S: Lewd  
A: Pure, Chaste
267. **licentious** *lacking legal or moral restraints*
268. **limn** *paint; portray*
269. **lucubrate** *write in scholarly fashion*
270. **luculent** *easily understood; lucid; clear*
271. **lugubrious** *mournful; excessively sad*
272. **lummox** *a clumsy, stupid person*
- M**
273. **ma'jor-do'mo** *a man in charge of a great household*
274. **macerate** *make or become soft by soaking in water*
275. **machiavellian** *crafty, deceitful*  
S: intriguing, Cunning, Unscrupulous  
A: Honest, Straightforward, Open
276. **macrocosm** *the universe*
277. **maelstrom** *powerful, violent whirlpool*
278. **malapropism** *misuse of a word (for one that resembles it)*
279. **manacle** *chains for the hands or feet*
280. **mandarin** *An influential person*
281. **misanthrope** *person who hates mankind*
282. **mulish** *unreasonably and inflexibly obstinate*
- N**
283. **nabob** *a wealthy and powerful person*
284. **nacrolepsy** *short attacks of drowsiness*
285. **namby-pamby** *sentimentally childish in behaviour*
286. **napalm** *Highly inflammable material*
287. **neurasthenia** *debility or weakness of the nerves*
288. **nihilism** *The general rejection of customary beliefs in morality religion, etc.*
289. **nom de plume** *A writer's assumed name, pseudonym*
290. **non sequitur** *An irrelevant conclusion*
291. **nostrum** *a quack, remedy; an untested cure*
292. **nota bene** *Take notice*
293. **numismatics** *The study or collection of coins, medals, paper money, etc.*
- O**
294. **obfuscate** *to darken; make obscure; muddle*
295. **obsequious** *too eager to obey or serve*
296. **obstreperous** *noisy; loud*
297. **occident** *West-Europe and countries of the American Continents*  
S: West  
A: Orient, East
298. **oenophile** *connoisseur of wines*
299. **opprobrious** *showing scorn or reproach*
300. **orotund** *sonorous; bombastic*
301. **osculate** *to kiss*
302. **ostentation** *display to obtain admiration or envy*
- P**
303. **paean** *song of praise or triumph*
304. **panoply** *Something forming a protective covering; impressive array*

305. **paroxysm** *sudden outburst*  
 306. **peccadillo** *small sin; small weakness in one's character*  
 307. **pedagogue** *a teacher*  
 308. **pedant** *a person concerned with minor detail*  
 309. **pejorative** *expressing contempt*  
 310. **penitentiary** *a prison*  
 311. **peregrination** *traveling about; wandering*  
 312. **peremptory** *urgent; imperative*  
 313. **perfidious** *treacherous; faithless*  
 314. **perfunctory** *done as a duty, without care*  
 315. **persona non grata** *a person who is not acceptable*  
 316. **pertinacious** *stubbornly unyielding or tenacious*  
 317. **petulant** *unreasonably impatient*  
 318. **philistine** *a smug, ignorant person; one who lacks knowledge*  
 319. **phlegmatic** *calm sluggish temperament; unemotional*  
 320. **picaresque** *involving clever rogues or adventurers*  
 321. **piccaninny** *a small black child*  
 322. **pince-nez** *a pair of glasses with nose clips*  
 323. **pique** *hurt the pride or self-respect; stir (curiosity)*  
 324. **pluperfect** *referring to an action that was completed in the past*  
 325. **poisoned chalice** *something which seems attractive but may be harmful to the person receiving it*  
 326. **polemic** *aggressive attack on opinions of another; disputant*  
 327. **prevaricate** *to equivocate; to stray from the truth*  
 328. **prima donna** *the chief female singer in an opera*  
 329. **pro tem** *for the time being*  
 330. **proclivity** *inclination*  
 331. **profundity** *depth*  
 332. **proliferate** *grow, reproduce by rapid multiplication*  
 333. **propinquity** *nearness in time or place; affinity of nature*  
 334. **propitiatory** *conciliatory; appeasing; mitigating*  
 335. **propitious** *auspicious; presenting favorable circumstances*  
 336. **protean** *displaying great diversity or variety; versatile*  
 337. **pulchritude** *physical beauty*  
 338. **punctilious** *precise; paying attention to trivialities*  
 339. **pusillanimous** *cowardly; craven*  
 340. **putative** *commonly accepted or supposed*  
 341. **putrefaction** *becoming rotten*  
**Q**  
 342. **quadraphonic** *sound which is reproduced through four loudspeakers*  
 343. **quadrennial** *happening every four years*  
 344. **quagmire** *Swamp, area of dangerous marsh*  
 345. **quandary** *Dilemma, enigma, puzzle, predicament*  
 346. **quarantine** *period of time when patients are kept secluded to prevent spread of infection*  
*S: exile, isolation*  
 347. **quatrain** *Stanza of poetry with four lines*  
 348. **quibble** *try to avoid by sophistication*  
 349. **quid pro quo** *Thing given in return for something else*  
 350. **quiescence** *state of being passive, motionless*  
 351. **quiescent** *at rest; dormant; torpid*  
 352. **quietude** *a state of being quiet*  
*S: Repose, tranquility*  
 353. **quietus** *Finishing strike, Any thing that ends an activity*  
 354. **quinquennial** *happening every five years*  
 355. **quinsy** *inflammation of the throat due to abscess on the tonsils*  
 356. **quintessence** *the pure essence or perfect*  
 357. **quisling** *person who betrays his country*  
 358. **quiver** *Watching for something to happen, alert, watchful*  
 359. **quod** *prison*  
 360. **quoit** *ring made of metal, rubber that is thrown on an upright peg as a game*  
 361. **quotidian** *banal; everyday*  
**R**  
 362. **raconteur** *a person skilled at telling stories or anecdotes*  
 363. **ragamuffin** *a dirty, ragged person especially a child*  
 364. **rambunctious** *disorderly, boisterous, unruly*  
 365. **ramification** *A result, Consequence*  
*A: branch*

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- S: Subdivisions*
366. **rankle** *To fester, To cause irritation*
367. **recalcitrant** *disobedient*
368. **recension** *a revision of the text based on a study of sources*
369. **rechercht** *too unusual or obscure to be easily understood*
370. **recidivism** *relapse into antisocial or criminal behavior*
371. **reconnoiter** *to survey a region especially for obtaining military information of the enemy*  
*S: Survey*
372. **recreancy** *cowardice; cowardly giving up*
373. **recreant** *coward; apostate or deserter*
374. **recrimination** *to answer an accuser by accusing him in return, counter charge*
375. **recrudescence** *the appearance of something unpleasant*
376. **rectitude** *the quality of being straight; righteousness*
377. **redact** *to edit*
378. **redound** *to contribute to somebody's reputation*  
*S: Promote*
379. **refection** *A light meal*
380. **refectory** *dining hall as in a monastery*
381. **refulgent** *shining; brilliant*
382. **regicide** *crime of killing a king*
383. **regnant** *Ruling, Predominant, Prevalent*  
*S: Reigning*
384. **renascent** *rising again into being or vigor*
385. **renegade** *deserter; unconventional or unlawful person*
386. **renege** *to deny; to renounce; to go back on a promise*
387. **requiem** *mass for the dead; solemn chant for the dead*
388. **requite** *repay; give in return*
389. **rescind** *repeal; annul; cancel*
390. **retrograde** *tending toward a worse or previous state*
- S**
391. **sable** *(i) Small animal valued for its black fur (ii) Dark, African antelope (iii) Black, Gloomy*
392. **sacerdotal** *(i) Of priests or office of priest, S: Priestly (ii) System of government in which priests dominate*
393. **salacious** *obscene*
394. **sanctimony** *self-righteousness; hypocritical*
395. **sanguinary** *bloody*
396. **sartorial** *concerned with clothes and tailoring*
397. **saturnine** *gloomy; dark; morose*
398. **savant** *person of great learning*
399. **scabbard** *sheath for the blade*
400. **scepter** *a staff held by a ruler as a symbol of sovereignty*
401. **schism** *A split (esp. in a church) because of difference of opinion, doctrine, etc.*
402. **scintilla** *a speck, a tiny amount*
403. **sclerosis** *an abnormal hardening of soft body tissues*
404. **scrimmage** *a confused struggle*  
*S: Tussle*
405. **scurrilous** *given to coarse language*
406. **sententious** *short and pithy; full of maxims, proverbs*
407. **sentient** *of or capable of feeling, conscious*
408. **serendipity** *phenomenon of finding valuable things not sought for*
409. **serried** *placed close together*
410. **sesquicentennial** *a period of 150 years*
411. **shilly-shally** *to be irresolute, vacillate especially over trifles*  
*S: Vacillation, Irresolution, Indecision*  
*A: Determination, Obstinacy*
412. **sibylline** *a prophetess of ancient Greece or Rome*
413. **sinecure** *any position that brings profit without involving much work*
414. **slattern** *a slovenly or sluttish woman*
415. **smithereens** *fragments*  
*S: Pieces*  
*A: Whole*
416. **sodality** *a society of Roman Catholic church members for religious or charitable purposes*
417. **solecism** *a violation in the conventional usage, grammar, etc. of a language*
418. **somnolent** *likely to induce sleep; inclined to sleep*
419. **sophistry** *fallacious reasoning; faulty logic*
420. **sophomoric** *self-assured though immature*
421. **specious** *illogical or questionable truth or merit*

422. **splenetic** *bad-tempered; irritable*  
 423. **splice** *join (two ends)*  
 424. **spoonerism** *the accidental interchange of the initial sound of words*  
 425. **staccato** *Music with distinct breaks between successive tones*  
 426. **stanch** *to stop the flow of a fluid*  
 427. **stertorous** *characterised by raspy, laboured breathing*  
 428. **stevedore** *A person employed for loading and unloading ships*  
 429. **stipple** *paint with dots*  
 430. **strident** *characterised by harsh and discordant sound*  
 431. **stultify** *to cause to appear or be foolish*  
 432. **stygian** *dark, gloomy*  
 433. **stymie** *to hinder, obstruct or block*  
 434. **subliminal** *below the threshold of conscious awareness*  
 435. **subrosa** *secretly, privately*  
 436. **substantiation** *giving facts to support (statement)*  
 437. **subsume** *include under a rule*  
 438. **subterfuge** *deception*  
 439. **supererogation** *doing more than is needed*  
 440. **surrealism** *modern movement in arts trying to depict the workings of the subconscious mind*  
 441. **surreptitious** *done, got, acting, etc. in a stealthy way*  
*S: Clandestine*  
*A: Open, Frank*  
 442. **suture** *the stitching together of the two edges of a wound*  
*S: Stitch*  
 443. **suzerain** *A state in relation to another over which it has some political control*  
 444. **sybarite** *voluptuary*  
 445. **sycophant** *person who flatters the rich and powerful*  
 446. **syncopated** *abbreviated; stressing the weak beat*
- T**
447. **tatterdemalion** *a person in ragged clothing*  
 448. **tautology** *needless repetition of an idea, using a redundant word, phrase, etc.*  
*S: Redundancy*  
 449. **tenterhooks** *anxious suspense*
450. **tenuous** *insubstantial, flimsy, weak*  
 451. **termagant** *shrew*  
 452. **testiness** *witness; evidence*  
 453. **theocracy** *a government by priests claiming to rule with divine authority*  
 454. **threadbare** *exhausted of interest or freshness; trite*  
 455. **threnody** *a song of lamentation, Dirge*  
 456. **tintinnabulation** *the ringing sound of bells*  
*S: Tinkling*  
 457. **tracery** *ornamental work of interlacing or branching lines*  
 458. **traduce** *to malign; to violate*  
 459. **trammel** *something that confines or restrains*  
*S: Hinder, Hamper*  
*A: Encourage, Help*  
 460. **transcendental** *(i) Supernatural, Not based on human experience or reason*  
*A: Natural (ii) Vague, Not clear to ordinary minds*  
 461. **transgress** *break; go beyond (a limit)*  
 462. **tremulous** *characterised by trembling; affected with timidity*  
 463. **trenchant** *forceful; effective; vigorous*  
 464. **trepidation** *alarm; excited state of mind*  
 465. **tribulation** *Great misery or distress*  
*S: Trouble, Grief, Trail*  
 466. **troglo-dyte** *any of the prehistoric people who lived in caves*  
 467. **trojan** *a strong, hard-working, determined person*  
*S: Brave*  
*A: Coward*  
 468. **trollop** *A prostitute*  
 469. **truckle** *to act in a subservient manner*  
 470. **truculence** *aggressiveness; ferocity*  
 471. **trumpery** *Something which is showy but worthless*  
 472. **turpitude** *wickedness; shamefulness*  
 473. **twaddle** *foolish empty talk or writing, nonsense*  
 474. **tyrannicide** *slaying of a tyrant*
- U**
475. **ukase** *an official decree, Arbitrary order*  
 476. **unbosom** *to tell or reveal (feelings or secrets)*  
 477. **unconscionable** *not guided or restrained by conscience; excessive*

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478. **unction**  
*S: Inordinate, Unreasonable*  
*A: Conscientious*  
*flattery, Pretended and insincere smoothness in speech, Insincerity*
479. **unctuous**  
*S: Flattery*  
*Characterised by smooth pretence of fervour or earnestness, Too suave or oily*  
*S: Flattering*
480. **unflappable**  
*A: Blunt, Straightforward, Frank*  
*imperturbable, never upset in a crisis*  
*S: Calm, Composed*  
*A: Agitated, Excited*
481. **unguent**  
*A salve or ointment*  
*S: Ointment, Lubricant*
- V**
482. **vagabond**  
*who has no home and wanders about*
483. **valedictory**  
*of an act of bidding farewell*
484. **valetudinarian**  
*person who likes to feel he is an invalid*
485. **ventriloquist**  
*person who can make his voice appear to come from a different source*
486. **verisimilitude**  
*appearing true or real*
487. **vicissitude**  
*variation in luck*
488. **vignette**  
*Small sketch, headline, article, story*
489. **vituperate**  
*curse; abuse in words*
- W**
490. **wangle**  
*to get or cause by persuasion, manipulation*
491. **warren**  
*any crowded building or buildings*
492. **wassail**  
*festive occasion of drinking and merry making*
493. **welter**  
*a confused mixture of things or people*
494. **wharf**  
*a structure on a shore, at which ships are moored for loading or unloading*
495. **wheedle**  
*to influence or entice by soft words or flattery*
- X**
496. **xanthippe**  
*shrewish woman*
- Z**
497. **zymurgy**  
*the chemistry of fermentation as applied in brewing.*





# ROOTS, PREFIXES, SUFFIXES AND FOREIGN WORDS

4

Every word in the English language has a history. In this section, you will find that words can be understood in a better manner if you can break them down to their roots and relate them to their core meanings. Therefore, when you come across words using the same roots/prefixes or suffixes, you can relate them, thus understanding the words and the text in a more structured manner.

Besides, knowing the origins of important words often gives us clues to interpret the meaning of an entire family of words derived from them.

For example, in Latin, the word for “other” is “alter”, and a number of important words in English are built on its Latin root.

We will begin with a list of root words and their meanings and go on to the words derived from these roots.

Many a time, knowing root words helps us in guessing the probable meaning of a word. This chapter lists out root words in detail to help you hone this skill further.

## GREEK ROOTS

### I. Root = ‘chron’.

The Greek root “Chron” means or denotes “time”. Some of the words derived from this root are:–

<i>Word</i>	<i>Meaning</i>
1. <b>Chronology</b>	<i>arrangement of events in order of occurrence</i>
2. <b>Chronicle</b>	<i>historical record</i>
3. <b>Chronograph</b>	<i>a stop watch, that records time with great accuracy</i>
4. <b>Chronic</b>	<i>lasting a long time (of illness)</i>
5. <b>Chronometer</b>	<i>time piece</i>
6. <b>Asynchronous</b>	<i>occurrence of two or more processes at different times</i>

### II. Root = ‘macro, mega’.

Greek root “macro/mega”, which means “large” or “big”. Some of the words derived from this root are:

<i>Word</i>	<i>Meaning</i>
1. <b>Macroscopic</b>	<i>Visible to the naked eye</i>
2. <b>Megalith</b>	<i>huge stone</i>
3. <b>Mega star</b>	<i>very great</i>
4. <b>Mega hertz</b>	<i>one million hertz</i>
5. <b>Mega phone</b>	<i>instrument needed to amplify voice</i>
6. <b>Megalopolis</b>	<i>universe, very large city containing many cities.</i>

### III. Root = ‘micro’.

Greek root “micro” means “small”.

<i>Word</i>	<i>Meaning</i>
1. <b>Microbe</b>	<i>tiny organism</i>
2. <b>Microcosm</b>	<i>miniature representation of something</i>
3. <b>Microfilm</b>	<i>miniature record of documents or a film</i>
4. <b>Microlight</b>	<i>very small, light aircraft with large wings</i>

### IV. Root = ‘morph’.

The Greek root “morph” means “form”.

<i>Word</i>	<i>Meaning</i>
1. <b>Morphology</b>	<i>form and structure of an organism; study of the form</i>
2. <b>Metamorphosis</b>	<i>change of form</i>
3. <b>Morphogenesis</b>	<i>development of species of an organism</i>

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### V. Root = 'poly'.

Greek root "poly" means "many".

Word	Meaning
1. <b>Polyglot</b>	<i>competent in many languages</i>
2. <b>Polygon</b>	<i>a geometrical plane figure with three or more straight lines</i>
3. <b>Polynomial</b>	<i>used to describe a mathematical expression with more than two terms</i>
4. <b>Polymath</b>	<i>knowledgeable in a variety of subjects.</i>

### VI. Root = 'pan'.

Greek root "pan" means "all".

Word	Meaning
1. <b>Panhuman</b>	<i>for all humanity</i>
2. <b>Pantheism</b>	<i>belief that God is everything</i>
3. <b>Panorama</b>	<i>an all round view</i>
4. <b>Pantropic</b>	<i>found throughout the tropics.</i>

### VII. Root = 'meter'.

Greek root "meter" means "measure".

Word	Meaning
1. <b>Ammeter</b>	<i>device used to measure current</i>
2. <b>Voltmeter</b>	<i>device used to measure voltage</i>
3. <b>Altimeter</b>	<i>device that measures altitude</i>
4. <b>Pedometer</b>	<i>instrument used to measure distance covered by walking</i>
5. <b>Meteorology</b>	<i>scientific study of earth's atmosphere</i>

### VIII. Root = 'Neo'.

Greek root "neo" means "new".

Word	Meaning
1. <b>Neophyte</b>	<i>beginner, recent convert</i>
2. <b>Neologism</b>	<i>new word or meaning, newly coined word</i>
3. <b>Neonate</b>	<i>a new born child.</i>

### IX. Root = 'andr/gyn'.

Greek root "andr" means "man".

Greek root 'gyn' means woman.

Word	Meaning
1. <b>Androgen</b>	<i>male hormone</i>
2. <b>Gynecoid</b>	<i>characteristic of a woman</i>
3. <b>Polyandry</b>	<i>having multiple husbands</i>

### X. Root = 'pyr'.

Greek root "pyr" means "fire".

Word	Meaning
1. <b>Pyre</b>	<i>pile of burning material</i>
2. <b>Pyrogenic</b>	<i>producing heat</i>
3. <b>Pyromaniac</b>	<i>person who sets fire to things</i>
4. <b>Pyrotechnics</b>	<i>relating to fireworks.</i>

### XI. Root = 'astro'.

Greek root "astro" means "star".

Word	Meaning
1. <b>Astronomy</b>	<i>science of stars</i>
2. <b>Astrologer</b>	<i>person who practices and studies Astrology</i>
3. <b>Astronaut</b>	<i>space traveler</i>

### XII. Root = 'ped'.

Greek root "ped" means "child".

Word	Meaning
1. <b>Pediatrician</b>	<i>Doctor who treats children</i>
2. <b>Pedodontics</b>	<i>concerned with dental care and treatment of children</i>
3. <b>Pedology</b>	<i>study of physical and mental development of children</i>

### XIII. Root = 'soma'.

Greek root "soma" means "body".

Word	Meaning
1. <b>Somato type</b>	<i>body type</i>
2. <b>Somatic</b>	<i>of body</i>
3. <b>Psychosomatic</b>	<i>physical illness which is mentally induced</i>
4. <b>Somatology</b>	<i>study of physiology and anatomy of body</i>

**XIV. Root = 'ideo'.**

Greek root "ideo" means "idea".

<i>Word</i>	<i>Meaning</i>
1. <b>Ideology</b>	<i>system of social beliefs</i>
2. <b>Ideologue</b>	<i>an ideologist</i>
3. <b>Ideography</b>	<i>use of graphical symbols to convey ideas.</i>

**XV. Root = 'gam'.**

Greek root "gam" means "marriage".

<i>Word</i>	<i>Meaning</i>
1. <b>Monogamy</b>	<i>married to one person</i>
2. <b>Bigamy</b>	<i>married to two people</i>
3. <b>Polygamy</b>	<i>married to many</i>
4. <b>Gamete</b>	<i>a specialised male or female cell</i>

**XVI. Root = 'theo'.**

Greek root "theo" means "God".

<i>Word</i>	<i>Meaning</i>
1. <b>Theology</b>	<i>study of God or religion</i>
2. <b>Theocracy</b>	<i>government by Gods</i>
3. <b>Theomacy</b>	<i>battle among Gods</i>

**XVII. Root = 'onym'.**

Greek root "onym" means "name".

<i>Word</i>	<i>Meaning</i>
1. <b>Pseudonym</b>	<i>pen name</i>
2. <b>Antonym</b>	<i>word opposite in meaning</i>
3. <b>Synonym</b>	<i>word similar in meaning</i>
4. <b>Toponym</b>	<i>word derived from name of place</i>
5. <b>Homonym</b>	<i>word with same spelling or sound</i>

**XVIII. Root = 'path'.**

Greek root "path" means "feeling".

<i>Word</i>	<i>Meaning</i>
1. <b>Sympathy</b>	<i>compassion for someone else's pain</i>
2. <b>Empathy</b>	<i>feel someone else's pain and sympathise</i>
3. <b>Apathy</b>	<i>indifference, lack of interest or enthusiasm</i>

**XIX. Root = 'bibli'.**

Greek root "bibli" means "book".

<i>Word</i>	<i>Meaning</i>
1. <b>Bibliopole</b>	<i>book seller</i>
2. <b>Bibliophile</b>	<i>lover of books or collector of books</i>
3. <b>Bibliography</b>	<i>a list of books and articles consulted, book sources</i>
4. <b>Bibliomania</b>	<i>extreme fondness or obsession for books</i>

**XX. Root = 'soph'.**

Greek root "soph" means "wisdom".

<i>Word</i>	<i>Meaning</i>
1. <b>Philosophy</b>	<i>love of wisdom</i>
2. <b>Sophist</b>	<i>ancient Greek philosopher</i>
3. <b>Sophisticated</b>	<i>urbane, classy, complex</i>

**XXI. Root = 'Misein'.**

The root "misein" is a Greek root which means "to hate".

<i>Word</i>	<i>Meaning</i>
1. <b>Misanthropist</b>	<i>one who hates mankind</i>
2. <b>Misogynist</b>	<i>one who hates women</i>
3. <b>Misogamist</b>	<i>one who hates marriage</i>

**XXII. Root = 'Anthropos'.**

The root "anthropos" is a Greek word meaning "mankind".

<i>Word</i>	<i>Meaning</i>
1. <b>Anthropology</b>	<i>study of development of human race</i>
2. <b>Philanthropist</b>	<i>one who loves mankind</i>

**XXIII. Root = 'Phil'.**

The Greek root "phil" means "to love".

<i>Word</i>	<i>Meaning</i>
1. <b>Philology</b>	<i>love of language /words</i>
2. <b>Philosophy</b>	<i>love of wisdom</i>
3. <b>Philanthropy</b>	<i>love of mankind</i>
4. <b>Philadelphia</b>	<i>city of brotherly love</i>

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5. <b>Philharmonic</b>	<i>love of music/harmony</i>
6. <b>Bibliophile</b>	<i>lover of books</i>
7. <b>Anglophile</b>	<i>admirer of British culture, people, etc.</i>
8. <b>Philatelist</b>	<i>one who collects or studies stamps</i>

### XXIV. Root = 'logy'.

The Greek root "logy" means "study of".

<i>Word</i>	<i>Meaning</i>
1. <b>Anthropology</b>	<i>study of human race</i>
2. <b>Biology</b>	<i>study of living things</i>
3. <b>Astrology</b>	<i>study of the sun, moon and other planets</i>
4. <b>Archaeology</b>	<i>study of the buildings, graves, etc. of the past</i>
5. <b>Climatology</b>	<i>study of general weather conditions</i>
6. <b>Psychology</b>	<i>study of human mind and behaviour</i>
7. <b>Graphology</b>	<i>study of handwriting</i>
8. <b>Gerontology</b>	<i>study of problems of the elderly</i>

### XXV. Root = 'Psyche'.

The Greek root "psyche" means "mind, spirit, soul".

<i>Word</i>	<i>Meaning</i>
1. <b>Psychosis</b>	<i>a mental disorder</i>
2. <b>Psychiatrist</b>	<i>a mind-healer</i>
3. <b>Psychotic</b>	<i>one who loses touch with reality</i>
4. <b>Psychedelic</b>	<i>that which causes effect on mind</i>
5. <b>Psychic</b>	<i>having special mental (knowing) ability</i>
6. <b>Psycho kinesis</b>	<i>change the physical state or position of a physical object by the power of the mind</i>

### XXVI. Root = 'archy'/'cracy'.

The Greek root "archy/cracy" means "rule by".

Some of the words derived from this root, depicting different types of rules by people, are as follows:

<i>Word</i>	<i>Meaning</i>
1. <b>Monarchy</b>	<i>rule by one king /queen</i>
2. <b>Autocracy</b>	<i>government by a single person/ single group</i>

3. <b>Democracy</b>	<i>where power is held by elected representatives</i>
4. <b>Aristocracy</b>	<i>rule by people of high social class, e.g., royalty</i>
5. <b>Theocracy</b>	<i>rule of gods</i>
6. <b>Plutocracy</b>	<i>rule by the rich</i>
7. <b>Anarchy</b>	<i>state of nature where there is no government</i>
8. <b>Diarchy</b>	<i>dual rule</i>
9. <b>Oligarchy</b>	<i>rule by few powerful people</i>
10. <b>Patriarchy</b>	<i>oldest male of a family is the head</i>

## LATIN ROOTS

### I. Root = 'cede', 'ceed' and 'cess'.

All the three Latin roots mean "go" or "movement".

<i>Word</i>	<i>Meaning</i>
1. <b>Precede</b>	<i>come before</i>
2. <b>Proceeding</b>	<i>course of action</i>
3. <b>Process</b>	<i>method of doing something</i>
4. <b>Succeed</b>	<i>go ahead, be successful</i>
5. <b>Proceed</b>	<i>go before</i>
6. <b>Exceed</b>	<i>go ahead of</i>
7. <b>Recede</b>	<i>go back</i>
8. <b>Recession</b>	<i>depression in economic activity</i>

### II. Root = 'scribe'.

Latin root "scribe" means "to write".

<i>Word</i>	<i>Meaning</i>
1. <b>Prescribe</b>	<i>order the use of, esp. used in the context of medication</i>
2. <b>Inscribe</b>	<i>to write or engrave words on a surface</i>
3. <b>Scribble</b>	<i>write illegibly</i>
4. <b>Describe</b>	<i>write in detail</i>
5. <b>Proscribe</b>	<i>to prohibit or ban something</i>

### III. Root = 'brev'.

Latin root "brev" means "short".

<i>Word</i>	<i>Meaning</i>
1. <b>Abbreviation</b>	<i>short end form</i>
2. <b>Brevity</b>	<i>briefness</i>
3. <b>Breviary</b>	<i>summary, abridgement</i>

**IV. Root = 'centr'.**

Latin root "centr" means "center".

<i>Word</i>	<i>Meaning</i>
1. <b>Centrist</b>	<i>one with moderate views</i>
2. <b>Centrifugal</b>	<i>away from center</i>
3. <b>Centripetal</b>	<i>towards center</i>
4. <b>Egocentric</b>	<i>selfish</i>
5. <b>Eccentric</b>	<i>unconventional in a whimsical way.</i>
6. <b>Heliocentric</b>	<i>with the sun at the centre</i>

**V. Root = 'later'.**

Latin root "later" means "side".

<i>Word</i>	<i>Meaning</i>
1. <b>Bilateral</b>	<i>two-sided</i>
2. <b>Unilateral</b>	<i>one-sided</i>
3. <b>Multilateral</b>	<i>many-sided</i>
4. <b>Lateralisation</b>	<i>the localisation of a control centre for a particular function.</i>
5. <b>Lateral</b>	<i>at the side</i>

**VI. Root = 'magni'.**

Latin root "magni" means "Large".

<i>Word</i>	<i>Meaning</i>
1. <b>Magnify</b>	<i>make larger</i>
2. <b>Magnitude</b>	<i>greatness of size</i>
3. <b>Magniloquent</b>	<i>employing impressive words while speaking</i>
4. <b>Magnificent</b>	<i>impressive, splendid</i>
5. <b>Magnanimous</b>	<i>very generous, large hearted</i>

**VII. Root = 'nihil'.**

Latin root "nihil" means "nothing".

<i>Word</i>	<i>Meaning</i>
1. <b>Annihilate</b>	<i>kill, reduce to nothing</i>
2. <b>Nihilism</b>	<i>rejection or opposition to all authority</i>

**VIII. Root = 'omni'.**

Latin root "omni" means "all".

<i>Word</i>	<i>Meaning</i>
1. <b>Omniscient</b>	<i>all knowing</i>

2. <b>Omnipotent</b>	<i>all powerful</i>
3. <b>Omnipresent</b>	<i>present everywhere</i>
4. <b>Omnibus</b>	<i>a single book containing separate works as a collection</i>
5. <b>Omnificent</b>	<i>with unlimited power to create</i>

**IX. Root = 'rect'.**

Latin root "rect" means "straight".

<i>Word</i>	<i>Meaning</i>
1. <b>Rectify</b>	<i>straighten or to correct</i>
2. <b>Rectitude</b>	<i>righteousness</i>
3. <b>Rectilinear</b>	<i>straight line</i>

**X. Root = 'cide'.**

The Latin root "cide" means "to kill" or "cut".

<i>Word</i>	<i>Meaning</i>
1. <b>Ceticide</b>	<i>killing of whales</i>
2. <b>Mariticide</b>	<i>killing of husband</i>
3. <b>Parricide</b>	<i>killing of parent (either father or mother)</i>
4. <b>Filicide</b>	<i>killing of children</i>
5. <b>Fratricide</b>	<i>killing of brother</i>
6. <b>Patricide</b>	<i>killing of father</i>
7. <b>Fungicide</b>	<i>killing of fungi</i>
8. <b>Insecticide</b>	<i>killing of insects</i>
9. <b>Uxoricide</b>	<i>killing of wife</i>
10. <b>Tyrannicide</b>	<i>killing of tyrants</i>
11. <b>Suicide</b>	<i>killing of oneself</i>
12. <b>Sororicide</b>	<i>killing of sister</i>
13. <b>Genocide</b>	<i>killing of races</i>
14. <b>Homicide</b>	<i>killing of people</i>
15. <b>Infanticide</b>	<i>killing of babies</i>
16. <b>Lapicide</b>	<i>killing of pets</i>

**XI. Root = 'mort', 'nec'.**

Latin root, which means "death".

<i>Word</i>	<i>Meaning</i>
1. <b>Mortal</b>	<i>subject of death</i>
2. <b>Mortuary</b>	<i>place for dead bodies</i>
3. <b>Necrology</b>	<i>list of the dead, obituary</i>
4. <b>Necromancy</b>	<i>prediction using spirits</i>
5. <b>Necropolis</b>	<i>city of dead, cemetery</i>
6. <b>Necropsy</b>	<i>autopsy</i>
7. <b>Mortification</b>	<i>deep shame and humiliation</i>

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### XII Root = 'dorm', 'somn'.

Latin roots which mean "to sleep".

Word	Meaning
1. <b>Dormant</b>	<i>asleep</i>
2. <b>Insomnia</b>	<i>inability to sleep</i>
3. <b>Somnambulist</b>	<i>walks in his sleep</i>
4. <b>Somnambulism</b>	<i>sleep walking</i>
5. <b>Somnolent</b>	<i>feeling sleepy</i>

### XIII. Root = 'aqu'.

Latin root "aqu" means "water".

Word	Meaning
1. <b>Aquatic</b>	<i>of the water</i>
2. <b>Aquarium</b>	<i>container for fish</i>
3. <b>Aquaculture</b>	<i>farming of fish and aquatic plants</i>

### XIV. Root = 'mar'.

Latin root "mar" means "sea".

Word	Meaning
1. <b>Marine</b>	<i>of sea</i>
2. <b>Marina</b>	<i>small harbor</i>
3. <b>Maritime</b>	<i>of the sea</i>
4. <b>Mariner</b>	<i>one who sails or navigates vessels at sea</i>

### XV. Root = 'doc'.

Latin root "doc" means "to teach".

Word	Meaning
1. <b>Indoctrinate</b>	<i>instruct one in basics</i>
2. <b>Doctrine</b>	<i>rule or principle</i>
3. <b>Doctor</b>	<i>medically qualified</i>
4. <b>Doctrinaire</b>	<i>determined to use a theory</i>

### XVI. Root = 'luc'.

Latin root "luc" means "light".

Word	Meaning
1. <b>Elucidate</b>	<i>make clear</i>
2. <b>Lucid</b>	<i>clear/ transparent</i>
3. <b>Pellucid</b>	<i>transparent</i>

### XVII. Root = 'flect/flex'.

Latin root "flect/flex" means "to bend".

Word	Meaning
1. <b>Inflect</b>	<i>turn</i>
2. <b>Influx</b>	<i>inward flow</i>
3. <b>Flexible</b>	<i>adaptable</i>
4. <b>Flexography</b>	<i>printing using a flexible plate</i>
5. <b>Genuflect</b>	<i>bend in a gesture of respect</i>

### XVIII. Root = 'fract'/'frag'.

Latin root means "break".

Word	Meaning
1. <b>Fracture</b>	<i>break</i>
2. <b>Fragile</b>	<i>easily broken</i>
3. <b>Fragment</b>	<i>break into small pieces</i>
4. <b>Infraction</b>	<i>failure to obey a law or contract</i>

### XIX. Root = 'tract/tang'.

Latin root means "touch".

Word	Meaning
1. <b>Intact</b>	<i>untouched</i>
2. <b>Tangible</b>	<i>real/ can be touched</i>
3. <b>Intangible</b>	<i>cannot be seen or touched</i>
4. <b>Tactile</b>	<i>of touch</i>

### XX. Root = 'Loqu/locut'.

Latin root meaning "to speak".

Word	Meaning
1. <b>Circumlocution</b>	<i>evasive speech</i>
2. <b>Soliloquy</b>	<i>speaking alone</i>
3. <b>Eloquence</b>	<i>persuasive speech</i>
4. <b>Interlocution</b>	<i>conversation</i>
5. <b>Somniloquy</b>	<i>speak in sleep</i>
6. <b>Elocution</b>	<i>public speaking</i>
7. <b>Grandiloquence</b>	<i>speech</i>
8. <b>Colloquiality</b>	<i>informal speaking</i>
9. <b>Allocution</b>	<i>formal speaking</i>
10. <b>Magniloquence</b>	<i>bombastic speech</i>
11. <b>Colloquium</b>	<i>scholarly conference</i>

### XXI. Root = 'bene, bone'.

Latin root meaning "good".

<i>Word</i>	<i>Meaning</i>
1. <b>Beneficial</b>	<i>good for</i>
2. <b>Bonus</b>	<i>premium</i>
3. <b>Benefit</b>	<i>advantage</i>
4. <b>Benevolent</b>	<i>kind</i>
5. <b>Benefactor</b>	<i>somebody who helps or aids a cause</i>
6. <b>Benediction</b>	<i>blessing, expression of approval</i>
7. <b>Benign</b>	<i>harmless</i>

### XXII. Root = 'mal'.

Latin root means "bad".

<i>Word</i>	<i>Meaning</i>
1. <b>Malevolent</b>	<i>harmful, wanting to cause harm</i>
2. <b>Malnutrition</b>	<i>lack of healthy food in a diet</i>
3. <b>Malignant</b>	<i>evil, full of evil</i>
4. <b>Malady</b>	<i>illness, disease</i>
5. <b>Malingering</b>	<i>to pretend illness especially to avoid work</i>
6. <b>Malediction</b>	<i>curse, to utter a curse</i>

### XXIII. Root = 'cred'.

Latin root means "believe".

<i>Word</i>	<i>Meaning</i>
1. <b>Credible</b>	<i>believable</i>
2. <b>Incredulous</b>	<i>skeptical</i>
3. <b>Incredible</b>	<i>astounding, hard to believe</i>
4. <b>Credential</b>	<i>proof to ability or trust worthiness, a certificate</i>
5. <b>Credulous</b>	<i>ready to believe</i>

### XXIV. Root = 'sens', 'sent'.

Latin root means "feeling".

<i>Word</i>	<i>Meaning</i>
1. <b>Sensible</b>	<i>reasonable</i>
2. <b>Sentiment</b>	<i>emotion</i>
3. <b>Sensory</b>	<i>relating to sensation or sense organs</i>
4. <b>Sensitive</b>	<i>acutely perceptive</i>
5. <b>Sentient</b>	<i>conscious, capable of feeling</i>
6. <b>Sensibillia</b>	<i>things that can be felt or sensed</i>
7. <b>Sensitise</b>	<i>make sensitive</i>

### XXV. Root = 'bel'.

Latin root means "war".

<i>Word</i>	<i>Meaning</i>
1. <b>Belligerent</b>	<i>warring</i>
2. <b>Bellicose</b>	<i>warlike</i>
3. <b>Antebellum</b>	<i>preceding a war</i>

### XXVI. Root = 'cogn', 'sci'.

Latin roots meaning "know able to understand".

<i>Word</i>	<i>Meaning</i>
1. <b>Recognize</b>	<i>understand</i>
2. <b>Science</b>	<i>factual knowledge</i>
3. <b>Unconscionable</b>	<i>morally unacceptable</i>
4. <b>Conscious</b>	<i>able to understand</i>
5. <b>Unconscious</b>	<i>experiencing loss of senses</i>

### XXVII. Root = 'vor'.

Latin root "vor" means "eat".

<i>Word</i>	<i>Meaning</i>
1. <b>Carnivore</b>	<i>flesh eater</i>
2. <b>Herbivore</b>	<i>plant eater</i>
3. <b>Frugivore</b>	<i>fruit eater</i>
4. <b>Omnivore</b>	<i>who eats everything</i>
5. <b>Nectarivore</b>	<i>nectar eater</i>
6. <b>Insectivore</b>	<i>insect eater</i>
7. <b>Graminivore</b>	<i>grass eater</i>
8. <b>Granivore</b>	<i>grain eater</i>

### XXVIII. Quasi.

The combining form "Quasi" of Latin origin, is used to combine words. It means 'resembling' 'or very similar to but not the real thing'. Some words of this form are—

<i>Word</i>	<i>Meaning</i>
1. <b>Quasi-judicial</b>	<i>semi-judicial powers resembling to those of judges or courts</i>
2. <b>Quasi-dictatorship</b>	<i>a dictatorship hiding under another form</i>
3. <b>Quasi-scientific</b>	<i>supposedly scientific but not backed by fact</i>
4. <b>Quasi-periodic</b>	<i>something that is almost predictable</i>

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### XXIX. Root = 'Alter'.

The root "alter" in Latin means "other".

Word	Meaning
1. <b>Altruism</b>	<i>the philosophy practiced by altruists</i>
2. <b>Alternate</b>	<i>skip one and take the other</i>
3. <b>Alternative</b>	<i>the other choice</i>
4. <b>Alteration</b>	<i>change</i>
5. <b>Altercation</b>	<i>a verbal dispute</i>
6. <b>Alter ego</b>	<i>other self</i>
7. <b>Altruistic</b>	<i>interested in the welfare of others</i>

### XXX. Root = 'Ego'.

The root word "ego" is a Latin root, which means "I".

Word	Meaning
1. <b>Egoist</b>	<i>excessively high opinion of oneself</i>
2. <b>Egocentric</b>	<i>one who is excessively fixated upon his own needs, desires, etc.</i>
3. <b>Egomaniac</b>	<i>morbidly, excessively wrapped up in oneself.</i>

### XXXI. Root = 'Verto'.

The root "verto" is a Latin verb which means "to turn".

Word	Meaning
1. <b>Introvert</b>	<i>to turn your thoughts inwards</i>
2. <b>Extrovert</b>	<i>to turn your thoughts outward</i>
3. <b>Ambivert</b>	<i>to turn your thoughts in both directions</i>

## MANIAS AND PHOBIAS

The Greek root "Phobia" means "fear" and the Greek root "mania" means a "compulsion" or "preoccupation for". Some of the manias and phobias as follows—

Word (mania)	Meaning (Preoccupation with)
1. <b>Philopatridomania</b>	<i>extreme home sickness</i>
2. <b>Mythomania</b>	<i>lies</i>
3. <b>Oinomania</b>	<i>wine</i>
4. <b>Gamo mania</b>	<i>marriage</i>

5. <b>Klepto mania</b>	<i>stealing</i>
6. <b>Megalomania</b>	<i>self-greatness</i>
7. <b>Gynecomania</b>	<i>woman</i>
8. <b>Zoo mania</b>	<i>animals</i>
9. <b>Xenomania</b>	<i>foreigners</i>
10. <b>Phagomania</b>	<i>eating</i>
11. <b>Pyromania</b>	<i>fire</i>
12. <b>Pluto mania</b>	<i>wealth</i>

Word (Phobia)	Meaning (Fear of _____)
1. <b>Thermophobia</b>	<i>heat</i>
2. <b>Pedophobia</b>	<i>children</i>
3. <b>Acrophobia</b>	<i>heights</i>
4. <b>Chronophobia</b>	<i>time</i>
5. <b>Nyctophobia</b>	<i>night</i>
6. <b>Theophobia</b>	<i>God</i>
7. <b>Arachibutryphobia</b>	<i>peanut butter</i>
8. <b>Demophobia</b>	<i>people</i>
9. <b>Entomophobia</b>	<i>insects</i>
10. <b>Egrophobia</b>	<i>work</i>
11. <b>Gerontophobia</b>	<i>old people</i>
12. <b>Necrophobia</b>	<i>corpses</i>
13. <b>Hematophobia</b>	<i>blood</i>
14. <b>Arachnophobia</b>	<i>spiders</i>
15. <b>Triskaidekaphobia</b>	<i>fear of the number thirteen</i>

We now move on to Prefixes and Suffixes.

## PREFIXES

Prefixes are fixed before a word or a root to convey a modified version of the word or the root.

Some important Greek and Latin prefixes with a set of illustrative words are as follows:—

### (1) Prefix = 'ante'.

Latin prefix which means "before".

Word	Meaning
1. <b>Antecedent</b>	<i>preceding</i>
2. <b>Antediluvian</b>	<i>before the flood; ancient</i>
3. <b>Antenatal</b>	<i>of care before birth (during pregnancy)</i>
4. <b>Anterior</b>	<i>to the front; before</i>
5. <b>Ante-meridien</b>	<i>before noon</i>



**(2) Prefix = 'dia'.**

Greek prefix which means "across".

Word	Meaning
1. <b>Diagonal</b>	connecting line
2. <b>Diaspora</b>	the breaking up and scattering of a people; people settled far from their ancestral homelands
3. <b>Dialectic</b>	art of arguing
4. <b>Dialect</b>	local variety of language
5. <b>Diameter</b>	straight line from side to side of figure

**(3) Prefix = 'ultra'.**

Latin prefix "ultra" means "beyond".

Word	Meaning
1. <b>Ultramarine</b>	very deep in blue
2. <b>Ultra modern</b>	very modern
3. <b>Ultra violet</b>	beyond violet; at the violet end of spectrum
4. <b>Ultra sonic</b>	sound waves beyond the range of human ear

**(4) Prefix = 'trans'.**

Latin prefix which means "over, across".

Word	Meaning
1. <b>Transcend</b>	go beyond
2. <b>Transverse</b>	eyeing across; at right angles
3. <b>Transgress</b>	break (law)
4. <b>Transient</b>	fleeting, not permanent

**(5) Prefix = 'super'.**

Latin prefix which means "over, beyond".

Word	Meaning
1. <b>Superior</b>	of greater rank
2. <b>Supercilious</b>	displaying arrogant pride
3. <b>Supernumerary</b>	in excess of normal number
4. <b>Supersede</b>	take the place of; set aside
5. <b>Supervise</b>	oversee; direct; inspect
6. <b>Superlative</b>	in/of highest degree or quantity

**(6) Prefix = 'Epi'.**

Greek prefix, which means "over, on, of".

Word	Meaning
1. <b>Epiderm</b>	outer skin layer
2. <b>Epiphany</b>	festival of the announcement of Christ's coming.
3. <b>Epigraph</b>	inscription
4. <b>Epicentre</b>	focus of earthquake

**(7) Prefix = 'Hypo'.**

Greek prefix, which means "under, below".

Word	Meaning
1. <b>Hypocrisy</b>	false virtue
2. <b>Hypodermic</b>	below the skin
3. <b>Hypothesis</b>	suggested explanation of something
4. <b>Hypogastric</b>	of or related to lower median region of the abdomen
5. <b>Hypochondria</b>	morbid depression without reason about one's own health, extreme depression of mind or spirits often centered on imaginary physical ailments

**(8) Prefix = 'Hyper'.**

Greek prefix, which means "over/above/excessive/abnormally high".

Word	Meaning
1. <b>Hyperactivity</b>	too much activity
2. <b>Hyperesthesia</b>	excessive sensory feeling
3. <b>Hyperbole</b>	person prone to exaggerated speaking
4. <b>Hyperkinesia</b>	excessive amount of spasms
5. <b>Hyperventilation</b>	excessive breathing
6. <b>Hyperbaric</b>	greater than normal pressure
7. <b>Hyperacid</b>	the condition of containing more than the normal amount of acid

**(9) Prefix = 'ab'.**

Latin prefix, which means "from/away".

Word	Meaning
1. <b>Absent</b>	not present
2. <b>Abstemious</b>	sparing in food and drink
3. <b>Abstraction</b>	preoccupation
4. <b>Abnegate</b>	give up, renounce

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5. **Abolish** *do away with*  
6. **Abrade** *scrape away*

### (10) Prefix = 'ad'.

Latin prefix, which means "to towards".

Word	Meaning
1. <b>Adhere</b>	<i>stick to</i>
2. <b>Adumbration</b>	<i>to suggest or disclose partially, give a vague indication</i>
3. <b>Ad hoc</b>	<i>for a particular purpose only</i>
4. <b>Ad infinitum</b>	<i>endlessly</i>
5. <b>Ad interim</b>	<i>for the mean time</i>
6. <b>Adjunct</b>	<i>added, joined</i>
7. <b>Adjudge</b>	<i>decide, declare</i>
8. <b>Adlib</b>	<i>improvise and speak spontaneously</i>
9. <b>Adjourn</b>	<i>postpone temporarily</i>
10. <b>Ad rem</b>	<i>to the point</i>
11. <b>Ad valorem</b>	<i>according to the value</i>
12. <b>Advert</b>	<i>turn the mind or attention towards</i>
13. <b>Adulterate</b>	<i>make impasse by adding</i>
14. <b>Adumbrate</b>	<i>give outline of, indicate</i>

### (11) Prefix = 'Ambi'.

Latin prefix, which means "both sides".

Word	Meaning
1. <b>Ambient</b>	<i>on all sides</i>
2. <b>Ambiguity</b>	<i>obscure</i>
3. <b>Ambivalent</b>	<i>simultaneous existence of two different opinions</i>
4. <b>Ambidextrous</b>	<i>able to use both sides</i>

### (12) Prefix = 'Peri'.

Greek prefix, which means "around, about".

Word	Meaning
1. <b>Peripatetic</b>	<i>walking around</i>
2. <b>Periphery</b>	<i>circumference</i>
3. <b>Perimeter</b>	<i>outer boundary</i>
4. <b>Perihelion</b>	<i>point in orbit of planet or comet nearest to sun.</i>

### (13) Prefix = 're'/'retro'.

Latin prefix, which means "back".

Word	Meaning
1. <b>Return</b>	<i>go back</i>
2. <b>Retrospect</b>	<i>look back</i>
3. <b>Retroflex</b>	<i>curved backwards</i>
4. <b>Retrograde</b>	<i>going backwards, reverting</i>
5. <b>Retard</b>	<i>make slow</i>
6. <b>Retort</b>	<i>retaliate, reply</i>

### (14) Prefix = 'circum'.

Latin prefix, which means a "path" or "orbit".

Word	Meaning
1. <b>Circumpolar</b>	<i>circles around the polar region</i>
2. <b>Circumsolar</b>	<i>circles around the Sun.</i>
3. <b>Circumspect</b>	<i>circles around the fences</i>
4. <b>Circumlocation</b>	<i>round about or evasive speech</i>

### (15) Prefix = 'a'/'an'.

Greek prefix, which means "without".

Word	Meaning
1. <b>Anemia</b>	<i>blood deficiency</i>
2. <b>Amoral</b>	<i>not moral</i>
3. <b>Anaesthetic</b>	<i>causing loss of sensation</i>
4. <b>Achromatic</b>	<i>without colour</i>
5. <b>Anachronism</b>	<i>mistake of time</i>

### (16) Prefix = 'anti'.

Greek prefix, which means "against".

Word	Meaning
1. <b>Antidote</b>	<i>remedy</i>
2. <b>Antipathy</b>	<i>dislike, aversion</i>
3. <b>Antipyretic</b>	<i>effective against fever</i>
4. <b>Antiseptic</b>	<i>preventing infection</i>
5. <b>Antigen</b>	<i>substance stimulating production of antibodies in the world</i>

### (17) Prefix = 'counter', 'contra'.

Latin prefix, which means "against".

Word	Meaning
1. <b>Counterfeiter</b>	<i>forger</i>
2. <b>Contrary</b>	<i>opposite</i>
3. <b>Constrain</b>	<i>force, compel</i>
4. <b>Contraband</b>	<i>illegal, smuggled goods</i>

**(18) Prefix = 'dys'.**

Greek prefix, which means "bad".

<i>Word</i>	<i>Meaning</i>
1. <b>Dysfunctional</b>	<i>badly functioning</i>
2. <b>Dyspepsia</b>	<i>indigestion</i>
3. <b>Dyslexia</b>	<i>impaired ability to read</i>

**(19) Prefix = 'eu'.**

Greek prefix, which means "good, well".

<i>Word</i>	<i>Meaning</i>
1. <b>Euphony</b>	<i>sweet sounding</i>
2. <b>Eulogy</b>	<i>speech or writing in praise of</i>
3. <b>Euphoria</b>	<i>sense of well being or elation</i>

**(20) Prefix = 'inter'.**

Latin prefix, which means "between".

<i>Word</i>	<i>Meaning</i>
1. <b>Interloper</b>	<i>intruder</i>
2. <b>Interlude</b>	<i>interval</i>
3. <b>Intermediate</b>	<i>coming between</i>

**(21) Prefix = 'meta'.**

Greek prefix, means "besides/ with".

<i>Word</i>	<i>Meaning</i>
1. <b>Metamorphose</b>	<i>transform</i>
2. <b>Metathesis</b>	<i>transposition</i>
3. <b>Metaphorical</b>	<i>figurative</i>

**(22) Prefix = 'Sym/syn'**

Greek prefix, which means "together".

<i>Word</i>	<i>Meaning</i>
1. <b>Synergy</b>	<i>unified action</i>
2. <b>Symmetrical</b>	<i>balanced</i>
3. <b>Synchronise</b>	<i>happen at the same time</i>
4. <b>Symbiotic</b>	<i>living together for mutual benefit</i>
5. <b>Symphony</b>	<i>harmony of sounds</i>

**(23) Prefix = 'be'.**

Germanic prefix, which means "around/on".

<i>Word</i>	<i>Meaning</i>
1. <b>Beside</b>	<i>by side of</i>
2. <b>Bespatter</b>	<i>to splash with</i>
3. <b>Besiege</b>	<i>to surround on all sides</i>

**(24) Prefix = 'for'.**

Germanic prefix, which means "apart/away".

<i>Word</i>	<i>Meaning</i>
1. <b>Forbid</b>	<i>prohibit</i>
2. <b>Forbear</b>	<i>cease, refrain</i>
3. <b>Forlorn</b>	<i>forsaken, desperate</i>

**(25) Prefix = 'mis'.**

Germanic prefix, means "bad/wrong".

<i>Word</i>	<i>Meaning</i>
1. <b>Mistake</b>	<i>error</i>
2. <b>Misnomer</b>	<i>wrong name</i>
3. <b>Mishap</b>	<i>minor accident</i>
4. <b>Misfit</b>	<i>not a suitable person</i>

**(26) Prefix = 'fore'.**

Germanic prefix, which means "before"

<i>Word</i>	<i>Meaning</i>
1. <b>Foresee</b>	<i>indication in advance, predict</i>
2. <b>Forestall</b>	<i>prevent</i>

**SUFFIXES**

Suffixes are added to the end of a word or a root and can sometimes lead to a difference in the meaning of the original word or root. Some of the common suffixes of Greek, Latin and German origin are discussed below:

**A. Latin Suffixes**
**(1) Suffix = 'age'.**

Latin suffix, which means "place/collection".

<i>Word</i>	<i>Meaning</i>
1. <b>Personage</b>	<i>minister's house</i>
2. <b>Steerage</b>	<i>cheapest accommodation on a ship</i>
3. <b>Peerage</b>	<i>bodies or group of peers</i>

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### (2) Suffix = 'arium'/'ary'.

Latin Suffix, which means "place".

Word	Meaning
1. <b>Aquarium</b>	<i>place for keeping live fish</i>
2. <b>Library</b>	<i>place for storing books</i>
3. <b>Sanatorium</b>	<i>hospital for chronically ill</i>
4. <b>Seminary</b>	<i>college for priests</i>
5. <b>Apiary</b>	<i>place where bees are kept</i>

### Some Important Words Derived from Common Suffixes:-

#### (1) Suffix = 'ist'.

It is a Greek Suffix, which denotes people who perform certain actions, are experts in certain fields or are adherents to specific beliefs.

Word	Specialist in
1. <b>Verbalist</b>	<i>words</i>
2. <b>Purist</b>	<i>traditions</i>
3. <b>Geneticist</b>	<i>heredity</i>
4. <b>Arborist</b>	<i>Tree care</i>
5. <b>Agronomist</b>	<i>crop production</i>
6. <b>Entomologist</b>	<i>insects</i>
7. <b>Numismatist</b>	<i>coins</i>
8. <b>Philatelist</b>	<i>stamps</i>
9. <b>Toxicologist</b>	<i>poison</i>
10. <b>Semanticist</b>	<i>word meanings</i>
11. <b>Meteorologist</b>	<i>weather</i>

#### (2) Suffix = 'Sis'.

It is a Greek Suffix, which means a "state of"/"process".

Word	Meaning
1. <b>Synthesis</b>	<i>formation of whole from different parts</i>
2. <b>Osmosis</b>	<i>diffusion of fluids through a membrane</i>
3. <b>Prognosis</b>	<i>forecasted recovery from illness</i>
4. <b>Necrosis</b>	<i>death of live tissue</i>
5. <b>Dialysis</b>	<i>separation of substances in a solution</i>
6. <b>Hypnosis</b>	<i>physically induced sleeplike condition</i>
7. <b>Metastasis</b>	<i>spread of disease in the body</i>

### (3) Suffix = 'ancy'.

Latin Suffix, which means "state, action or process", and is frequently used in words which describe ways to foretell the future.

Word	Meaning
1. <b>Bibliomancy</b>	<i>forecasting future through biblical books</i>
2. <b>Anthropomancy</b>	<i>forecasting through studying human entrails</i>
3. <b>Cubomancy</b>	<i>forecasting through use of dice</i>
4. <b>Osteomancy</b>	<i>forecasting through observing bones.</i>
5. <b>Cheirromancy</b>	<i>forecasting by reading the palms.</i>
6. <b>Graphomancy</b>	<i>forecasting through observing handwriting</i>

#### (4) Suffix = 'oid'.

Greek Suffix, which means "like/ shape of".

Word	Meaning
1. <b>Hypsiloid</b>	<i>letter 'v'</i>
2. <b>Xiphoid</b>	<i>sword</i>
3. <b>Scaphoid</b>	<i>boat</i>
4. <b>Sigmoid</b>	<i>letter 'c'</i>
5. <b>Schizoid</b>	<i>split</i>
6. <b>Cuboid</b>	<i>cube</i>
7. <b>Actinoid</b>	<i>star</i>
8. <b>Belonoid</b>	<i>needle</i>
9. <b>Pemphigoid</b>	<i>bubble</i>
10. <b>Ovoid</b>	<i>egg</i>
11. <b>Helicoid</b>	<i>screw</i>
12. <b>Beloid</b>	<i>arrow</i>

#### (5) Suffix = 'ent'.

Latin Suffix, which means "being/manifesting/possessing".

Word	Meaning
1. <b>Truculent</b>	<i>aggression</i>
2. <b>Imminent</b>	<i>pending danger</i>
3. <b>Flocculent</b>	<i>woolliness</i>
4. <b>Innocent</b>	<i>purity</i>
5. <b>Indigent</b>	<i>need/poverty</i>
6. <b>Intransigent</b>	<i>stubbornness</i>
7. <b>Diligent</b>	<i>earnestness</i>
8. <b>Effulgent</b>	<i>radiance</i>

9. <b>Plangent</b>	<i>expressive sound</i>
10. <b>Nocent</b>	<i>harm</i>
11. <b>Continent</b>	<i>restraint</i>
12. <b>Ambivalent</b>	<i>uncertainty</i>
13. <b>Prudent</b>	<i>Wisdom/ judiciousness</i>

**B. Germanic Suffixes**

Some important Germanic suffixes illustrated with examples, are as follows:–

**(1) Suffix = 'dom'.**

Germanic Suffix, which means “state/quality”.

<i>Word</i>	<i>Meaning</i>
1. <b>Freedom</b>	<i>liberty</i>
2. <b>Kingdom</b>	<i>state ruled by king</i>
3. <b>Officialdom</b>	<i>state ruled by officials</i>
4. <b>Dukedom</b>	<i>state ruled by duke</i>

**(2) Suffix = 'ard'.**

Germanic Suffix, which means “one who/characteristic of”.

<i>Word</i>	<i>Meaning</i>
1. <b>Dullard</b>	<i>stupid person</i>
2. <b>Pollard</b>	<i>horn less animal</i>

**(3) Suffix = 'hood'.**

Germanic Suffix, which means “state/quality”.

<i>Word</i>	<i>Meaning</i>
1. <b>Brotherhood</b>	<i>alliance</i>
2. <b>Widowhood</b>	<i>state of being a widow</i>

**(4) Suffix = 'ling'.**

Germanic Suffix, which means “having the characteristic of/ minor”.

<i>Word</i>	<i>Meaning</i>
1. <b>Yearling</b>	<i>year old animal</i>
2. <b>Fingerling</b>	<i>baby fish</i>

**(5) Suffix = 'ness'.**

Germanic Suffix, which means “condition/state”.

<i>Word</i>	<i>Meaning</i>
1. <b>Goodness</b>	<i>decency</i>
2. <b>Populousness</b>	<i>state of large population</i>

3. <b>Business</b>	<i>occupation</i>
4. <b>Wickedness</b>	<i>being bad</i>

**(6) Suffix = 'ship'.**

Germanic Suffix, which means “state /rank/skill”.

<i>Word</i>	<i>Meaning</i>
1. <b>Penmanship</b>	<i>art of writing</i>
2. <b>Craftsmanship</b>	<i>art of making crafts</i>
3. <b>Township</b>	<i>unit of local government</i>
4. <b>Musicianship</b>	<i>skill of a musician</i>

**(7) Suffix = 'ful'.**

Germanic Suffix, which means “full of/providing”.

<i>Word</i>	<i>Meaning</i>
1. <b>Healthful</b>	<i>promoting health</i>
2. <b>Plentiful</b>	<i>having plenty</i>
3. <b>Earful</b>	<i>lot of information</i>

**(8) Suffix = 'fold'.**

Germanic Suffix, which means “increased by”.

<i>Word</i>	<i>Meaning</i>
1. <b>Tenfold</b>	<i>multiplied by ten</i>
2. <b>Manifold</b>	<i>many times</i>

**(9) Suffix = 'ish'.**

Germanic Suffix, which means “somewhat like”.

<i>Word</i>	<i>Meaning</i>
1. <b>Childish</b>	<i>child like</i>
2. <b>Churlish</b>	<i>ill-bred, rustic</i>
3. <b>Impish</b>	<i>imp-like, naughty</i>

**(10) Suffix = 'wise'.**

Germanic Suffix, which means “in the manner of/with regard to”.

<i>Word</i>	<i>Meaning</i>
1. <b>Dollarwise</b>	<i>with respect to dollars</i>
2. <b>Weatherwise</b>	<i>with regard to weather</i>
3. <b>Moneywise</b>	<i>with regard to money</i>
4. <b>Healthwise</b>	<i>with respect to health</i>

Let us now move on to words with foreign origins.

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### ENGLISH WORDS OF FOREIGN ORIGIN

In addition to the study of word components and roots, the diversity and complexity of English can be seen by the thousands of borrowed and intended words used today. Some of the important words borrowed from different languages are listed in this chapter.

#### German Words

Some important English words, which have been taken from German, are as follows:

Word	Meaning
1. <b>Pumpernickel</b>	<i>a dark, dense, sour bread.</i>
2. <b>Kindergarten</b>	<i>a school or class for young children.</i>
3. <b>Hoodlum</b>	<i>a petty criminal</i>
4. <b>Delicatessen</b>	<i>prepared food sold in a shop serving</i>
5. <b>Loafers</b>	<i>casual leather slip-on shoe;/ imported or unusual foods; such a shop</i>
6. <b>Glitch</b>	<i>minor hitch, lazy person</i>
7. <b>Glisten</b>	<i>to shine</i>

#### Dutch Words

Some important English words, which have been taken from Dutch are as follows:

Word	Meaning
1. <b>Landscape</b>	<i>scenery</i>
2. <b>Holster</b>	<i>leather case for firearm</i>
3. <b>Sleigh</b>	<i>sledge</i>
4. <b>Caboose</b>	<i>rail guard's van</i>
5. <b>Coleslaw</b>	<i>salad made with mayonnaise dressing.</i>
6. <b>Boss</b>	<i>senior or person in charge of</i>
7. <b>Cookie</b>	<i>biscuit</i>
8. <b>Freight</b>	<i>commercial transport esp. rail-ways or ship</i>
9. <b>Snoop</b>	<i>meddle, spy on</i>
10. <b>Skipper</b>	<i>captain of ship or team</i>
11. <b>Bumpkin</b>	<i>rustic</i>
12. <b>Bed spread</b>	<i>bed cover, decorative covering on bed</i>

#### Japanese Words

Some important English words, which have been taken from Japanese are as follows:

Word	Meaning
1. <b>Tsunami</b>	<i>large destructive ocean wave</i>
2. <b>Hibachi</b>	<i>a portable barbecue</i>
3. <b>Tycoon</b>	<i>powerful and wealthy business-man</i>
4. <b>Bonsai</b>	<i>art of growing miniature trees</i>
5. <b>Bonzai</b>	<i>a patriotic battle cry or shout</i>
6. <b>Origami</b>	<i>Japanese art of paper folding</i>
7. <b>Samurai</b>	<i>former Japanese warrior class</i>
8. <b>Karate</b>	<i>traditional Japanese form of unarmed combat</i>
9. <b>Shogun</b>	<i>any hereditary military commands in feudal Japan</i>
10. <b>Kimono</b>	<i>traditional Japanese garment</i>

#### African Languages

Some important English words, which have been taken from African languages are as follows:

Word	Meaning
1. <b>Banana</b>	<i>tropical plant and its fruit</i>
2. <b>Daishiki</b>	<i>clothes</i>
3. <b>Chimpanzee</b>	<i>an ape</i>
4. <b>Samba</b>	<i>a Brazilian dance of African origin</i>
5. <b>Yam</b>	<i>a root vegetable</i>
6. <b>Okra</b>	<i>lady finger plant, a vegetable</i>
7. <b>Tse-tse</b>	<i>two-winged biting fly</i>

#### Spanish Words

Some important English words, which have been taken from Spanish are as follows:

Word	Meaning
1. <b>Bolero</b>	<i>Spanish dance</i>
2. <b>Fiesta</b>	<i>religious festival or celebration</i>
3. <b>Primero</b>	<i>card game played in 16<sup>th</sup> and 17<sup>th</sup> century</i>
4. <b>Tango</b>	<i>Latin-American or Spanish dance</i>
5. <b>Ombre</b>	<i>card game popular in 18<sup>th</sup> century</i>
6. <b>Domino</b>	<i>board game</i>
7. <b>Quadrille</b>	<i>card game for four players; a French dance</i>

8. <b>Spade</b>	<i>digging tool</i>
9. <b>Monte</b>	<i>betting game played with cards</i>
10. <b>Castanets</b>	<i>wooden or plastic device that makes a clicking sound when pressed by palm of hand</i>
11. <b>Embargo</b>	<i>restricting commerce</i>
12. <b>Pronto</b>	<i>fast</i>
13. <b>Galleon</b>	<i>large sailing vessel</i>
14. <b>Grenade</b>	<i>small bomb</i>
15. <b>Guerrilla</b>	<i>independent soldiers</i>
16. <b>Flotilla</b>	<i>group of ships</i>
17. <b>Garrote</b>	<i>strangulation</i>
18. <b>Junta</b>	<i>ruling group</i>
19. <b>Intransigent</b>	<i>inflexible</i>
20. <b>Machete</b>	<i>large, heavy knife</i>
21. <b>Parade</b>	<i>large public procession</i>
22. <b>Anchory</b>	<i>small savoury fish</i>
23. <b>Sherry</b>	<i>fortified wine</i>
24. <b>Tortilla</b>	<i>thin Mexican pan cake or chips</i>
25. <b>Marinade</b>	<i>seasoned, flavoured liquid used to soak meat</i>
26. <b>Sarsaparilla</b>	<i>drink made from root of plant</i>
27. <b>Bravado</b>	<i>bluster</i>
28. <b>Barbecue</b>	<i>an open grill or fire place</i>
29. <b>Sassafras</b>	<i>aromatic tree whose bark has medicinal value</i>
30. <b>Adobe</b>	<i>sun dried brick</i>
31. <b>Canyon</b>	<i>deep valley with steep sides</i>
32. <b>Arroyo</b>	<i>gulch</i>
33. <b>Toreador</b>	<i>bull fighter</i>
34. <b>Senorita</b>	<i>Miss.</i>
35. <b>Senora</b>	<i>Mrs.</i>
36. <b>Senor</b>	<i>Mr.</i>
37. <b>Matador</b>	<i>Bull fighter</i>
38. <b>Renegade</b>	<i>deserter</i>
39. <b>Don</b>	<i>lord or gentleman</i>
40. <b>Dona</b>	<i>title of respect for a married woman</i>
41. <b>Desperado</b>	<i>bold, reckless criminal</i>
42. <b>Albino</b>	<i>person deficient in pigmentation</i>
43. <b>Patio</b>	<i>courtyard</i>
44. <b>Pueblo</b>	<i>adobe house</i>
45. <b>Hacienda</b>	<i>landed estate</i>
46. <b>Sierra</b>	<i>chain of hills or mountains</i>
47. <b>Vega</b>	<i>grassy plain</i>
48. <b>Plaza</b>	<i>open space or square; complex of shops</i>

49. <b>Esplanade</b>	<i>level space</i>
50. <b>El Dorado</b>	<i>fictitious country rich in gold</i>
51. <b>Rodeo</b>	<i>showing of cowboy skills</i>
52. <b>Lariat</b>	<i>long, noosed rope for catching horses</i>
53. <b>Bronco</b>	<i>untamed horse</i>
54. <b>Lasso</b>	<i>long, noosed rope, lariat</i>
55. <b>Gauche</b>	<i>cowboy of South American Pampas.</i>

### Celtic Words

Some important English words, which have been taken from Celtic are as follows:

<i>Word</i>	<i>Meaning</i>
1. <b>Banshee</b>	<i>Irish fairy with a wail portending death</i>
2. <b>Plaid</b>	<i>long cloak or shawl</i>
3. <b>Shamrock</b>	<i>lover leaf, esp. an Irish emblem</i>
4. <b>Vassal</b>	<i>dependant</i>
5. <b>Gravel</b>	<i>small stones; coarse sand</i>
6. <b>Truant</b>	<i>one absent without a leave</i>
7. <b>Galore</b>	<i>in plenty</i>
8. <b>Colleen</b>	<i>young Irish girl</i>
9. <b>Blarney</b>	<i>flattering talk</i>
10. <b>Bog</b>	<i>soft, wet ground</i>
11. <b>Brogue</b>	<i>stout shoe; Irish accent</i>
12. <b>Lawn</b>	<i>stretch of grass in garden; fine linen</i>
13. <b>Crag</b>	<i>steep, rugged rock</i>
14. <b>Quay</b>	<i>dock</i>
15. <b>Loch</b>	<i>lake</i>
16. <b>Gull</b>	<i>aquatic bird</i>
17. <b>Javelin</b>	<i>light spear</i>
18. <b>Tory</b>	<i>member of conservative party in England</i>
19. <b>Clan</b>	<i>group of families</i>
20. <b>Glengarry</b>	<i>a small brimless hat</i>

### Arabic Words

Some important English words, which have been taken from Arabic are as follows:

<i>Word</i>	<i>Meaning</i>
1. <b>Camphor</b>	<i>strong smelling ketone</i>
2. <b>Alchemy</b>	<i>magic, art of converting metal into gold</i>

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3. <b>Garble</b>	<i>mix-up</i>
4. <b>Henna</b>	<i>dye</i>
5. <b>Tarragon</b>	<i>spice</i>
6. <b>Saffron</b>	<i>orange/ yellow spice</i>
7. <b>Lute</b>	<i>stringed instrument</i>
8. <b>Bedouin</b>	<i>member of nomadic Arab race</i>
9. <b>Fakir</b>	<i>member of Islamic religious order, ascetic</i>
10. <b>Sequin</b>	<i>small ornamental stars to be stitched on clothes</i>
11. <b>Sherbet</b>	<i>flavoured drink</i>
12. <b>Sultan</b>	<i>ruler of Muslim kingdom</i>
13. <b>Zenith</b>	<i>highest point</i>
14. <b>Nadir</b>	<i>lowest point</i>
15. <b>Muezzin</b>	<i>crier, who summons Muslims to prayer</i>
16. <b>Minaret</b>	<i>tall, slender tower of Mosque</i>
17. <b>Almanac</b>	<i>yearly calendar</i>
18. <b>Amber</b>	<i>yellowish, translucent fossil resin</i>
19. <b>Alcove</b>	<i>recess</i>
20. <b>Algebra</b>	<i>method of calculating</i>
21. <b>Carafe</b>	<i>decanter</i>
22. <b>Harem</b>	<i>women's dwelling, one man's wives</i>
23. <b>Carat</b>	<i>small weight used to measure gold, etc.</i>
24. <b>Cipher</b>	<i>secret writing</i>
25. <b>Civet</b>	<i>strong, musky perfume</i>
26. <b>Emir</b>	<i>an independent Islamic ruler</i>
27. <b>Cotton</b>	<i>thread or cloth made from this plant's seed</i>
28. <b>Elixir</b>	<i>medicine or remedy, used by alchemists</i>
29. <b>Monsoon</b>	<i>heavy rainfall season, rainy season</i>
30. <b>Ream</b>	<i>large bundles of paper</i>

### Indian Words

Some important English words, which have been taken from India are as follows:

<i>Word</i>	<i>Meaning</i>
1. <b>Yoga</b>	<i>Hindu system of physical and mental exercise</i>
2. <b>Tantra</b>	<i>religious writing</i>
3. <b>Tonga</b>	<i>horse-drawn carriage</i>
4. <b>Wallah</b>	<i>somebody in-charge of a certain thing</i>

5. <b>Dhoti</b>	<i>Indian male unstitched garment wrapped on waist</i>
6. <b>Avatar</b>	<i>incarnation</i>
7. <b>Gunny</b>	<i>jute bag, sack</i>
8. <b>Nawab</b>	<i>Indian nobleman in Mughal Empire</i>
9. <b>Sahib</b>	<i>respectful form of address for men</i>
10. <b>Pundit</b>	<i>Expert, authority, priest</i>
11. <b>Guru</b>	<i>teacher, wise leader</i>
12. <b>Sandal</b>	<i>type of wood</i>
13. <b>Chutney</b>	<i>sweet and sour sauce</i>
14. <b>Pachisi</b>	<i>board game</i>
15. <b>Nirvana</b>	<i>heaven, freedom</i>
16. <b>Myna</b>	<i>bird</i>
17. <b>Karma</b>	<i>fate</i>
18. <b>Dharma</b>	<i>code of conduct of Hindus</i>
19. <b>Ginger</b>	<i>spice</i>
20. <b>Stupa</b>	<i>dome-shaped structure where ashes are kept</i>

### French Words

Some important English words, which have been taken from French are as follows:

<i>Word</i>	<i>Meaning</i>
1. <b>Bouillon</b>	<i>Thin soup</i>
2. <b>Praline</b>	<i>nut candy</i>
3. <b>Potage</b>	<i>thick soup</i>
4. <b>Absinthe</b>	<i>green, flavoured liqueur</i>
5. <b>Cuisine</b>	<i>style of cooking</i>
6. <b>Casserole</b>	<i>covered baking dish</i>
7. <b>Nougat</b>	<i>type of candy</i>
8. <b>Croquette</b>	<i>patty of cooked meat or fish</i>
9. <b>Flambe</b>	<i>pour alcoholic drink on food and ignite</i>
10. <b>Liqueur</b>	<i>flavoured alcoholic liquid</i>
11. <b>Tureen</b>	<i>serving dish for soup</i>
12. <b>Gourmet</b>	<i>connoisseur of wine, food, etc.</i>
13. <b>Gourmand</b>	<i>glutton</i>
14. <b>Blancmange</b>	<i>jelly-like dessert made with milk</i>
15. <b>Serviette</b>	<i>table-napkin</i>
16. <b>Burlesque</b>	<i>ludicrous parody</i>
17. <b>Marquee</b>	<i>Sign used in a theater</i>
18. <b>Roulette</b>	<i>game of chance</i>
19. <b>Pirouette</b>	<i>to whirl on one foot</i>
20. <b>Silhouette</b>	<i>outline of object against light</i>
21. <b>Nuance</b>	<i>delicate shade of differences</i>



22. <b>Precis</b>	<i>abstract, summary</i>
23. <b>Vignette</b>	<i>design on a book page</i>
24. <b>Critique</b>	<i>critical essay</i>
25. <b>Coterie</b>	<i>social clique, exclusive group</i>
26. <b>Connoisseur</b>	<i>critical expert of matters of art</i>
27. <b>Belles-letters</b>	<i>aesthetic writings</i>
28. <b>Memories</b>	<i>reward of events, autobiography</i>
29. <b>Bon mot</b>	<i>clever saying</i>
30. <b>Repartee</b>	<i>witty talk</i>
31. <b>rapport</b>	<i>harmony</i>
32. <b>Idee fixe</b>	<i>obsession</i>
33. <b>Bourgeois</b>	<i>middle class</i>
34. <b>Charlatan</b>	<i>faker, quack</i>
35. <b>Faux pas</b>	<i>social blunder</i>
36. <b>Genteel</b>	<i>element refined</i>
37. <b>Largesse</b>	<i>generosity</i>
38. <b>Gauche</b>	<i>socially inept</i>
39. <b>Nonchalance</b>	<i>indifferent</i>
40. <b>Raconteur</b>	<i>expert storyteller</i>
41. <b>Avant-garde</b>	<i>in advance</i>
42. <b>Milieu</b>	<i>environment</i>
43. <b>Tete-a-tete</b>	<i>private conversation</i>
44. <b>Vis-à-vis</b>	<i>regarding, in relation to</i>
45. <b>Outre</b>	<i>bizarre</i>
46. <b>Passe</b>	<i>out of date</i>
47. <b>Liaison</b>	<i>connection</i>
48. <b>Rendezvous</b>	<i>meeting place, appointment</i>
49. <b>Joie-de vivre</b>	<i>enjoyment of life</i>
50. <b>Eclat</b>	<i>success</i>
51. <b>Savoir</b>	<i>fair</i>
52. <b>Boulevard</b>	<i>broad avenue in a city</i>
53. <b>Salon</b>	<i>a shop of fashion, drawing room</i>
54. <b>Chateau</b>	<i>castle</i>
55. <b>Façade</b>	<i>front of a building</i>
56. <b>Chaise</b>	<i>light, open carriage</i>
57. <b>Bureau</b>	<i>office desk</i>
58. <b>Concierge</b>	<i>doorman</i>
59. <b>Melee</b>	<i>a mixed fight or crowd</i>
60. <b>Terrain</b>	<i>area of ground</i>
61. <b>Saboteur</b>	<i>damage closer (esp. secretly)</i>
62. <b>Aide-de-camp</b>	<i>military officer personality as-</i> <i>sisting superior</i>
63. <b>Chausseur</b>	<i>driver</i>
64. <b>Espionage</b>	<i>use of spice</i>
65. <b>Ricochet</b>	<i>rebound (of bullet)</i>
66. <b>Envoy</b>	<i>official representative</i>
67. <b>Bivouac</b>	<i>temporary camp of soldiers</i>

68. <b>Espirit de corps</b>	<i>feelings of pride in belonging to a group</i>
69. <b>Despot</b>	<i>a tyrant or absolute ruler</i>
70. <b>Commandant</b>	<i>officer in command</i>

### Italian Words

Some important English words, which have been taken from Italian are as follows:

<i>Word</i>	<i>Meaning</i>
1. <b>Prima donna</b>	<i>principle female singer in an opera</i>
2. <b>Soprano</b>	<i>highest singing voice</i>
3. <b>Crescendo</b>	<i>gradual increase in volume or force</i>
4. <b>Bravo</b>	<i>well done</i>
5. <b>Quartet</b>	<i>group of four musicians</i>
6. <b>Maestro</b>	<i>famous conductor</i>
7. <b>Mandolin</b>	<i>stringed musical instrument</i>
8. <b>Finale</b>	<i>the last piece</i>
9. <b>Duet</b>	<i>a composition for two singers</i>
10. <b>Forte</b>	<i>to play loudly</i>
11. <b>Libretts</b>	<i>text of long musical piece</i>
12. <b>Allegro</b>	<i>at a quick and lively tempo; quickly</i>
13. <b>Presto</b>	<i>to be played very fast</i>
14. <b>Falsetto</b>	<i>high pitched singing method</i>
15. <b>Virtuoso</b>	<i>exceptional performer</i>
16. <b>Diva</b>	<i>women opera singer, famous lady</i>
17. <b>Dilettante</b>	<i>dabbler in art or knowledge</i>
18. <b>Bravura</b>	<i>great skill</i>
19. <b>Tempo</b>	<i>music's speed</i>
20. <b>Opera</b>	<i>musical drama</i>
21. <b>Piccolo</b>	<i>a very small flute-like musical instrument</i>
22. <b>Coda</b>	<i>final section of musical piece</i>
23. <b>Concerto</b>	<i>musical composition for soloist and orchestra</i>
24. <b>Madrigal</b>	<i>a song with parts</i>
25. <b>Balcony</b>	<i>a gallery</i>
26. <b>Villa</b>	<i>country, estate</i>
27. <b>Arcade</b>	<i>arched passageway, shops</i>
28. <b>Catacomb</b>	<i>tomb</i>
29. <b>mezzanine</b>	<i>lowest balcony</i>
30. <b>Portico</b>	<i>porch</i>
31. <b>Piozza</b>	<i>plaza</i>

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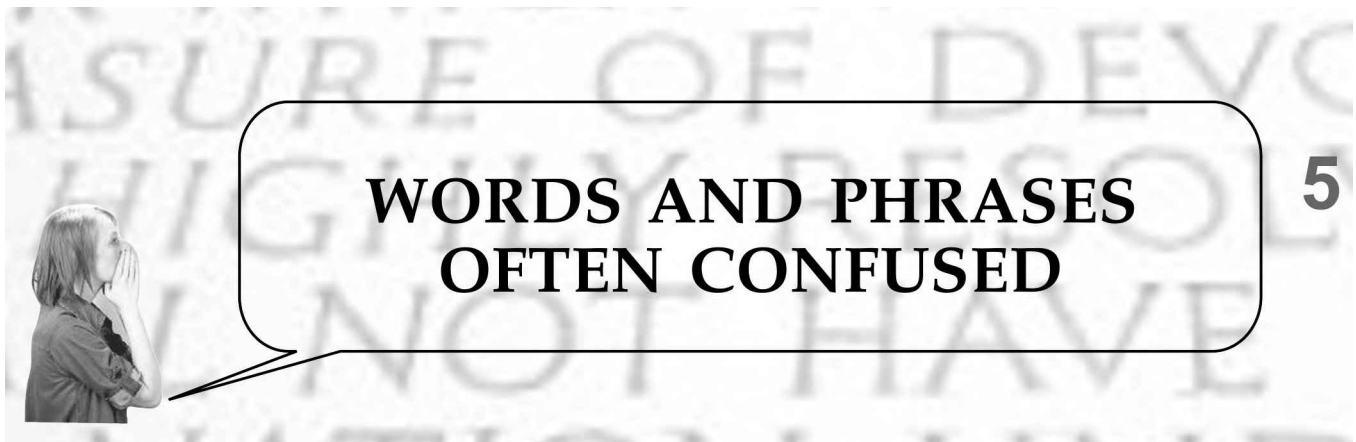
32. <b>Grotto</b>	<i>cave</i>
33. <b>Corridor</b>	<i>hallway</i>
34. <b>Pedestal</b>	<i>a base or support</i>
35. <b>Alfresco</b>	<i>in the open air</i>
36. <b>Lotto</b>	<i>game of chance</i>
37. <b>Tarot</b>	<i>fortune telling cards</i>
38. <b>Valise</b>	<i>small piece of luggage</i>
39. <b>Garb</b>	<i>dress</i>
40. <b>Gondola</b>	<i>venetian canal boat</i>
41. <b>Lagoon</b>	<i>area which is sand banked, saltwater lake</i>
42. <b>Gala</b>	<i>festive occasion, show</i>
43. <b>Casino</b>	<i>place for gambling</i>
44. <b>Cascade</b>	<i>waterfall, anything like a waterfall</i>
45. <b>Gazette</b>	<i>official newspaper for announcements</i>
46. <b>Incognito</b>	<i>assumed identity</i>
47. <b>Parasol</b>	<i>sunshade, umbrella</i>
48. <b>Regatta</b>	<i>meeting for yacht or boat races</i>
49. <b>Battalion</b>	<i>an army group</i>
50. <b>Fracas</b>	<i>uproar</i>
51. <b>Citadel</b>	<i>fortress</i>
52. <b>Bandit</b>	<i>robber</i>
53. <b>Salvo</b>	<i>a round of artillery</i>
54. <b>Vendetta</b>	<i>a private feud</i>
55. <b>Stiletto</b>	<i>a small dagger with a thin blade, a heel of female shoe</i>
56. <b>Cartel</b>	<i>alliance of political parties or business houses</i>
57. <b>Tirade</b>	<i>long angry speech</i>
58. <b>Partisan</b>	<i>prejudiced, adherent of a party, biased</i>
59. <b>Cavalcade</b>	<i>procession of riders, fleet of cars</i>
60. <b>Panache</b>	<i>dashing style</i>
61. <b>Manifesto</b>	<i>declaration of policy by a political party</i>
62. <b>Squadron</b>	<i>an army, navy or air force unit</i>
63. <b>Ducat</b>	<i>a gold coin</i>
64. <b>Mercantile</b>	<i>trade</i>
65. <b>Parmesan</b>	<i>cheese</i>
66. <b>Contra band</b>	<i>smuggled goods</i>
67. <b>Porcelain</b>	<i>fine china, earthenware</i>
68. <b>Frigate</b>	<i>old warship, corresponding to modern cruiser</i>
69. <b>Skiff</b>	<i>small flat-bottomed boat</i>

70. <b>Milliner</b>	<i>maker or dealer in women's hat</i>
71. <b>Settee</b>	<i>comfortable seat for two people</i>
72. <b>Bankrupt</b>	<i>financially insolvent</i>

### Yiddish Words

Some important English words, which have been taken from Yiddish are as follows:

<i>Word</i>	<i>Meaning</i>
1. <b>Schnapps</b>	<i>brandy, alcoholic drink</i>
2. <b>Challah</b>	<i>soft egg bread</i>
3. <b>Bagel</b>	<i>chewy roll with a hole in the middle</i>
4. <b>Matzoth</b>	<i>unleavened bread</i>
5. <b>Nosh</b>	<i>food, eat</i>
6. <b>Kosher</b>	<i>permitted, clean, good (as of food)</i>
7. <b>Yenta</b>	<i>gossip</i>
8. <b>Boychik</b>	<i>little boy</i>
9. <b>Shmo</b>	<i>butt of a joke</i>
10. <b>Nudnick</b>	<i>bore</i>
11. <b>noodge</b>	<i>nag</i>
12. <b>Shiksa</b>	<i>non-jewish woman</i>
13. <b>Maven</b>	<i>expert</i>
14. <b>Klutz</b>	<i>clumsy person</i>
15. <b>Chai</b>	<i>life</i>
16. <b>Broche</b>	<i>blessing</i>
17. <b>Mazeltov</b>	<i>congratulations</i>
18. <b>Gesundneit</b>	<i>Good health</i>
19. <b>Chutzpah</b>	<i>boldness, self confidence</i>
20. <b>Bummer</b>	<i>annoying thing</i>
21. <b>Kvetch</b>	<i>to grumble or complain</i>
22. <b>Kibitzer</b>	<i>one who interferes</i>
23. <b>Golem</b>	<i>creature of clay brought to life by magic as in legend</i>
24. <b>Naches</b>	<i>proud pleasure</i>
25. <b>Mitzva</b>	<i>a good deed</i>
26. <b>Kine-abhora</b>	<i>Magical phrase to ward off evil</i>
27. <b>Fen</b>	<i>expression of disgust</i>
28. <b>Boo-boo</b>	<i>mistake</i>
29. <b>plotz</b>	<i>explode</i>
30. <b>Gehenna</b>	<i>hell</i>
31. <b>Mish-mosh</b>	<i>confusion</i>
32. <b>Bupkes</b>	<i>nothing</i>
33. <b>Mishegoss</b>	<i>nonsense</i>
34. <b>Phooey!</b>	<i>expression of disgust, contempt</i>



# WORDS AND PHRASES OFTEN CONFUSED

5

## INTRODUCTION

In this chapter, we will discuss words that are often confused with each other because they are:

1. similar in spelling and different in usage; or
2. similar in spelling and different in pronunciation; or
3. similar in pronunciation but different in usage and spelling; or
4. similar in spelling but different in meaning; or
5. slightly different in spelling but might have similar usage; or
6. words whose usage is commonly mistaken by the non native speaker.

If we analyse the CAT examination questions of 2007 and 2008, we find that these confusing words have found a place in the CAT in the two consecutive years. Although most of the words which had come in CAT 2007 and 2008 have been covered in the vocabulary section of this book, the recurrence of this question type makes it obligatory to devote a full chapter to it.

***In linguistics, a homonym is one or a group of words that share the same spelling and the same pronunciation but have different meanings, usually as a result of the two words having different origins.***

Some books only require that homonyms share the same spelling or pronunciation (in addition to having different meanings), but these are the definitions most other sources give for *homographs* and *homophones* respectively.

Examples of homonyms are:

- stalk (which as a noun can mean part of a plant, and as a verb to follow/harass a person),
- bear (animal), and bear (carry), leaf (part of a plant or the page of a book).

Some sources state that homonym meanings must be unrelated in origin (rather than just different). Thus *right*

(correct) and *right* (opposed to left) would be polysemous (see below) and not homonyms.

***Capitonyms are words that share the same spelling but have different meanings when capitalised (and may or may not have different pronunciations). Such words include polish (to make shiny) and Polish (from Poland).***

The word “homonym” comes from the conjunction of the Greek prefix homo- (ὁμο-), meaning “same”, and suffix-*ōnimus* (-wvūino), meaning “name”. Thus, it refers to two or more distinct concepts sharing the “same name” or signifier.

Several similar linguistic concepts are related to homonymy. The terms *homograph* and *homophone* are, however, usually defined the same way as meaning “same spelling” and “same sound” respectively, and **heteronym** and **homonym** can be seen as respective subclasses of these.

- **Homographs** are words that share the same spelling regardless of how they are pronounced. Homographs may be pronounced the same, in which case they are also **homophones** – for example, *ball* (toy) and *ball* (form of dance). Alternatively they may be pronounced differently, in which case they are also **heteronyms** – for example, *bow* (the front of a ship) and *bow* (a type of knot).
- **Homophone** can be called as words that share the same pronunciation regardless of how they are spelled. Homophones may be spelled the same (in which case they are also homographs) or spelled differently.
- **Polysemes** are words with the same spelling and distinct but *related* meanings. The distinction between polysemy and homonymy is often subtle and subjective, and not all sources consider polysemous words to be homonyms. So they can be treated differently also. Words such as “mouth”, meaning either the orifice on one’s face, or the opening of a cave or river, are polysemous and may or may not be considered homonyms.

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Examples below illustrate the above given concept:

- bough—a branch on a tree.
- bow—to bend forward at the waist in respect
- bow—the front of the ship
- bow—the weapon which shoots arrows
- bow—a kind of tied ribbon
- bow—to bend outward at the sides
- bo—a long staff, usually made of tapered hard wood or bamboo
- beau—a male paramour

In derivation, *homograph* means “same writing”, *homophone* means “same sound”, *heteronym* means “different name”, and *heterophone* means “different sound”.



- 1. Abdicate/Abrogate**
  - We *abandon* things when *abdicating*.
  - We *abrogate* things when we abolish them.
- 2. Accede/Exceed**
  - *Accede* means “to agree” or “to allow”
  - *Exceed* means “to go beyond” or “to surpass” as in
  - “Drivers who exceed the speed limit are asking for hefty fines.”
- 3. Accept (receive)/Except (leave out)**
  - To *accept* is “to agree to something or to receive something willingly”
  - To *except* is “to exclude or omit.”
- 4. Access (approach)/Excess (too much)**
- 5. Adapt (change)/Adept (skill)/Adopt (choose)**
  - *Adapt* means “to adjust”
  - *adept* means “skilled” and
  - *adopt* means “to take as your own”
- 6. Adverse/Averse**
  - *Adverse* means “inauspicious” or “hostile”
  - *averse* means “disinclined” or “repelled”
- 7. Advice (suggestion)/Advise (to recommend)**

*Advice* is the noun and *advise* the verb.

  - You advise someone.
  - What you give that person is advice.
- 8. Affluence/Effluence**
  - *Affluence* is wealth;
  - *Effluence* is waste or useless product
- 9. Aisle/Isle**
  - An *aisle* is a narrow passageway, especially in a church or store;
  - An *isle* is an island
- 10. Aisle (space,between rows)/Advise (to recommend)**
- 11. All right/Alright**
  - *All right* is the correct form;
  - *alright* is grammatically incorrect.

The misspelling “alright” is nonstandard usage. The two words are separate.
- 12. Allot (assign, distribute)/A lot (a large amount)**
- 13. Allude (suggest)/Elude (escape)**
- 14. Allusion (suggestion)/Illusion (deception, fantasy)**
  - *Allusion* is a reference to something literary or historical with which the reader is presumably familiar.
  - An *illusion* is a false, misleading, idea.
- 15. Aloud/Allowed**
  - *Aloud* means “out loud” or “speaking so that someone else can hear you”.
  - *Allowed* means “permitted”.
- 16. Already (previously)/All ready (completely prepared)**
  - *Already* means “by this time”
  - *all ready* means “prepared”
- 17. Altar (church table)/Alter (change)**
  - *Altar*: I was married at the altar of my church.
- 18. Altogether (entirely)/All together (complete group)**
  - Altogether means “wholly”.
  - *All together* means “everybody in a group”
- 19. Always (at all times)/All ways (all methods)**
  - *All ways* means “by every way or method”.
  - *Always* means “all the time, forever.”
- 20. Among/Between**
  - *Between* expresses the joining or separation of two people or things.
  - *Among* refers to a group of three or more.
- 21. Amoral/Immoral**
  - “Amoral” is a rather technical word meaning “unrelated to morality.”
  - When you mean to denounce someone’s behavior, call it “immoral.”
- 22. Amount/Number**
  - Write “number” when things can be counted.
  - When things are lumped together write “amount”.

**23. Annual/Annul**

- *Annual* means “yearly”
- *Annul* means to “make void or invalid”

**24. Anxious/Eager**

- “Anxiety” is unpleasant.
- “Eagerness” is joyous. They are not synonyms.

**25. Anyone/Any one**

This is quite tricky.

- *Anyone* means “anybody, any person at all”
- *Any one* means “any one person” and is followed by “of”.

**26. Appraise/Apprise**

- *Appraise* is “to assess or estimate”.
- *Apprise* is “to inform or notify”.

**27. Ascent (climb)/Assent (agree)**

- *Ascent* is an upward movement;
- *Assent* means “agreement”.

**28. Ascribe/Subscribe**

- If you agree with a theory or belief, you *ascribe* to it, just as you
- subscribe to a magazine.

**29. Assistance/Assistants**

- *Assistance* means “help” or “aid”
- *Assistants* is the plural of assistant which means “one who gives help”

**30. Assume/Presume**

- We “assume” things in the absence of evidence.
- We “presume” things when it is reasonable to do so and there is no evidence to the contrary.

**31. Assure/Ensure/Insure**

- *Assure* means “to guarantee”
- *Ensure* means “to make sure”
- *Insure* means “to protect against loss or damage”.

**32. Attain/Obtain**

- *Attain* means “reach”;
- *Obtain* means “get.”

**33. Auger/Augur**

- *Auger* is a tool;
- *augur* means “to predict” “or “a sort of an omen.”

**34. Affect (influence)/Effect (result)**

- *Affect* is a verb meaning either “to influence” or “to pretend.”
- *Effect* as a verb means “to accomplish or to produce as a result” as a noun, *effect* means “result.”

- *Affect* is a verb; effect is more usually a noun.
- When used as a verb it means “to achieve” or “fulfil” or “realise”

**35. Aid/Aide**

- We *aid* people when we help them.
- An *aide* is a special assistant.

**B**

**1. Bail/Bale**

- You *bail* the boat and *bale* the hay.
- The expression “bail out” meanings “to abandon a position or situation”, and *bale* is a bundle.

**2. Baited/Bated**

- *Baited* usually refers to traps or snares.
- When the reference is to someone who is hardly daring to breathe, the correct word is always “*bated*”.

**3. Ball/Bawl**

- To “*bawl*” is to cry out loudly;
- *ball* is a toy or a plaything.

**4. Bare (uncovered)/Bear (carry; the animal)**

**5. Bazaar (market)/Bizarre (weird)**

**6. Been/Gone**

- *Been* is the past participle of “*be*,” gone is the past participle of “*go*”.
- *Been* is used to describe completed visits, gone does not specify the return or completion of the visit.

**7. Bemuse/Amuse**

When you *bemuse* someone, you confuse them, and not necessarily in an entertaining way. Don’t confuse this word with “*amuse*.”

**8. Benefactor/Beneficiary**

- *Benefactors* give benefits;
- *beneficiaries* receive them

**9. Beside/Besides**

- *Beside* means “at the side of”.
- *Besides* means “in addition to.”

**10. Biannual/Biennial**

These two are really tricky!

- *Biannual* means happening twice a year;
- *Biennial* means every two years.

**11. Birth (childbearing)/Berth (place of rest)**

- *Berth* is a place to sleep on a boat or ship or train;

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- *Birth* is the beginning (usually of life).

### 12. Blonde/Blond

Because these are borrowed from French, there is a feminine and masculine form. *Blonde* is feminine and *blond* is masculine.

### 13. Blunt/Brunt

- Some people mistakenly substitute the adjective “blunt” for the noun “brunt” in standard expressions like “bear the brunt.”
- *Brunt* means “main force.”

### 14. Board (plank; food)/Bored (drilled; uninterested)

- *Board* is a long sheet of wood, also a group of people as in “Board of Directors”, and as a verb means to go onto a ship, plane or other form of public transport;
- *Bored* means “not interested.”

### 15. Bore/Boar/Boor

- *Bore* as a noun is a boring or tiresome person, or something that you don’t like doing;
- *Bore* as a verb is “to drill”.
- *Boar* is a male pig;
- *Boor* is a vulgar person.

### 16. Born (given birth to, beginning of life)/Borne (carried)

### 17. Bought/Brought

*Bought* is the past tense of “buy”, *brought* is the past tense of “bring”. So, I *bought* (paid for) a load of topsoil, and a truck driver *brought* (delivered) it to my home.

### 18. Braise/Braze

- *Braise* means “to cook slowly in liquid (usually meat)”.
- *braze* most commonly means “to solder with an alloy of copper and zinc”.

### 19. Breach/Breech

*Breach* is to break and *breeches* are worn by horse riders on their legs.

### 20. Break (smash, split)/Brake (stopping device)

### 21. Breath/Breathe

- When you need to *breathe*, you take a *breath*.
- “Breathe” is the verb, “breath” the noun.

### 22. Bridal/Bridle

- *Bridal* has to do with brides and weddings;
- *bridle* as a noun means a halter or restraint and as a verb it means to restrain or to draw oneself up in anger.

### 23. Broach/Brooch

- A decorative pin is a “brooch” even though it sounds like “broach”—a quite different word.
- To broach means “to touch upon or start especially a topic”.

### 24. By/Buy/Bye

- *By* is a preposition meaning “next to”;
- *buy* means “purchase”; *bye* means “farewell” or “goodbye”.

## C

### 1. Cache/Cachet

- “Cache” comes from the French verb “*cache*,” meaning “to hide,” and in English is pronounced exactly like the word “cash.”
- But speaking of a *cache* (hidden hoard of weapons, drugs, etc.)
- Often mispronounced to sound like *cachet* is a word with a very different meaning: it was originally a seal affixed to a document but now it refers to the quality attributed to anything with authority or prestige.

### 2. Callous/Callused

Calling someone *callous* is a way of metaphorically suggesting a lack of feeling similar to that caused by calluses on the skin; but if you are speaking literally of the tough build-up on a person’s hand or feet, the word you need is “callused.”

### 3. Can/May

- *Can* refers to one’s ability.
- *May* concerns whether one has permission.

### 4. Canon/Cannon

“Canon” is used for principles or rules and “cannon” refers to a large piece of artillery.

### 5. Canvas (fabric)/Canvass (examine, campaign for election)

### 6. Capital (city; wealth)/Capitol (building)

### 7. Carat/Caret/Carrot/Karat

“Carrots” are those crunchy orange vegetables, but this spelling gets misused for the less familiar words which are pronounced the same but have very different meanings.

- Precious stones like diamonds are weighed in *carats*. The same word is used to express the proportion of pure gold in an alloy, though in this

usage it is sometimes spelled “karat” (hence the abbreviation “20K gold”).

- A *caret* is a proofreader’s mark showing where something needs to be inserted, shaped like a tiny pitched roof. It looks rather like a French circumflex, but is usually distinct from it on modern computer keyboards.
- *Carets* are extensively used in computer programming.

**8. Career/Careen**

*Careening* down the road is swerving from side to side, whereas *career* relates to your future, job, etc.

**9. Censor (prohibit)/Sensor (measuring device)**

- To *censure* someone, however, is to officially denounce an offender

**10. Cereal/Serial**

- *Cereal* is something you might eat for breakfast, such as porridge.
- *Serial* is something in a series; something that continues one after another.

**11. Choose (to select)/Chose (past tense of choose)**

**12. Chunk/Chuck**

- *Chunk* is a big piece, whereas *chuck* means “to throw”.

**13. Cite/Site/Sight**

- *Cite* means “to indicate” .
- A *site* is a place.
- *Sight* is vision.

**14. Click/Clique**

- To *click* is to push a button, or switch; to emit or make a slight, sharp sound, or series of such sounds; and *clique* is a small exclusive group of friends or associates.

**15. Coarse (rough)/Course (way, path)**

**16. Collaborate/Corroborate**

- *Collaborate* means “to work with someone”;
- *Corroborate* means “to establish the truth of something”.

**17. Collage/College**

You can paste together bits of paper to make a *collage*, but the institution of higher education is a *college*.

**18. Come over/Overcome**

- *Come over* is a phrasal verb, that can mean several things. It can mean “to move from one place to another” or “move towards someone”.

- *Overcome* is a verb, which means “to defeat or succeed in controlling or dealing with something”.

**19. Compare/Contrast**

- You *compare* like objects for both similarities and differences.
- You *contrast* any two things (like or unlike) by identifying dissimilarities.

**20. Complement (make complete, to supplement)/Compliment (praise)**

**21. Concentrate/Concentrated**

- When you *concentrate* (verb) you direct all your efforts towards a particular activity, subject or problem. If something is *concentrated* (adjective) it means it has had some liquid removed.

*Note:* The simple past of “to concentrate” is “concentrated” and this is where the confusion may arise.

**22. Connote/Denote**

The literal meaning of a word is its *denotation*; the broader associations we have with a word are its *connotations*.

**23. Conscience (moral sense)/Conscious (aware)**

**24. Conscience/Conscious/Consciousness**

- Your *conscience* makes you feel guilty when you do bad things.
- *Consciousness* is your awareness.
- If you are awake, you are *conscious*.

**25. Consul/Council/Councilor/Counsel/Counselor**

- *Consul* is a diplomat to a foreign country.
- *Council* refers to a group to discuss and take action on official matters.
- A *councilor* is a member of such a group.
- *Counsel* is advice or to advise.
- A *counselor* is an adviser.

**26. Continual/Continuous**

*Continual* means “something that happens” frequently, with breaks between the occurrences. *Continuous* means “something that happens without stopping”.

**27. Convince/Persuade**

- We *persuade* people to act.
- We *convince* when using proof to accept a belief. Hence, we usually are “*convinced*” something is true, but others try to “*persuade*” us to do something.

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### 28. Cooperation/Corporation

- *Cooperation* “(usually spelt without the hyphen in US English)” means working together;
- *Corporation* is a business organisation.

### 29. Copyright/Copywrite

- *Copyright* is the legal ownership of a book, film, play, piece of artwork, musical composition, etc. or the right to print, publish, film, record or perform them.
- *Copywrite* is something you do if you are creating advertising or publicity material.

### 30. Core/Corps/Corpse

- Apples have *cores*.
- A *corps* is an organisation, like the Peace *Corps*. A *corpse* is a dead body, a carcass.

### 31. Correspondence/Correspondents

*Correspondence* is written communication; *correspondents* are those who write it.

### 32. Creak/Creek

- *Creak* is both a noun and a verb and means “squeak or groan” (for instance, rusty hinges and loose floorboards creak);
- *Creek* is a noun and means a “waterway” or “stream”.

### 33. Credible/Creditable

- *Credible* means “believable”;
- *Creditable* means “praiseworthy” or “deserving credit.”

### 34. Credible/ Credulous

- “Credible” means “believable or trustworthy.” It is also used in a more abstract sense, meaning something like “worthy”.
- Don’t confuse “credible” with “credulous,” a much rarer word which means “gullible.”

### 35. Crevice/Crevasse

- *Crevice*s are by definition tiny, like that little
- *crevice* between your teeth where the popcorn hulls always get caught.
- A huge crack in a glacier is given the French spelling, *crevasse*.

### 36. Criteria/Criterion

*Criterion* is singular; *criteria* is plural.

*Criterion* is in the case of a single specification.

*Criteria* is in the case of more than one specification.

### 37. Cue/Queue

“Cue” has a variety of meanings like a clue or a play instrument as in a game of billiard, but all uses of “queue” relate to its original French meaning of “tail,” which becomes a metaphor for a line.

### 38. Curb/Kerb

*Curb* means “to control” as in “curb your temper”, while *kerb* is the edge of a footpath or sidewalk.

### 39. Currant/Current

*Currant* is a fruit, usually dried.

- *Current* as an adjective which means “contemporary”, or “fashionable”; as a noun it means “stream,” or “flow”.

### 40. Cursor (computer marker)/Curser (swearer)

## D

#### 1. Dairy (milk-producing farm)/Diary (daily book)

#### 2. Data/Datum

- The dictionaries treat *data* as a group noun meaning information, especially facts or numbers, collected for examination and consideration.
- Strictly speaking *datum* is the singular form of *data* which is the plural form.

#### 3. Dateline/Deadline

The word “dateline” is used today mainly to label the bit of text at the top of a printed news story that indicates where and—often, but not always—when it was written.

- *Deadline* is most often the date by which something must be accomplished.

#### 4. Decent/Descent

- *Decent* is an adjective meaning “socially acceptable” or “good.”
- *Descent* is a noun which means a “movement downwards” or “your ancestry.”

#### 5. Definite/Definitive

- “Definite” means “certain (a word you can do without since it adds redundant stress).”
- “Definitive” means “conclusive and unamendable.”

#### 6. Defuse/Diffuse

You *defuse* a dangerous situation by treating it like a bomb and removing its fuse.

- To *diffuse*, in contrast, is to spread something out.



**7. Depreciate/Deprecate**

To *depreciate* something is to actually make it worse, whereas to *deprecate* something is simply to speak or think of it in a manner that demonstrates your low opinion of it.

**8. Dessert (sweet food)/Desert (dry land)** Dessert

- A *desert* (pronounced des' ert) is a dry region.
- To *desert* (pronounced desert') is to leave.
- The *dessert* is the last part of a meal.

**9. Device (a mechanism)/Devise (to arrange)**

- *Device* is a noun, meaning a "gadget" or (particularly in writing terms) an "invention;
- *devise* is a verb, meaning to "invent" or "plot".

**10. Different from/Different than**

- Although both *different from* and *different than* are common American usages, the preferred idiom is *different from*.

**11. Dilemma/Difficulty**

A *dilemma* is a difficult choice, not just any *difficulty* or problem.

**12. Disburse/Disperse**

You *disburse* money by taking it out of your purse (French "bourse") and distributing it.

- *Disperse* means "to scatter."

**13. Discreet, discrete**

- *Discreet* means "respectful," or "prudent;"
- *Discrete* means "separate" or "detached from others."

**14. Disinterested/Uninterested**

- *Uninteresting* people are bored, but *disinterested* people are impartial. We are tried by "a *disinterested* jury of our peers."

**15. Don't have to/Mustn't**

- We have to use
- (*or do not have to*) to say that there is no obligation or necessity to do something.
- *Mustn't/must not* is a modal verb used to show that something is not allowed. When you use *mustn't* you are telling people not to do things.

**16. Downside/Underside**

- *Downside* is a noun that means "the disadvantage of a situation".
- *Underside* is a noun that means "the side of something that is usually nearest the ground".

**17. Draft/Draught**

- *Draft* refers to the first writing of your novel or story (or any other document). You can also be *drafted* (enlisted or recruited) into the army, navy, etc.
- *Draught* is an air movement, a drink (as in "draught of ale")

**18. Dredge/Drudge/Trudge**

- You use machinery to scoop stuff up from underwater called a *dredge*, to *dredge* up junk or debris from the bottom of a river or lake.
- To *drudge* is to do hard, annoying work; and a person who does such work can also be called a *drudge*.
- When you slog laboriously up a hill, you *trudge* up it.

**19. Dribble/Drivel**

- *Dribble* means "to drool."
- When you mean to criticise someone else's speech as stupid or pointless, the word you want is *drivel*.

**20. Dual (having two parts)/Duel (fight between two people)**

**21. Dye (color)/Die (perish)**

**E**

**1. Ecology/Environment**

*Ecology* is the study of living things in relationship to their *environment*.

**2. Elicit (draw forth)/Illicit (improper)**

**3. Emigrant/Immigrant**

- An *emigrant* is a person who moves out of a country;
- An *immigrant* is one who moves into a country.
- A similar distinction holds for the verbs *emigrate* and *immigrate*.

**4. Eminent (noteworthy)/Immanent (inherent)/Imminent (impending)**

- *Eminent* means "distinguished;" or "famous;"
- *Imminent* means "near", or "close at hand".
- The rarest of the three is *immanent*, used by philosophers to mean "inherent" and by theologians to mean "present throughout the universe."

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### 5. Empathy/Sympathy

- If you think you feel just like another person, you are feeling *empathy*.
- If you just feel sorry for another person, you're feeling *sympathy*.

### 6. Endemic/Epidemic

- An *endemic* condition is one characteristic of a particular region, population, or environment: a condition need not affect a majority or even a very large number of people in a population to be *endemic*. In biology, an endemic disease is one that is maintained locally without the need for outside influence.
- An *epidemic* condition is widespread, or rampant.

### 7. Enormous/Enormity

- Big things are *enormous*.
- A heinous or atrocious thing has *enormity*.

### 8. Ensure (make certain)/Insure (indemnify)

### 9. Envelop/Envelope

- To wrap something up in a covering is to *envelop* it.
- The specific wrapping you put around a letter is an *envelope*.

### 10. Envious/Jealous

Although these are often treated as synonyms, there is a difference.

- You are *envious* of what others have that you lack.
- *Jealousy*, on the other hand, involves wanting to hold on to what you do have

### 11. Epic/EPOCHS

- An *epoch* is a long period of time, like the Pleistocene Epoch.
- An *epic* is a lengthy narrative poem, ordinarily concerning a serious subject containing details of heroic deeds and events

### 12. Epigram/Epigraph/Epithet

- An *epigram* is a pithy saying, usually humorous.
- An *epigraph* is a brief quotation used to introduce a piece of writing or the inscription on a statue or building.
- An *epitaph* is the inscription on a tombstone or some other tribute to a dead person.
- In literature, an *epithet* is a term that replaces or is added to the name of a person. You are more likely

to encounter the term in its negative sense, as a term of insult or abuse: "the people hurled *epithets* at the police who had arrested her."

### 13. Etymology/Entomology

- "Etymology" is the study of the origins of words. "Entomology" is the study of insects.

### 14. Everyday (ordinary)/Every day (each day)

### 15. Everyone/Every one

- *Everyone* means "every person in a group".
- *Every one* means "each person" and is always followed by "of".

### 16. Evoke/Invoke

- The action of "invoking" is usually more direct and active. It originally involved calling upon or summoning up a god or spirit. An invocation calls upon whatever is invoked to do something or serve a function. *Invoke* now can also be used to mean "to appeal to," or "to cite".
- *Evoke* is usually less purposefully active, more indirect, often used to mean "suggest."

### 17. Exalt/Exult

- When you celebrate joyfully, you *exult*.
- When you raise something high (even if only in your opinion), you *exalt* it.

### 18. Exasperate/Exacerbate

People get *exasperated* (irritated); situations get *exacerbated* (made worse).

### 19. Exercise (activity)/Exorcise (drive out)

## F

#### 1. Fair (just)/Fare (food; fee)

- *Fair* means "average", "good-looking", "pale", "unbiased" (what a lot of meanings for one little word!);
- *fare* is the money you pay to go somewhere by bus, train, plane, etc.

#### 2. Fatal/Fateful

- A *fatal* event is a deadly one;
- A *fateful* one is determined by fate.

#### 3. Faze (disturb)/Phase (stage)

To *faze* someone is to fluster or confuse them, whereas *phase* is mostly used in reference to a stage in someone's life—though it can be a stage in almost anything else.

**4. Fearful/Fearsome**

- To be *fearful* is to be afraid.
- To be *fearsome* is to cause fear in others.
- Remember that someone who is fierce is fearsome rather than fearful.

**5. Feel/Believe**

You can *feel* tired, *feel* happy, or *feel* angry, but a belief describes your assessment of a proposition. One way to tell if you are dealing with true feelings is this test: Restate the sentence and substitute the word “am” for the word “feel.” If the sentence makes sense, you have isolated a feeling. If not, substitute the word “belief”.

**6. Feint/Faint**

- A *feint*, whether in chess or on the battlefield, is a maneuver designed to divert the opponent’s attention from the real center of attack.
- A *feint* is a daring move. It might also mean to make a false show of; simulate.
- While “faint of heart” (or “faint at heart”), implies timidity or to *faint* means “to lose consciousness”.

**7. Fewer/Less**

- *Fewer* is used to describe things that can be counted.
- *Less* refers to quantity or degree.

**8. Fiance/Fiancee**

- Your *fiance* is the man you plan to marry;
- your *fiancee* is the woman you plan to marry.

**9. Flammable/Inflammable**

The prefix “in” does not indicate negation here; it comes from the word “inflammation.” *Flammable* and *inflammable* both mean “easy to catch on fire”.

**10. Flare/Flair**

- *Flare* means “to flash” or “blaze” and “(as a noun) is a pyrotechnic device; it also means to spread gradually outward, as the end of a trumpet, the bottom of a wide skirt, or the sides of a ship.;
- *Flair* means “ability” or “skill.”

**11. Flaunt/Flout**

- When you show off something or boast about it, you *flaunt* it.
- When you *flout* something you show your contempt for it.

- In passing, it might be noted that a flautist also is one who plays the flute and in Middle English “to *flout*” meant to play the flute.

**12. Flounder/Founder**

- When something thrashes about, it *flounders*. When it fails completely, it *founders*.

**13. For/Since**

- The prepositions *for* and *since* are often used with time expressions.
- *For* indicates a period of time.
- *Since* indicates a point in time.

**14. Forbear/Forebear**

- *Forbear* means “to refrain from”;
- *Forebear* is an ancestor or forefather.

**15. Forego/Forgo**

- The ‘e’ in “forego” tells you it has to do with going before. It occurs mainly in the expression “foregone conclusion,” a conclusion arrived at in advance.
- *Forgo* means “to abstain from or do without”.

**16. Foreword/Forward**

- *Foreword* is the preface in a book, usually written by someone who is not the author.
- *Forward* means “ahead, near the front.”

**17. Formerly (at an earlier time)/Formally (according to a pattern, formal)****18. Forth/Fourth**

- *Forth* means “forward”;
- *Fourth* is after “third”.

**19. Fortunate/Fortuitous**

- If something *fortunate* happens, we got lucky.
- If it happened by chance, it is *fortuitous*.

**20. Foul/Fowl**

- *Foul* can mean “dishonourable” (by foul means), “disgusting” (a foul smell), “entangle” (rubbish dumped in the river can foul fishing lines);
- *Fowl* is a bird.

**21. Found/Founded**

- *Found* is the past tense of find;
- *founded* means “started”.

**22. Full/Fulsome**

- When things are *full* they contain abundant supplies of something.
- When things are *fulsome* they are fat, excessive, and offensive to good taste.

**23. Furthest/Farthest**

Generally, in good usage, *farther* is used for comparisons of distance and *further* for anything else. *Farther* is used for physical distance; *further* for non-physical.

**G**

**1. Gaff/Gaffe**

*Gaffe* is a French word meaning “embarrassing mistake,” and should not be mixed up with *gaff*: a large hook.

**2. Gamut/Gantlet/Gauntlet**

- A *gamut* is a full range or scope of things.
- A *gantlet* is a form of punishment in which people run between rows of people who attempt to beat them.
- A *gauntlet* is a glove thrown down when a person is challenged to a duel.

**3. Gender/Sex**

- Do not substitute the word “gender” to avoid embarrassment. People and animals differ by sex. Words differ by gender. Thus, unless a study involves gender classifications of words, it is a study of *sex* differences.

**4. Gibe/Jibe**

- *Gibe* means “to taunt”;
- *jibe* means “to agree, correspond or tally”; in boating it means to shift the sails.

**5. Gig/Jig**

- To *jig* is to move with a quick, jerky motion or hop; or bob. “The jig is up” is an old slang expression meaning “the game is over—we’re caught.”
- A musician’s job is a *gig*; also, a *gig* is a light, two-wheeled one-horse carriage.

**6. Guild/Guild**

- You *gild* an object by covering it with gold;
- a *guild* is a group or an organisation of people doing similar things.

**7. Good/Well**

- *Good* is an adjective. Do not use it to modify a verb.
- *Well* is an adverb except in three uses:
  - (i) when used to mean “healthy,”

- (ii) when used to mean “neatly groomed” or “attractively dressed,” and
- (iii) when used to mean “satisfactory.”

**8. Gorilla (ape)/Guerilla (fighter)**

**9. Grisly/Grizzly**

- *Grisly* means “horrible”;
- A *grizzly* is a bear.

**H**

**1. Hail/Hale**

- *Hail* means “to greet or to come from”; and as a noun it is frozen raindrops;
- *hale* means “healthy or (as a verb) to haul.”

**2. Hanged/Hung**

- A criminal is always *hanged*;
- A picture is *hung*.

**3. Hard/Hardly**

- *Hard* is an adjective. It can mean “solid”, “industrious”, or “difficult”.
- *Hardly* is an adverb and means only just or certainly not.

**4. Hardy/Hearty**

- *Hardy* is durable, whereas *hearty* is healthy or happy as in “hale and *hearty*.”

**5. Hear (perceive)/Here (in this place)**

**6. Hear/Listen**

- *Hear* is a verb that means “to receive or become aware of a sound using your ears, so you don’t have to make an effort in order to just hear something.”
- *Listen* is a verb that means “to give attention to someone or something in order to hear them, so you make an make an effort in order to hear something properly.”

**7. Heard (perceived)/Herd (group of animals)**

**8. Heel (part of foot)/Heal (to make better)**

**9. Heroin (drug)/Heroine (principle female character)**

**10. He’s/His**

- *He’s* is the short form of “he is” or “he has”.
- *His* is a possessive pronoun, it is used to show something belonging to or connected with a man, boy or male animal that has just been mentioned.

**11. Historic/Historical**

An event is *historic*, whereas a place is *historical*.

**12. Hoard/Horde**

- *Hoard* means “to stockpile” and as a noun it is a cache of stockpiled stuff;
- *Horde* is a large group.

**13. Hole (opening)/Whole (entire)**

**14. Holiday/Weekend**

- A *holiday* (noun), refers to time, often one or two weeks, when someone does not go to work or school but is free to do what he/she wants, such as travel or relax. You usually have to book your holiday with your boss.
- The *weekend* (noun) refers to the time from Saturday and Sunday, or Friday evening until Sunday night. It’s the part of the week in which most paid workers living in the West do not go to work. It is a time for leisure and recreation, and/or for religious activities.

**15. Holy (sacred)/Wholly (entirely)**

**16. Home/Hone**

- *Home* is your house or abode.
- *Hone* means to sharpen.

**17. Homework/Housework**

- *Homework* (noun) refers to tasks assigned to students by teachers to be completed mostly outside of class, and derives its name from the fact that most students do the majority of such work at home.
- *Housework* (noun) refers to domestic household chores such as cleaning and cooking.

**18. “How do you do?”/“How are you?”/“How do you do?”**

This is not a question. It is another, very formal way of saying “Hello”. It is also very British. We only really use it the first time we meet someone.

*How are you?* This is a question.

**19. Human (of people)/Humane (merciful)**

**I**

**1. I/me**

Usually we choose the correct form by instinct.

- *I* like tea.
- Give *me* my tea.

There are other times when people make mistakes with these two pronouns. *I/me* is difficult when it is coupled

with another pronoun or with a noun. This is when you have to think about the subject/object in a sentence.

**2. Idea/Ideal**

Any thought can be an *idea*, but only the best ideas worth pursuing are *ideals*.

**3. If/Whether**

- Use *whether* when alternatives are involved (“I do not know whether I should complain or remain silent”).
- Otherwise *if* is acceptable (“I do not know if I should reconsider my decision”).

**4. Illude/Elude**

*Illude* is a very rare word, most of whose former meanings are obsolete, but which can mean “to deceive” or “lead astray.” But *elude* means to “escape” or “evade”.

**5. Illusion/Delusion**

- *Illusions* are images of nonexistent things.
- *Delusions* are misguided beliefs people hold despite evidence to the contrary. Thus, “Daydreams can be enjoyable *illusions*, but *delusions* of grandeur come from self deceit or mental imbalance.”

**6. Immemorial/Immortal**

- *Immemorial* means ancient beyond memory (as in the cliché “since time immemorial”);
- *immortal* means “deathless” or “eternal.”

**7. Immigrate (come in)/Emigrate (leave)**

**8. Imply/Infer**

- *Imply* means “to suggest something”.
- *Infer* means “to derive a certain meaning from a remark or an action”. We *imply* things when we suggest them without actually saying so.
- We *infer* conclusions from evidence by reasoning from data to claims.

**9. In/Into**

- *In* means “inside something.”
- *Into* tells of motion from the outside to the inside of something.

**10. Incredulous/Incredible**

Use *incredible* in the casual sense of “unbelievably good” and use *incredulous* to mean “unbelieving” or “skeptical”, which is the only standard usage for this word.

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### 11. Inside of/Outside of

- *Inside of* and *outside of* generally should not be used as Compound prepositions.
- *Inside of* is acceptable in most formal writing when it means “in less than”. The more formal term is *within*.
- Both *inside of* and *outside of* are appropriate when *inside* or *outside* is a noun followed by a phrase.

### 12. Insight/Incite

- An *insight* is something you have: an understanding of something, a bright idea about something.
- To *incite* is to do something: to stimulate some action or other to be taken.

### 13. Install/Instill

You *install* equipment and you *instill* feelings or attitudes.

### 14. Interested/Interesting

- *Interested* is a past participle. When used as an adjective it says how someone feels.
- *Interesting* is a present participle. When used as an adjective it describes the people or things that cause the feelings.

### 15. Intolerable/Intolerant

- *Intolerable* means “tiring, onerous, crushing.” Someone cannot be intolerable of another’s beliefs.
- *Intolerant* means “biased” or “prejudiced.”

### 16. Intricate/Integral

- An *integral* part of a machine, organisation, or idea is a necessary, inseparable part of it.
- Whereas *intricate* means small or complex.

### 17. Irregardless/Regardless

There is no such word as *irregardless*; the correct word is *regardless*.

### 18. Its (possessive of it)/It’s (contraction of it is)

This is confusing because possessives normally have an apostrophe, but in this case *it’s* is short for *it is* and *its* is possessive—*always*.

## K

#### 1. Knew/New

- *Knew* is the past tense of *know*;
- *new* is the opposite of *old*.

#### 2. Know (be aware)/No (negative, not yet)

## L

#### 1. Later (subsequently)/Latter (last thing mentioned)

- *Later* means “afterwards”;
- *latter* is the second of two things.

#### 2. Laudable/Laudatory

- Something *laudable* is worth praising.
- *Laudatory* activity is the expression of such praise.

#### 3. Lay down/Lie down

- *Lay down* has several different meanings.
- If you *lay* something *down*, it can mean you officially establish a rule, or officially state the way in which something should be done.
- If you *lay down* your weapons, it means you stop fighting.
- If you *lay* wine *down*, it means you are storing it for drinking in the future.
- *Lie down* means to move into a position in which your body is flat, usually in order to sleep or rest.

#### 4. Lay/Lie

- *Lay* is an irregular transitive verb (*lay/laid/laid* – *laying*). It needs a direct object. It means “to put something or someone down” (often in a horizontal position).
- *Lie* is an irregular intransitive verb (*lie/lay/lain* – *lying*). It does not take a direct object. It means “to rest in a horizontal position” or “to be located somewhere.”
- *Lie* also means “to say something that isn’t true”; it takes the following form (*lie / lied / lying*).

#### 5. Leach/Leech

Water *leaches* chemicals out of soil or colour out of cloth, while *leech* is a bloodsucking creature.

#### 6. Lead/Led/Lead

- *Lead* (pronounced *leed*) means “to go first”.
- *Led* is the past tense of *lead*.
- *Lead* is a heavy metal; also the graphite in a pencil.

#### 7. Least/Lest

There are uses of old word *lest* in phrases like “*lest* we forget,” referring to something to be avoided or prevented.

- *Least* means something that is very less; it is the opposite of most.

**8. Legend/Myth**

*Myths* are generally considered to be traditional stories whose importance lies in their significance, whereas *legends* can be merely famous deeds.

**9. Lend/Loan**

- *Lend* is a verb meaning “to give something temporarily to someone”.
- *Loan* is a noun, meaning the temporary transfer of something to someone else. So, “Dad, can you loan me a few dollars until pay day?”

**10. Lesson (instruction)/Lessen (reduce)**

- *Lessen* means “to make less”.
- *Lesson* is something you learn.

**11. Liable/Libel**

- *Liable* means “subject to” or “answerable for” or “likely”;
- *Libel* is written (as opposed to spoken) untruths about someone, for which you may be taken to court.

**12. Licence/License**

In British usage, *licence* is always the noun and *license* the verb.

**13. Lie/Lay**

- *Lie* means “to recline”. When you recline, you *lie* down. If you tell someone you will *lay* down, you may risk embarrassment. For reclining, the past tense is *lay* and the past participle is “*lain*.”
- *Lay* means “to put or place something”.
- Thus, you may say “I have *lain* on my bed for half an hour,” but you cannot write “I have *laid* on the lounge chair for half an hour.” On the other hand, you may “*lay* the plate on the table,” in which case all past tense forms are the word “*laid*.” By the way, once you “*lay*” the plate on the table, it *lies* there until moved.

**14. Lightening/Lightning**

- *Lightening* means making “lighter” or “brighter”;
- *Lightning* (which is always a noun) is what comes out of the sky, usually followed by a crack of thunder.

**15. Like/As/As if**

While the use of *like* as a conjunction is common in speaking, its use *as* a conjunction is not fully

established in writing. *Like* is better used as a preposition.

**16. Look at/Watch**

- In this context, *look* is usually followed by the preposition *at*. When you *look at* someone or something you are interested in the appearance. Generally we *look at* things that are static.
- *Watch* is a verb. When you *watch* someone or something you are interested in what happens. Generally we *watch* things that move or change state.

**17. Like/As**

- Do not confuse them. *Like* means that one is drawing a similarity from dissimilar groups. The error is created when one uses “like” as a conjunction. The person should substitute “as” for “like”.

**18. Literally/Figuratively**

- Do not confuse these words.
- *Literally* means that one’s words describe what actually occurred. Most of the time, the word is tossed into sentences in which it is unnecessary.
- The word “figuratively” means that one is using language metaphorically.

**19. Look after/Look for**

- To *look after* means “to take care of” or “be in charge of something or someone.”
- To *look for* means “to try to find something or someone.”

**20. Look over/Overlook**

- *Look over* is a phrasal verb. When you *look over* something or someone you quickly examine it or them.
- *Overlook* is a verb. When you *overlook* someone or something, you fail to notice or consider it or them.

**Note:**

If you *look forward/forwards*, it simply means you are looking ahead of you. *Look forward to* is a phrasal verb. When you *look forward to* something, you feel happy and excited about something that is going to happen.

**21. Loose (not snug)/Lose (to misplace, fail to win)**

- *Loose* means “to be free, not close together”.
- To *lose* means “to suffer loss.”

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- *Lose* always means “mislaying or dropping something and not being able to find it”, while *loose* means “slack” or “free”.
- *Loose* is an adjective. If something isn’t fixed properly or it doesn’t fit, because it’s too large, or because its not tight enough, it’s loose.
- *Lose* is a verb that means “to no longer possess something because you do not know where it is, or because it has been taken away from you.”

### 22. Luxurious/Luxuriant

- *Luxurious* living means that you enjoy luxuries.
- *Luxuriant* means that something (such as a plant) is growing abundantly.

## M

### 1. Madding/Maddening

- “A *madding* crowd” is a group of people who can drive you insane.
- “A *maddening* crowd” is a group of people who make you angry.  
Hardy’s novel is *Far from the Madding Crowd*.

### 2. Mantel/Mantle

- *Mantel* is the shelf above a fireplace, or the fireplace surrounding;
- *Mantle* is a cloak or blanket.

### 3. Manufacture/Manufacturer

When your company makes stuff, it *manufactures* it; but the company itself is a *manufacturer*.

### 4. Marshal/Marshall

- *Marshal* is a military officer or a sheriff;
- *marshall* is a verb, as in marshalling yard.

### 5. Maybe (perhaps)/May be (could be)

### 6. Me/My

- As between *I* and *me* we usually choose the correct form by instinct.
- *Me* is used as the object of a verb or preposition. You use *me* to refer to yourself.  
In short answers, we usually use this form.
- *My* is a possessive adjective.

### 7. Meat (food)/meet (encounter)

### 8. Medal/Metal/Meddle/Mettle

- A person who proves his or her *mettle* displays courage or stamina.
- The word *mettle* is seldom used outside of this expression. *Metals* are nouns like silver, gold, etc.

- *Medal* is a prize given and *meddle* means “to interfere”.

### 9. Media/Medium/Median

- “Media” is a plural word. One mass *media* form is a medium.
- *Medium* is also a size between large and small;
- *median* is the mid point.

### 10. Meet/Mete/Meat

The two more often confused are *meet* and *mete*.

- *Meet* means “to encounter” (and can also mean fit or suitable); *mete* means “to allot, apportion or distribute”; *meat* refers to flesh as food.

### 11. Militate/Mitigate

- *Militate* is usually followed by “against” in a phrase that means “works against”.
- *Mitigate* means almost the opposite: “to make easier” or “to moderate”. It should not be followed by “against.”

### 12. Miner (excavator)/Minor (person under a given age)

Children are *minors* (unless they are violating child-labour laws, and) those who work in mines are *miners*.

### 13. Minimal/Minimum

- A *minimal* amount is the minimum in a data set.
- “*Minimal*” is an adjective and “*minimum*” may be used either as a noun or an adjective.

### 14. Moral/Morale

- *Moral* means good ; it is also a lesson on conduct.
- *Morale* is a mental condition, spirit (“The team’s morale was low?”).

### 15. Most/Almost

- *Almost* is an adverb meaning “nearly.”
- *Most* is an adjective meaning “the greater part.”

### 16. Mucus/Mucous

- *Mucous* membranes secrete *mucus*.
- *Mucus* is the noun and *mucous* is the adjective.

### 17. Mute/Moot

- *Mute* as a verb means “to silence or quieten down”; as a noun it’s a little gadget used by string players to soften the sound from their instruments; as an adjective, it means dumb or making no sound (as in “He looked at me in mute appeal”.)
- *Moot* means “debatable”. So, it’s a “moot point”.

### 18. Most/the Most

- *Most* without an article is usually used as an adjective, which means “almost all”.



- *The most* is usually used to form the superlative of many adjectives and adverbs.

#### 19. Mutual/Common

- *Mutual* refers to two people who share the same emotion, as in ““My friend and I have *mutual respect*””.
- *Common* refers to something shared by at least two people, such as “*a common goal*” or “a common point of departure”.

### N

#### 1. Naïve/Knave

- A *knave* is an unprincipled, untrustworthy, or dishonest person, whereas *naïve* means “having or showing unaffected simplicity of nature or absence of artificiality” or “unsophisticated or ingenuous”.

#### 2. Naval/Navel

- Your belly button is your *navel*, and “navel oranges” look like they have one;
- all terms having to do with ships and sailing require *naval*.

#### 3. No/Know

Strange that these two should get confused, but they do.

- *No* is always the opposite of “yes”;
- to *Know* is to be certain.

### O

#### 1. Once/Ones

- *Once* always has to do with time and answers the questions, “how many times?” or “when?”
- In contrast, *ones* have to do with things.

#### 2. Oppress/Repress

Dictators commonly *oppress* their citizens and *repress* dissent, but these words don’t mean exactly the same thing.

- *Repress* just means “keep under control.” Sometimes *repression* is a good thing.
- *Oppression* is always bad, and implies serious persecution.

#### 3. Oral/Verbal

- Some people insist that *verbal* refers to anything expressed in words, whether written or spoken,

while *oral* refers exclusively to speech; but in common usage *verbal* has become widely accepted for the latter meaning.

- However, in case of a legal context, an unwritten agreement is still an “*oral contract*,” not a “*verbal contract*.”

#### 4. Oriental/Asian

- *Oriental* is generally considered old-fashioned now, and many find it offensive.
- *Asian* is preferred for telling about Asia.

It baffles me that people get these mixed up, but they do.

#### 5. Overdo/Overdue

- *Overdo* means “to exaggerate” or “carry to something too far”;
- *overdue* is what your bills are, when you forget to pay them!

#### 6. Overtake vs Takeover/Take over

- *Overtake* is a verb. It can mean to go beyond something by being better, or if you’re driving to come from behind another vehicle or a person and move in front of it.
- *Takeover* as a noun is used when one organisation gains control of a company by buying most of its shares.

### P

#### 1. Pair (two)/Pare (peel; reduce)

#### 2. Palate/Palette/Pallet/Pellet

- Your *palate* is the roof of your mouth, and by extension, your sense of taste.
- A *palette* is the flat board an artist mixes paint on (or by extension, a range of colours).
- A *pallet* is either a bed (now rare) or a flat platform onto which goods are loaded.
- A *pellet* is a bullet.

#### 3. Parameter/Perimeter

- A *parameter* is a number that describes a population or, metaphorically, a distinctive characteristic of a population of events.
- A *perimeter* is a boundary.

#### 4. Paramount/Tantamount

- *Paramount* means “best” or “top.”
- *Tantamount* means “equivalent”.

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### 5. Partake/Participate

- *Participate* means “take part”.
- The main modern meaning of *partake* is “consume,” especially in relation to food.

### 6. Past (an earlier time)/Passed (went by)

### 7. Patience/Patients

- *Patience* means “forbearance”;
- *patients* are people under medical care.

### 8. Peasant/Pheasant

*pheasant* is a favorite game bird whereas *peasants* are rural people or farm workers.

### 9. Pedalled/Peddled

- *Pedalled* is the past tense of “pedal”, which as a *verb* means to use your feet to turn the pedals on something, such as a bicycle, to make it move; or to operate the pedals on a piano, or the lower keys on an organ;
- *peddled* is the past tense of “peddle”, which means “to sell”.

### 10. Peek/Pique/Peak

- *Pique* means “to excite or irritate”;
- *peek* means “to peep or snoop”;
- *peak* as a *noun* means the summit or tip, and as a *verb* means “to climax”.

### 11. Peer/Pier

- *Peer* as a *noun* means “a person who is your equal” and as a *verb* it means to squint or look obliquely at something;
- *pier* is a type of wharf or dock.
- Two other words that sound similar are *pear* (a fruit) and *pare* (to peel).

### 12. Percent/Percentage

- Use *percent* when identifying a particular number.
- Use *percentage* when there is no definite figure.

### 13. Perfect/perfectly

- *Perfect* is as singular as it gets.
- *Perfectly* is an adverb used to emphasise another concept.

### 14. Precedence/Precedents

- Things have *precedence* over others if they are given preference.
- *Precedents* are events that serve as standards.

### 15. Persecute/Prosecute

- When you *persecute* someone, you’re treating them badly, whether they deserve it or not;

- but only legal officers can *prosecute* someone for a crime.

### 16. Personal (private)/Personnel (staff)

- *Personal* means “of a person”: “a personal opinion,” “a personal matter.”
- *Personnel* refers to the people in an organisation, especially employees.

### 17. Persons/People

Use “*people*” if you can. *Persons* usually involves a collection of *people* who are counted or numbered. *People* can refer to a large group of *people*, usually unnumbered. Thus, *people* often can be substituted for *persons*, but *persons* cannot be substituted for *people*.

### 18. Perspective (angle of view)/Prospective (in the future)

### 19. Phenomenon/Phenomena

One *phenomenon* or many *phenomena* may exist.

### 20. Piece (part, portion)/Peace (absence of war)

### 21. Plain (simple; flat land)/Plane (flat surface; smooth off)

### 22. Podium/Lectern

- Strictly speaking, a *podium* is a raised platform on which you stand to give a speech;
- the piece of furniture on which you place your notes and behind which you stand is a *lectern*.

### 23. Pole/Poll

- A *pole* is a long stick.
- You could take a *poll* (survey or ballot).

### 24. Pour/Pore

You *pour* sauces, gravies, etc., over your dinner, while *pore* means to study something—so, “*pore* over the book”, not “*pour* over the book”.

### 25. Practice/Practise

In usage, *practice* is always the *noun* and *practise*, the *verb*.

### 26. Pray (ask, implore)/Prey (hunt down; what is hunted)

### 27. Perpetuate/Perpetrate

- *Perpetrate* is something criminals do —they *perpetrate* a crime.
- When you seek to continue something, you are trying to *perpetuate* it.

### 28. Premiere/Premier/Debut

- An actor makes a *debut*, whereas a movie has a *premiere*.

The prime minister of a parliamentary government is known as a *premier*.

- The opening night of a film or play is its *premiere*.

### 29. Premise/Premises

*Premise* usually means “assumption” or “supposition” while *premises* means “an apartment, house or building and its grounds”.

### 30. Presence/Presents

- *Presence* means “being near at hand”;
- *Presents* are gifts.

### 31. Pretty/Very

- Do not use *pretty* as a synonym for *very*.

### 32. Principle (rule)/Principal (chief, chief person; sum of money)

### 33. Proceed/Precede

- To *proceed* is to “go forward”;
- to *precede* means “to go ahead of”.

### 34. Prodigy/Progeny/Protege

- Your *progeny* are your kids.
- If your child is a brilliantly outstanding person he or she may be a child *prodigy*. In fact, anything amazingly admirable can be a *prodigy*.
- But a person that you take under your wing in order to help promote his or her career is your *protégé*.

### 35. Profit/Prophet

- *Profit* means “gain”, “earnings”, “advantage”, and is usually associated with business.
- A *prophet* is a seer, a diviner.

### 36. Prophecy (noun)/Prophecy (verb)

### 37. Purposely/Purposefully

- Actions are done *purposely* if they are intended.
- Actions are done *purposefully* if the person doing them is very determined.

## Q

### 1. Quiet (silent)/Quite (really, positively, very much)

### 2. Quotation/Quote

- *Quote* is a *verb*;
- *Quotation* is a *noun*.
- You *quote* people, but you read *quotations*.

## R

### 1. Rain/Reign/Rein

- *Rain* is the water that comes down from clouds;
- *Reign* means “to rule”;
- *Rein* is a strap, usually leather, for controlling an animal, especially a horse.

### 2. Raise/Raze

These two are exact opposites. *Raise* means “to lift” or “build up” and *raze* means “to pull down”.

### 3. Rapt/Rapped/Wrapped

- *Rapt* means “enchanted” or “engrossed”;
- *rapped* is the past tense of “rap”, which means “to hit” or “criticise”;
- *wrapped* is the past tense of wrap, to coat or enfold.

### 4. Rational/Rationale

- *Rational* is an adjective meaning “reasonable” or “logical”.
- *Rationale* is a *noun* which most often means underlying reason.

### 5. Reality/Realty

- *Reality* is real life.
- *Realty* is real estate.

### 6. Rebut/Refute

- When you *rebut* someone’s argument you argue against it.
- To *refute* someone’s argument is to prove it incorrect.

### 7. Refer back/Look back

- A confusion between “look back” and “refer”. This usage is objected to in formal writing on the ground that since the re- of refer means “back,” “refer back” is redundant. *Refer back* is acceptable when it means “refer again” .

### 8. Reference/Reverence

*Reference* is something referred to, *reverence* means “respect”.

### 9. Refute/Reject

- To *refute* someone’s argument is to prove it incorrect.
- If you attempt no such proof but simply disagree with an argument, the word you want is *reject*.

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### 10. Regimen/Regiment

- *Regimen* is a *noun* and is mostly used to refer to a prescribed way of life, or diet or exercise. It is also the action of governing.
- *Regiment* as a *verb* means “to direct” or “to command”; as a *noun* it refers to a military unit.

### 11. Remember/Remind

- To *remember* means “to be able to bring back a piece of information into your mind”, or “to keep a piece of information in your memory.”
- To *remind* means “to make someone aware of something they have forgotten or might have forgotten”.

### 12. Replete/Complete

- *Replete* usually means “stuffed,” “full to overflowing.”
- *Complete* means “finished or total.”

### 13. Residence/Residents

- *Residence* is a house;
- *Residents* are the people who live there.

### 14. Respectfully/Respectively

- *Respectfully* means “politely”;
- *Respectively* means “in the order stated.”

### 15. Retch/Wretch

- *Retch* means “to gag” or “try to vomit”;
- *Wretch* is a grovelling person, a creep.

### 16. Rifle/Riffle

- *Rifle* (apart from being a firearm) means “to steal”;
- *Riffle* means “to leaf through or browse.”

### 17. Right (proper, entitlement)/Rite (ceremony)

### 18. Right/Rite/Write

- *Right* means “correct”;
- *Rite* is a ceremony, usually religious;
- *Write* means “to make words”.

### 19. Risky/Risque

French-derived word “*risque*” means “slightly indecent” whereas *risky* is dangerous.

### 20. Road (path)/Rode (past of ride)

- *Road* is a long surface for cars and other vehicles;
- *rode* is the past tense of ride.

### 21. Role/Roll

- *Role* is a part in a play or film.
- *Roll* as a *noun* is a document or something that is cylindrical in shape and as a *verb*, it means to make something into a cylindrical shape, to turn or spin.

### 22. Root/Rout/Route

You can “root” for your team (cheer them on) and hope that they utterly smash their opponents—*rout*, then come back in triumph on the straight *Route* (a road).

### 23. Rye/Wry

- *Wry* means “bent” or “twisted.” Even if you don’t have a wry sense of humor you may crack a wry smile.
- A *rye* is the seed or grain of this plant.

## S

#### 1. Sacred/Scared

- Gods are *sacred*.
- The damned in Hell are *scared* (afraid).

#### 2. Sail/Sale/Sell

- You *sail* a boat which has a *sail* of canvas. (*Sail* is part of a ship or boat.)
- You *sell* your old pot at a yard sale.
- *Sale* is either offering something for purchase (“for sale”) or offering it at a special price (“on sale”).

#### 3. Salsa Sauce/Salsa

- *Salsa* is Spanish for “sauce,” so “salsa sauce” is redundant.
- *Salsa* is also a type of dance.

#### 4. Sarcastic/Ironic

- Not all ironic comments are *sarcastic*. Sarcasm is meant to mock or wound.
- *Irony* has an element of sadness.

#### 5. say/said vs tell/told

- *Said* (verb) is the past simple and past participle of “to say”. It can be used in direct speech: It can be used in indirect (reported) speech (followed by that).
- *Said* (adjective) is used before the name of a person or thing you have already mentioned
- *Told* (verb) is the past simple and past participle of “to tell”. It is normally used in reported speech, i.e. it is used to talk about what people say (followed by an object + “that”). When *told* has the meaning of “instruct”, it can be followed by an object and an infinitive.

#### 6. Scene(setting, stage setting)/Seen (perceived)

- *Scene* is the place where something happens.
- *Seen* is the past participle of “see”.

**7. Scone/Sconce**

- A jam or cream filled biscuit is a *scone*.
- If you are describing a wall-mounted light fixture, the word is “sconce”.

**8. Seam/Seem**

- *Seam* is most often used to refer to the joining of two pieces of fabric with thread, but it can refer to other types of joints.
- *Seem* means “appear”.

**9. Sell/Cell**

- *Sell* means “to exchange for money”.
- *Cell* is a small room (invariably lacking in comfort). *Cell* is also an organism (as in “stem cells”). *Cell* is also used to refer to the small divisions in something large such as a container or a table in a web page or word-processed document.

**10. Sense (perception)/Since (from that time)**

**11. Sensual/Sensuous**

- *Sensual* usually relates to physical desires and experiences, and often means “sexy.”
- *Sensuous* is more often used for aesthetic pleasures, like “sensuous music.”

**12. Serf/Surf**

- *Serf* means slave or servant.
- *Surf* is a wave and as a verb is also the action of riding the waves on a board or using a computer to find something on the Internet.

**13. Set (to put)/Sit (to be seated)**

**14. Sever/Severe**

- *Sever* means “to separate” or “detach”.
- *Severe* means “grim” or “stern”.

**15. Shear/Sheer**

- *Shear* means “to cut or clip”.
- *Sheer* means “transparent” (as in “sheer nylon hosiery”) or “steep” (as in “a sheer drop”) or “total” or “absolute” (as in “sheer stupidity”).

**16. Sheath/Sheaf**

- If you take your knife out of its *sheath* (case) you can use it to cut a *sheaf* (bundle) of paper.

**17. Shone (past of shine)/Shown (displayed)**

**18. Shore/Sure**

- *Shore* as verb means “to brace or support” and as a noun, it is usually a beach but can also be “a support” or “a brace”.

- *Sure* means “certain” or “confident”.

- So you do not *sure up* a company by borrowing more capital; you *shore it up*.

**19. Shortage/Shortness**

- *Shortage* is a noun meaning when there is not enough of something.
- *Shortness* is also a noun meaning the condition of being short spatially (in length).

**20. Sick/Ill**

- Use “sick” when you mean a person is nauseated.
- Use “ill” when the person is not well but not necessarily nauseated.

**21. Silicon/Silicone**

- *Silicon* is a chemical element, the basic stuff of which microchips are made. Sand is largely silicon.
- *Silicones* are plastics and other materials containing silicon.

**22. Singly/Singularly**

- *Singly* means “individually” or “one-by-one”.
- *Singularly* means “strangely” or “uniquely”.

**23. Site/Sight/Cite**

- *Site* always refers to location or place—building site, archaeology site, etc.
- *Sight* always refers to vision, as in the cliché “a sight for sore eyes”.
- *Cite* means “to summon” or “to refer to a source”.

**24. Slither/Sliver**

- *Slither* means “to slip” or “to slide”.
- *Sliver* is a noun, meaning a thin piece, such as a flake, paring or chip.

**25. So/Such**

- *So* when used as in front of an adjective or an adverb means “very”.
- *Such* when used as a determiner can be used in front of a noun or an adjective and a noun to show extremes, you can’t use it in front of adverbs.
- Remember that without the noun you need to use “so”.

**26. Soar/Sore**

- *Sore* refers to aches, pains and wounds - sore feet, sore backs, and sores on your skin.
- The more unusual word used to describe the act of gliding through the air or swooping up in the sky is *soar*.

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### 27. Sojourn/Journey

- A *sojourn* is actually a temporary stay in one place.
- If you're constantly on the move, then it is a *journey*.

### 28. Sole/Soul

- *Sole* as an adjective means "single" and as a noun it is a type of fish and the under part of a foot or a shoe.
- *Soul* generally refers to the invisible part of you that lives on after you die; it also refers to heart or mind or a human being.

### 29. Some time/Sometime

- This is a common confusion. *Some time* is a period of time and *sometime* means at some time which is not specified.

### 30. Specially/Especially

- When something is *special*, it is not ordinary.
- *Especially* refers to things that are pre-eminent or primary.

### 31. Stand/Stance

- When you courageously resist opposing forces, you take a *stand*.
- Your *stance*, on the other hand, is just your position—literal or figurative—which may not be particularly militant.

### 32. Stationary/Stationery

- *Stationary* means "standing still".
- *Stationery* refers to writing paper.

### 33. statue/statute/stature

- *Statue* is a carved or moulded likeness.
- *Statute* is law.
- *Stature* means "height" or "status".

### 34. Stint/Stent

- When the time to work comes, you've got to do your "stint".
- The medical device installed to keep an artery open is a "stent".

### 35. Straight (not curved)/Strait (narrow place)

- *Straight* means "without bends".
- *Strait* is a passage of water.

### 36. Suit/Suite

- Your bedroom *suite* consists of the bed, the nightstand, and whatever other furniture goes with it.

- *Suit* is your formal dress.

### 37. Sulking/Skulking

- That guy sneaking furtively around the neighborhood is *skulking* around.
- *Sulking* is related to your not being in a good mood.

### 38. To see/To watch

- *To see* means to be aware of what is around you by using your eyes.
- *To watch* means to look at something for a period of time, especially something that is changing or moving. We *watch* things that move, such as TV, a film, sport, etc. while we *look* at static things, such as a photograph, a painting, the stars, etc.

## T

### 1. Tack (angle of approach)/Tact (sensitivity, diplomacy)

### 2. Taken Back /Taken Aback

- When you're startled by something, you're *taken aback* by it.
- When you're reminded of something from your past, you're *taken back* to that time.

### 3. Taut/Taught/Taunt

- *Taut* means "tight" or "firm".
- *Taught* is the past tense of teach.
- *Taunt* means "jeer" or "insult".

### 4. Tenant/Tenet

- *Tenant* is one who rents a property.
- *Tenet* is a principle or belief.

### 5. Than (word of comparison)/Then (at that time)

### 6. That/Which/Who

- *That* refers to persons or things,
- *which* refers to things, and
- *who* refers to persons.

### 7. There/Their/They're

- *There* is a location.
- *Their* is the possessive form of "they".
- *They're* the short form of "they are".

### 8. Threw (past of throw)/Through (by way of)

### 9. Throes/Throws

- *Throes* are violent spasms or painful struggles, though not always physical. *Throes* can also mean the "midst of".

- *Throws* means “to hurl” or “to toss”. As a noun, it means blankets or other types of covering.

**10. Throne/Thrown**

- A *throne* is a chair for a king to sit on.
- *Thrown* is the past participle of “throw”.

**11. Tic/Tick**

- The word for a spasmodic twitch or habitual quirk of speech or behaviour is spelled the French way: “tic.”
- Tick, as a noun, is a parasitic insect and, as a verb, it is “a mark”.

**12. Timber/Timbre**

- *Timber* is a type of wood.
- The quality which distinguishes the sound produced by one instrument or voice from others is *timbre*.

**13. To(in the direction of)/Too(also)/Two(the number)**

- *To* is a preposition meaning “towards”.
- *Too* means “also” or “extremely” (as in “You are walking too fast for me”).
- *Two* is the number after one.

**14. Trainee/Trainer**

- A *trainee* is a person who is learning and practising the skills of a particular job.
- A *trainer* is a person who teaches skills for a particular job, activity or sport.

**15. Troop/Troupe**

- A group of performers is a *troupe*.
- Any other group of people, military or otherwise, is a *troop*.

**16. Tussle/Tousled**

- *Tussle* is a struggle, fight or scuffle
- *Tousled* means “messed up”.

**U**

**1. Unchartered/Uncharted**

- *Unchartered* means “lacking a charter” whereas
- *uncharted* means “unmapped” or “unexplored”.

**2. Undo/Undue**

- The verb “undo” is the opposite of “do.” *Undo* means “to erase or remove something that was done”.

- The adjective “undue” is the opposite of “due” and means “unwarranted” or “improper.” It is used in phrases like “undue advantage”.

**3. Unique/Uncommon**

- The formal meaning of unique is “sole” or “only” or “being the only one of its kind”.
- The meaning of “uncommon” is “rare” or “unusual”.

**4. Upmost/Utmost**

- *Upmost* means “uppermost” referring to something on top.
- *Utmost* means “extreme or greatest or maximum”.

**5. Used to/Used to do**

- *Used to* can be used as an adjective and we use it to talk about things that have become familiar, and are no longer strange or new. You can also be used to doing something.
- *Used to do*—If we say something *used to* happen we are talking about repeated events and actions in the past, usually things that happened a long time ago and are now finished.

**V**

**1. Vane/Vain/Vein**

- *Vane* is an instrument that shows from which direction the wind is blowing; it also means the sail of a windmill, the flat part on either side of the *shaft of a feather, a revolving fan or flywheel*.
- *Vain* means too concerned about how one looks or being too conceited and also means useless as in “a vain attempt”.
- *Vein* is a blood vessel, a channel.

**2. Vary/Very**

- *Vary* means “to change”.
- *Very* describes an extreme form of anything like “very nice,” “very bad”, etc.

**3. Venal/Venial**

- *Venal* means “dishonest” or “dishonourable”.
- *Venial* means “forgivable” or “unimportant” (as in “venial sins”).

**4. Veracious/Voracious**

- *Veracious* means “truthful, honest”. A truthful person has “veracity”.

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- *Voracity* means “extreme appetite” and *voracious* means “insatiable” or “ravenous”.

### 5. Verses/Versus

- *Verses* are the plural of *verse*, something a poet writes.
- *Versus* means “against” or “in comparison with”.

### 6. Viable/Vie/Workable

- Something that is *viable* is capable of living (from the Latin *vita* or “life”).
- *Vie* means “compete for”.
- *Workable* means “feasible”.

### 7. Vicious/Viscous

- *Vicious* means “savage” or “cruel”.
- *Viscous* means “thick and gummy”.



### 1. Wail/Whale

- One informal meaning of “whale” is “to beat.” Whale also is a large mammal (fish-like).
- To “wail” means “to cry loudly”.

### 2. Waist (middle of torso)/Waste (squander)

- *Waist* is that part of your body around which you fasten your belt.
- *Waste* as a noun mostly refers to stuff that’s thrown away and as a verb it usually means “to squander”.

### 3. Wander/Wonder

- *Wander* (verb) means “to travel aimlessly”.
- *Wonder* (verb) means “to consider or question or think about some issue”. *Wonder* (noun) means “the feeling aroused by something strange and surprising”.

### 4. Wary/Weary

- *Wary* means “careful”.
- *Weary* means “tired”.

### 5. Wave/Waive

- *Wave* means “to flap your hand in farewell” as a verb. As a noun, it is also a breaker on the beach.
- *Waive* means “to give up one’s rights or claim”.

### 6. Waver/Waiver

- *Waver* means “to be undecided”.
- *Waiver* means “the giving up of rights or claims”.

### 7. Ways/Way

- Use “way” when referring to distance.
- Use “ways” when referring to methods

### 8. Weak (feeble)/week (seven days)

### 9. Wear (carry on the body)/where (in what place)

### 10. Weather (atmospheric conditions)/Whether (if, in case)

- Use *whether* as in the phrase “whether or not”.
- Use *weather* when referring to atmospheric or climatic conditions.

### 11. Wet/Whet

- *Wet* as a verb means strictly to pour liquid on something.
- *Whet* means “to sharpen or stimulate”.

### 12. Which (what one, one of a group)/Witch (sorceress)

### 13. Who/Whom

- *Who* is the nominative case (“He is the one who will be elected”), while
- *whom* is the objective case (“He is the one whom you have been seeking”).

### 14. Whole/Hole

- *Whole* means “entire” (“He ate the whole pie”), while
- a *hole* is an empty hollow (“My dog dug a hole in my yard”).

### 15. Whose (possessive of who)/Who’s (contraction of who is)

### 16. Wont/Won’t

- *Wont* means “accustomed”.
- *Won’t* is short form for “will not”.

### 17. Write/Right/Rite

- *Write* means “to scrawl” or “to pen” or “to put thoughts into readable format”.
- *Right* means “correct”.
- A *rite* is a “ceremony”.



### 1. Yoke/Yolk

- The yellow center of an egg is its *yolk*.
- The link that holds two oxen together is a *yoke*; they are yoked.

### 2. Your (possessive of you)/You’re (contraction of you are)



## VOCABULARY BASED QUESTIONS

CHAPTER 6: SYNONYMS

CHAPTER 7: ANTONYMS

CHAPTER 8: ODD MAN OUT

CHAPTER 9: ANALOGIES



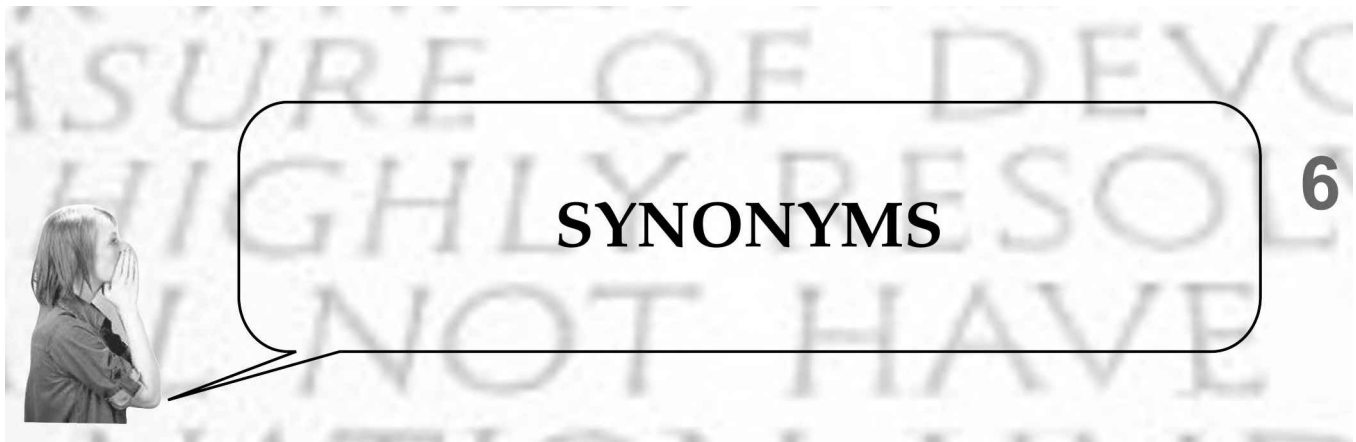
## SECTION 2

This section will help you in the following ways:

- In the chapter on Synonyms, you would get to tackle question types related to words with similar meanings.
- In the chapter on Antonyms, you would get to tackle question types related to words that are opposite in meanings.
- In the chapter on Odd Man Out, you would get to tackle questions which are situation based and which require you to choose out of a group of words one which does not belong to the group.
- In the chapter on Analogies, you would get to tackle questions which are relationship based and are very commonly used in exams like MAT, IRMA, CET Maharashtra, etc. In this chapter you would learn to identify the various types of relationships that are used in Analogies.







**Directions for Exercise 1 and 2:** Choose the option closest in meaning to the word given.

**Exercise 1**

1. **Low-Key**  
 (a) official (b) secret  
 (c) subdued (d) complicated
2. **Stipulation**  
 (a) imitation (b) signal  
 (c) excitement (d) requirement
3. **Antithesis**  
 (a) fixed dislike (b) musical reponse  
 (c) lack of feeling (d) direct opposite
4. **Transitory**  
 (a) short-lived (b) idle  
 (c) unexpected (d) clear
5. **Entrenched**  
 (a) filled up (b) fortified  
 (c) followed by (d) kept down
6. **Lot**  
 (a) right (b) folly  
 (c) fate (d) oath
7. **Apprehension**  
 (a) gratitude (b) apology  
 (c) dread (d) punishment
8. **Amenable**  
 (a) religious (b) masculine  
 (c) proud (d) agreeable
9. **Affluent**  
 (a) neutral (b) sentimental  
 (c) wealthy (d) handsome
10. **Counterpart**  
 (a) hindrance (b) peace offering  
 (c) password (d) complimentary

11. **Superficial**  
 (a) shallow (b) unusually fine  
 (c) proud (d) aged
12. **Disparage**  
 (a) separate (b) compare  
 (c) refuse (d) belittle
13. **Protagonist**  
 (a) prophet (b) explorer  
 (c) talented child (d) leading character
14. **Ludicrous**  
 (a) profitable (b) excessive  
 (c) disordered (d) ridiculous
15. **Intrepid**  
 (a) middle (b) tolerant  
 (c) fearless (d) rude
16. **Sage**  
 (a) wise man (b) tale  
 (c) era (d) fool
17. **Admonish**  
 (a) warn (b) escape  
 (c) worship (d) distribute
18. **Beset**  
 (a) plead (b) assail  
 (c) pertain to (d) deny
19. **Figment**  
 (a) perfume (b) undeveloped fruit  
 (c) statuette (d) invention
20. **Glib**  
 (a) dull (b) thin  
 (c) weak (d) fluent

**Exercise 2**

1. **Grandiose**  
 (a) imposing (b) unpretentious

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- (c) boring (d) lanky
2. **Parley**  
(a) fraud (b) paraphrase  
(c) conclave (d) spectacle
3. **Lassitude**  
(a) lethargy (b) puritan  
(c) energy (d) meeting
4. **Ruse**  
(a) break (b) stratagem  
(c) maudlin (d) guru
5. **Aphorism**  
(a) prune (b) wither  
(c) aphid (d) proverb
6. **Hybrid**  
(a) pure (b) benefactor  
(c) partisan (d) crossbreed
7. **Passe'**  
(a) rude (b) old-fashioned  
(c) modern (d) chic
8. **Louse**  
(a) lukewarm (b) beast  
(c) parasitic insect (d) infant
9. **Scuttle**  
(a) rumor (b) priority  
(c) run hurriedly (d) solemn
10. **Utopia**  
(a) holiday home (b) music  
(c) vacant (d) perfect state
11. **Idiocy**  
(a) brilliancy (b) privilege  
(c) dogma (d) absurdity
12. **Spry**  
(a) doubtful (b) nimble  
(c) prognosticate (d) leave
13. **Harbinger**  
(a) forerunner (b) reel  
(c) epic (d) footstool
14. **Simpleton**  
(a) dunce (b) tattler  
(c) genius (d) quack
15. **Brevity**  
(a) corporal (b) shortness  
(c) moisture (d) valour

**Directions for Exercise 3:** *Select the word having the same meaning as the given word.*

**Exercise 3**

1. **Vituperation**  
(a) moisture (b) parallel  
(c) malediction (d) recover
2. **Repeal**  
(a) sharp (b) applaud  
(c) acceptance (d) abrogation
3. **Foreclose**  
(a) shut out (b) nearby  
(c) liberty (d) indicate
4. **Qualm**  
(a) concavity (b) amplitude  
(c) misgiving (d) repute
5. **Controversial**  
(a) pulse (b) polemic  
(c) record (d) integrity
6. **Elation**  
(a) happiness (b) naturalize  
(c) poverty (d) parsimony
7. **Apportionment**  
(a) coexist (b) period  
(c) appoint (d) dispensation
8. **Vaunt**  
(a) lack (b) sufferance  
(c) resign (d) boast
9. **Equivocal**  
(a) questionable (b) resistance  
(c) actual (d) fall apart
10. **Fetid**  
(a) comical (b) ornament  
(c) stinking (d) regular

**Directions for Exercises 4 and 5:** *Choose the word which is not a synonym for the given word.*

**Exercise 4**

1. **Stingy**  
(a) amicable (b) penurious  
(c) parsimonious (d) frugal
2. **Persistence**  
(a) perilous (b) sedulity  
(c) pertinacity (d) plodding

- |                          |                |                    |                  |                 |
|--------------------------|----------------|--------------------|------------------|-----------------|
| 3. <b>Untrue</b>         | (a) spurious   | (b) false          | (c) meretricious | (d) chaste      |
| 4. <b>Relax</b>          | (a) rest       | (b) unwind         | (c) ease         | (d) relegate    |
| 5. <b>Accumulation</b>   | (a) collection | (b) conglomeration | (c) assemblage   | (d) collagen    |
| 6. <b>Sleep Inducing</b> | (a) soporific  | (b) sedative       | (c) somnolent    | (d) hygroscopic |
| 7. <b>Swelling</b>       | (a) turgidity  | (b) distention     | (c) inflammation | (d) flaccidity  |
| 8. <b>Incline</b>        | (a) trenchant  | (b) slope          | (c) acclivity    | (d) gradient    |
| 9. <b>Shining</b>        | (a) indolent   | (b) dazzling       | (c) gleaming     | (d) glistening  |
| 10. <b>Loafer</b>        | (a) vagrant    | (b) lounge         | (c) bantam       | (d) idler       |

**Exercise 5**

- |                      |                 |                |                  |                    |
|----------------------|-----------------|----------------|------------------|--------------------|
| 1. <b>Emigrate</b>   | (a) depart      | (b) elude      | (c) relocate     | (d) resettle       |
| 2. <b>Eloquent</b>   | (a) elusive     | (b) articulate | (c) fluent       | (d) expressive     |
| 3. <b>Defendant</b>  | (a) accused     | (b) appellant  | (c) offender     | (d) defoliant      |
| 4. <b>Abase</b>      | (a) adjourn     | (b) degrade    | (c) humiliate    | (d) mortify        |
| 5. <b>Aplomb</b>     | (a) ease        | (b) ribald     | (c) repose       | (d) serenity       |
| 6. <b>Porcelain</b>  | (a) ceramics    | (b) pottery    | (c) earthenware  | (d) mirror         |
| 7. <b>Eccentric</b>  | (a) aberrant    | (b) atypical   | (c) facile       | (d) bizarre        |
| 8. <b>Quagmire</b>   | (a) fen         | (b) morass     | (c) swamp        | (d) palisade       |
| 9. <b>Stockade</b>   | (a) rampart     | (b) fence      | (c) paling       | (d) shuttle        |
| 10. <b>Bestial</b>   | (a) feral       | (b) feminine   | (c) fiendish     | (d) savage         |
| 11. <b>Revelry</b>   | (a) jollity     | (b) slough     | (c) conviviality | (d) feasting       |
| 12. <b>Fester</b>    | (a) putrefy     | (b) ulcerate   | (c) rot          | (d) retrieve       |
| 13. <b>Jiggle</b>    | (a) squirm      | (b) fret       | (c) flighty      | (d) twitch         |
| 14. <b>Paddock</b>   | (a) filament    | (b) glebe      | (c) pasture      | (d) mead           |
| 15. <b>Flake</b>     | (a) scurf       | (b) sliver     | (c) chip         | (d) bunting        |
| 16. <b>Canyon</b>    | (a) ravine      | (b) gorge      | (c) pass         | (d) kayak          |
| 17. <b>Capsule</b>   | (a) lozenge     | (b) mantle     | (c) pill         | (d) tablet         |
| 18. <b>Heresy</b>    | (a) parole      | (b) blasphemy  | (c) dissent      | (d) non conformity |
| 19. <b>Anchorite</b> | (a) eremite     | (b) recluse    | (c) infirm       | (d) hermit         |
| 20. <b>Dither</b>    | (a) dilly-dally | (b) falter     | (c) hum and haw  | (d) doughty        |
| 21. <b>Abandon</b>   | (a) cast away   | (b) forsake    | (c) butch        | (d) maroon         |

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22. **Negotiate**  
(a) mediate (b) milliner  
(c) intercede (d) liaise
23. **Itinerant**  
(a) peripatetic (b) nomadic  
(c) wayfaring (d) sprightly
24. **Nimble**  
(a) adroit (b) patrician  
(c) nippy (d) dexterous
25. **Clamorous**  
(a) raucous (b) blaring  
(c) dissonant (d) stately
26. **Oracular**  
(a) clairvoyant (b) soothsayer  
(c) lineage (d) sibyl
27. **Clannish**  
(a) cliquish (b) close-knit  
(c) insular (d) clanger
28. **Hook**  
(a) brooch (b) claque  
(c) hasp (d) buckle
29. **Masterpiece**  
(a) classic (b) archetypal  
(c) urbane (d) copybook
30. **Escort**  
(a) convoy (b) chattel  
(c) entourage (d) retinue
31. **Opening**  
(a) ingress (b) turnstile  
(c) vestibule (d) wheedle
32. **Entrails**  
(a) viscera (b) Eocene  
(c) Guts (d) Bowels
33. **Tawdry**  
(a) Gimmick (b) Gimcrack  
(c) Shoddy (d) Worthless
34. **Introverted**  
(a) reserved (b) contemplative  
(c) introspective (d) intrusive
35. **Jailer**  
(a) warder (b) jalousie  
(c) gaoler (d) guard
36. **Jargon**  
(a) argot (b) patois  
(c) cant (d) screw
37. **Container**  
(a) amphora (b) carafe  
(c) chaff (d) jar
38. **Clown**  
(a) comedian (b) jester  
(c) buffoon (d) Creole
39. **Quay**  
(a) jetty (b) lurch  
(c) wharf (d) breakwater
40. **Spray**  
(a) squirt (b) spurt  
(c) gush (d) jewelry
41. **Election**  
(a) poll (b) plebiscite  
(c) bandwagon (d) referendum
42. **Bandage**  
(a) gauze (b) plaster  
(c) lint (d) bandy
43. **Highwayman**  
(a) bandit (b) marauder  
(c) bandanna (d) brigand
44. **Symbol**  
(a) design (b) pattern  
(c) motif (d) scrap
45. **Morose**  
(a) churlish (b) sullen  
(c) humble (d) taciturn
46. **Motionless**  
(a) morel (b) inanimate  
(c) immobile (d) paralysed
47. **Temporal**  
(a) transient (b) ephemeral  
(c) mortal (d) melancholy
48. **Speckled**  
(a) blotchy (b) rocky  
(c) flecked (d) mottled
49. **Motto**  
(a) maxim (b) sculpt  
(c) aphorism (d) precept
50. **Hilly**  
(a) craggy (b) rocky  
(c) mountainous (d) mounted
51. **Mouthful**  
(a) gobbet (b) morsel  
(c) bite (d) muzzle

52. **Portable**  
 (a) movable (b) immovable  
 (c) mobile (d) transferable
53. **Dirt**  
 (a) mire (b) muck  
 (c) mud (d) muff
54. **Hush**  
 (a) stifle (b) mugger  
 (c) muffle (d) quieten
55. **Pageant**  
 (a) spectacle (b) ceremony  
 (c) show (d) verso
56. **Essential**  
 (a) requisite (b) mandatory  
 (c) imperative (d) repugnant
57. **Rescue**  
 (a) liberation (b) reredos  
 (c) salvage (d) emancipate
58. **Optimistic**  
 (a) sanguine (b) vitriolic  
 (c) buoyant (d) hopeful
59. **Sarcasm**  
 (a) contumely (b) acerbity  
 (c) derision (d) sapphic
60. **Satanic**  
 (a) diabolical (b) mephistophelean  
 (c) burlesque (d) demonic
61. **Pan**  
 (a) skillet (b) cauldron  
 (c) saucepan (d) souse
62. **Compact**  
 (a) brief (b) succinct  
 (c) indict (d) condensed
63. **Stones**  
 (a) pebbles (b) yokel  
 (c) gravel (d) cobbles
64. **Graft**  
 (a) join (b) gram  
 (c) splice (d) implant
65. **Framework**  
 (a) grid (b) mesh  
 (c) lattice (d) leeway
66. **Larva**  
 (a) maggot (b) grub  
 (c) lard (d) caterpillar
67. **Flail**  
 (a) whip (b) lash  
 (c) flog (d) trellis
68. **Knock**  
 (a) rap (b) tap  
 (c) thump (d) stud
69. **Mindful**  
 (a) heedful (b) attentive  
 (c) frantic (d) observant
70. **Neglectful**  
 (a) oblivious (b) temperate  
 (c) reckless (d) heedless
71. **Hallowed**  
 (a) blessed (b) phlegmatic  
 (c) consecrated (d) holy
72. **Enchant**  
 (a) raze (b) bewitch  
 (c) ravish (d) entrance
73. **Titular**  
 (a) nominal (b) official  
 (c) putative (d) causative
74. **Vicarious**  
 (a) surrogate (b) second-hand  
 (c) atrocious (d) indirect
75. **Wordy**  
 (a) loquacious (b) phrasing  
 (c) pleonastic (d) garrulous
76. **Lament**  
 (a) dirge (b) elegy  
 (c) lackey (d) monody
77. **Fuzzy**  
 (a) frizzy (b) fluffy  
 (c) furry (d) fleecy
78. **Hinder**  
 (a) stoke (b) inhibit  
 (c) foil (d) impede
79. **Jittery**  
 (a) fretful (b) petulant  
 (c) anxious (d) testy
80. **Freight**  
 (a) cargo (b) consignment  
 (c) chafing (d) shipment
81. **Astern**  
 (a) aft (b) abaft  
 (c) behind (d) apt

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82. **Ashamed**  
(a) bashful (b) venerable  
(c) sheepish (d) shy
83. **Attire**  
(a) array (b) raiment  
(c) apparel (d) assail
84. **Assert**  
(a) engross (b) vindicate  
(c) aver (d) insist
85. **Asperse**  
(a) calumniate (b) traduce  
(c) slander (d) disconcert
86. **Diligent**  
(a) assiduous (b) appendage  
(c) industrious (d) persevering
87. **Asylum**  
(a) shelter (b) refuge  
(c) sanctuary (d) presage
88. **Majestic**  
(a) august (b) heinous  
(c) stately (d) grand
89. **Aureate**  
(a) brilliant (b) gilded  
(c) resplendent (d) archaic
90. **Greed**  
(a) avarice (b) expiation  
(c) rapacity (d) cupidity
91. **Bamboozle**  
(a) hoax (b) mystify  
(c) cheat (d) gabble
92. **Bastille**  
(a) fortress (b) prison  
(c) jail (d) fop
93. **Blench**  
(a) flinch (b) prate  
(c) wince (d) quail
94. **Deprive**  
(a) rob (b) bereave  
(c) reprove (d) dispossess
95. **Cabal**  
(a) plot (b) machination  
(c) conspiracy (d) portend
96. **Melodious**  
(a) musical (b) canorous  
(c) sprightly (d) resonant

97. **Raw**  
(a) unfledged (b) callous  
(c) inexperienced (d) callow
98. **Caprice**  
(a) whim (b) fancy  
(c) quirk (d) brace
99. **Critical**  
(a) carping (b) censorious  
(c) cardinal (d) captious
100. **Gallant**  
(a) quixotic (b) chivalrous  
(c) prudent (d) honorable
101. **Cherish**  
(a) tend (b) foster  
(c) nurture (d) vouch

**Directions for Exercise 6:** *Choose the option which is a synonym or closest in meaning to the word in capitals:*

**Exercise 6**

1. **PANDEMONIUM**  
(a) lock (b) instrumental  
(c) garment (d) uproar
2. **MANOEUVRE**  
(a) upset (b) inflict  
(c) scheme (d) slow
3. **RELINQUISH**  
(a) abandon (b) relish  
(c) proceed (d) defeat
4. **TUMID**  
(a) humid (b) revolting  
(c) mean (d) inflated
5. **VERITABLE**  
(a) obedient (b) approval  
(c) genuine (d) false
6. **CANARD**  
(a) a bird (b) spare  
(c) offensive (d) hoax
7. **IDOLATRY**  
(a) admiration (b) sadness  
(c) corruption (d) faithless
8. **GRATUITOUS**  
(a) correct (b) unkind  
(c) absurd (d) given freely



- |                        |                  |                |                |                   |
|------------------------|------------------|----------------|----------------|-------------------|
| 9. <b>SAGACIOUS</b>    | (a) appealing    | (b) placid     | (c) wise       | (d) shaky         |
| 10. <b>LETHAL</b>      | (a) conventional | (b) deadly     | (c) averse     | (d) demonstrative |
| 11. <b>FEINT</b>       | (a) religious    | (b) digress    | (c) pretense   | (d) swoon         |
| 12. <b>PERAMBULATE</b> | (a) withdraw     | (b) obstruct   | (c) retail     | (d) walk          |
| 13. <b>ADMONISH</b>    | (a) give         | (b) warn       | (c) accustom   | (d) forgive       |
| 14. <b>JETTISON</b>    | (a) throw        | (b) travel     | (c) collect    | (d) sympathize    |
| 15. <b>EXPURGATE</b>   | (a) enjoy        | (b) clear      | (c) display    | (d) harbour       |
| 16. <b>SURMOUNT</b>    | (a) climb        | (b) dwindle    | (c) conquer    | (d) repair        |
| 17. <b>NETTLE</b>      | (a) knit         | (b) vessel     | (c) irritate   | (d) restore       |
| 18. <b>INTERCEPT</b>   | (a) display      | (b) arrest     | (c) allot      | (d) amaze         |
| 19. <b>DESULTORY</b>   | (a) changeable   | (b) result     | (c) hazardous  | (d) rivalry       |
| 20. <b>SALIENT</b>     | (a) skillful     | (b) seasonal   | (c) prominent  | (d) solitary      |
| 21. <b>FESTER</b>      | (a) irritate     | (b) illuminate | (c) challenge  | (d) choice        |
| 22. <b>SALUTARY</b>    | (a) honest       | (b) obedient   | (c) dishonest  | (d) beneficial    |
| 23. <b>TURBULENT</b>   | (a) unbiased     | (b) agitated   | (c) orderly    | (d) shiny         |
| 24. <b>CREDENCE</b>    | (a) corrupt      | (b) incredible | (c) virtue     | (d) belief        |
| 25. <b>IMBIBE</b>      | (a) emit         | (b) absorb     | (c) imitate    | (d) convince      |
| 26. <b>BANEFUL</b>     | (a) fever        | (b) quiet      | (c) harmful    | (d) over          |
| 27. <b>ELOQUENT</b>    | (a) rhetoric     | (b) legal      | (c) edible     | (d) feeble        |
| 28. <b>EXPLICIT</b>    | (a) clear        | (b) obvious    | (c) cautious   | (d) exorbitant    |
| 29. <b>PUTRID</b>      | (a) pure         | (b) decayed    | (c) shallow    | (d) sweet         |
| 30. <b>FLAGRANT</b>    | (a) aroma        | (b) fuming     | (c) scandalous | (d) spreading     |
| 31. <b>RECTIFY</b>     | (a) tip          | (b) release    | (c) compromise | (d) remedy        |
| 32. <b>GRAPHIC</b>     | (a) vivid        | (b) fancy      | (c) vague      | (d) great         |
| 33. <b>CADENCE</b>     | (a) rhythm       | (b) retreat    | (c) fix        | (d) final         |
| 34. <b>DURESS</b>      | (a) step         | (b) constraint | (c) relapse    | (d) credit        |
| 35. <b>FUMIGATE</b>    | (a) upset        | (b) submit     | (c) disinfect  | (d) rankle        |
| 36. <b>BEDRAGGLE</b>   | (a) reduce       | (b) soiled     | (c) hypnotize  | (d) sell          |
| 37. <b>PENCHANT</b>    | (a) liking       | (b) hatred     | (c) naughty    | (d) good          |
| 38. <b>SCATHING</b>    | (a) tossing      | (b) damaging   | (c) hating     | (d) fat           |

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- |                        |                 |                   |         |         |         |          |
|------------------------|-----------------|-------------------|---------|---------|---------|----------|
| 39. <b>HILARIOUS</b>   |                 | 6. (a)            | 7. (d)  | 8. (d)  | 9. (a)  | 10. (c)  |
| (a) hopeless           | (b) comic       |                   |         |         |         |          |
| (c) hideous            | (d) gloomy      |                   |         |         |         |          |
| 40. <b>TAINT</b>       |                 | <b>Exercise 4</b> |         |         |         |          |
| (a) corrupt            | (b) paint       | 1. (a)            | 2. (a)  | 3. (d)  | 4. (d)  | 5. (d)   |
| (c) polish             | (d) publish     | 6. (d)            | 7. (d)  | 8. (a)  | 9. (a)  | 10. (c)  |
| 41. <b>ABSOLVE</b>     |                 | <b>Exercise 5</b> |         |         |         |          |
| (a) accuse             | (b) acquit      | 1. (b)            | 2. (a)  | 3. (d)  | 4. (a)  | 5. (b)   |
| (c) bind               | (d) colour      | 6. (d)            | 7. (c)  | 8. (d)  | 9. (d)  | 10. (b)  |
| 42. <b>COALESCE</b>    |                 | 11. (b)           | 12. (d) | 13. (c) | 14. (a) | 15. (d)  |
| (a) fuel               | (b) fiery       | 16. (d)           | 17. (b) | 18. (a) | 19. (c) | 20. (d)  |
| (c) amalgamate         | (d) relate      | 21. (c)           | 22. (b) | 23. (d) | 24. (b) | 25. (d)  |
| 43. <b>SWITCH</b>      |                 | 26. (c)           | 27. (d) | 28. (b) | 29. (c) | 30. (b)  |
| (a) current            | (b) swap        | 31. (d)           | 32. (b) | 33. (a) | 34. (d) | 35. (b)  |
| (c) circuit            | (d) egress      | 36. (d)           | 37. (c) | 38. (d) | 39. (b) | 40. (d)  |
| 44. <b>RAPIER</b>      |                 | 41. (c)           | 42. (d) | 43. (c) | 44. (d) | 45. (c)  |
| (a) svelte             | (b) sabre       | 46. (a)           | 47. (d) | 48. (b) | 49. (b) | 50. (d)  |
| (c) wood               | (d) wound       | 51. (d)           | 52. (b) | 53. (d) | 54. (a) | 55. (c)  |
| 45. <b>SYCOPHANTIC</b> |                 | 56. (d)           | 57. (b) | 58. (b) | 59. (d) | 60. (c)  |
| (a) circular           | (b) symmetrical | 61. (d)           | 62. (c) | 63. (b) | 64. (b) | 65. (d)  |
| (c) servile            | (d) fertile     | 66. (c)           | 67. (d) | 68. (d) | 69. (c) | 70. (b)  |
| 46. <b>SYLLABUS</b>    |                 | 71. (b)           | 72. (a) | 73. (d) | 74. (c) | 75. (b)  |
| (a) cutlass            | (b) curriculum  | 76. (c)           | 77. (b) | 78. (a) | 79. (d) | 80. (c)  |
| (c) arboreal           | (d) sylvan      | 81. (d)           | 82. (b) | 83. (d) | 84. (a) | 85. (d)  |
|                        |                 | 86. (b)           | 87. (d) | 88. (b) | 89. (d) | 90. (b)  |
|                        |                 | 91. (d)           | 92. (d) | 93. (b) | 94. (c) | 95. (d)  |
|                        |                 | 96. (c)           | 97. (b) | 98. (a) | 99. (c) | 100. (c) |
|                        |                 | 100. (d)          |         |         |         |          |

**ANSWER KEY**

**Exercise 1**

1. (c) 2. (d) 3. (d) 4. (a) 5. (b)  
 6. (c) 7. (c) 8. (d) 9. (c) 10. (d)  
 11. (a) 12. (d) 13. (d) 14. (d) 15. (c)  
 16. (a) 17. (a) 18. (b) 19. (d) 20. (d)

**Exercise 2**

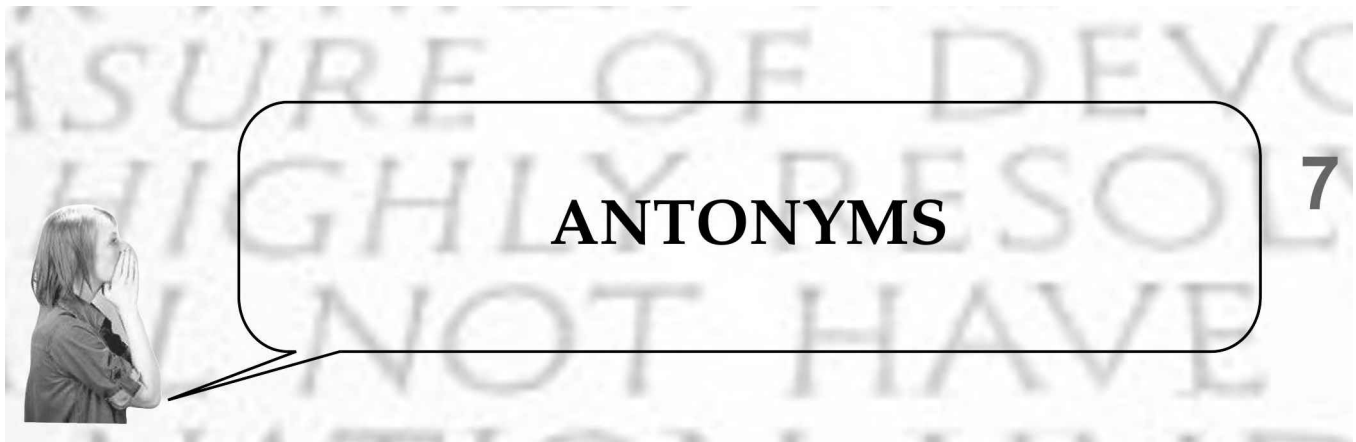
1. (a) 2. (c) 3. (d) 4. (b) 5. (d)  
 6. (d) 7. (b) 8. (c) 9. (c) 10. (d)  
 11. (d) 12. (b) 13. (d) 14. (a) 15. (b)

**Exercise 3**

1. (c) 2. (d) 3. (a) 4. (c) 5. (b)

**Exercise 6**

1. (d) 2. (c) 3. (a) 4. (d) 5. (c)  
 6. (d) 7. (a) 8. (d) 9. (c) 10. (b)  
 11. (c) 12. (d) 13. (b) 14. (a) 15. (b)  
 16. (c) 17. (c) 18. (b) 19. (a) 20. (c)  
 21. (a) 22. (d) 23. (b) 24. (d) 25. (b)  
 26. (c) 27. (a) 28. (a) 29. (b) 30. (c)  
 31. (d) 32. (a) 33. (a) 34. (b) 35. (c)  
 36. (b) 37. (a) 38. (b) 39. (b) 40. (a)  
 41. (b) 42. (c) 43. (b) 44. (b) 45. (c)  
 46. (b)



**Directions for Exercise 1:** Choose the option which is the antonym of the word mentioned.

**Exercise 1**

- |                         |                  |                   |                        |                 |                   |
|-------------------------|------------------|-------------------|------------------------|-----------------|-------------------|
| 1. <b>Amusing</b>       | (a) silent       | (b) later         | 11. <b>Hostile</b>     | (a) alluvial    | (b) able          |
|                         | (c) boring       | (d) nice          |                        | (c) amicable    | (d) alterable     |
| 2. <b>Egoism</b>        | (a) familial     | (b) altruism      | 12. <b>Ameliorate</b>  | (a) mar         | (b) west          |
|                         | (c) fabianism    | (d) Marxism       |                        | (c) stuff       | (d) fade          |
| 3. <b>Separate</b>      | (a) amalgamate   | (b) lonely        | 13. <b>Amnesty</b>     | (a) loyalty     | (b) punishment    |
|                         | (c) operate      | (d) none of these |                        | (c) depth       | (d) dearth        |
| 4. <b>Professional</b>  | (a) conservative | (b) liberal       | 14. <b>Scanty</b>      | (a) ample       | (b) sample        |
|                         | (c) amateur      | (d) legal         |                        | (c) adore       | (d) afore         |
| 5. <b>Ambiguity</b>     | (a) lucidity     | (b) basal         | 15. <b>Anabolism</b>   | (a) metabolism  | (b) catabolism    |
|                         | (c) lovable      | (d) necessity     |                        | (c) quantity    | (d) autism        |
| 6. <b>Ancestor</b>      | (a) peer         | (b) seer          | 16. <b>Order</b>       | (a) anarchy     | (b) endarch       |
|                         | (c) descendant   | (d) genetic       |                        | (c) mesarch     | (d) none of these |
| 7. <b>Omega</b>         | (a) beta         | (b) gamma         | 17. <b>Angelical</b>   | (a) magnanimous | (b) diabolical    |
|                         | (c) delta        | (d) alpha         |                        | (c) benevolent  | (d) critical      |
| 8. <b>Amass</b>         | (a) demote       | (b) remote        | 18. <b>Ecstasy</b>     | (a) anguish     | (b) appeal        |
|                         | (c) scatter      | (d) better        |                        | (c) amenable    | (d) lucidity      |
| 9. <b>Amplification</b> | (a) abbreviation | (b) operation     | 19. <b>Antidote</b>    | (a) medicine    | (b) poison        |
|                         | (c) observation  | (d) application   |                        | (c) anodyne     | (d) amity         |
| 10. <b>Hurry</b>        | (a) worry        | (b) amble         | 20. <b>Apex</b>        | (a) base        | (b) zenith        |
|                         | (c) sorry        | (d) enable        |                        | (c) meridian    | (d) median        |
|                         |                  |                   | 21. <b>Haughtiness</b> | (a) unskilled   | (b) affability    |
|                         |                  |                   |                        | (c) adduce      | (d) abject        |

**2.106** *How to Prepare for Verbal Ability and Reading Comprehension for the CAT*

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22. **Ally**  
(a) aide (b) opponent (c) asthenia (d) straight  
(c) amor (d) rely
23. **Alcoholic**  
(a) drunk (b) addict (c) achromatic (d) aurora  
(c) teetotaler (d) venom
24. **Apocryphal**  
(a) apocalypse (b) authentic (c) pacify (d) assure  
(c) amusing (d) disgusting
25. **Hidden**  
(a) appealing (b) apparent (c) boon (d) bloom  
(c) apparel (d) none of these
26. **Appeasable**  
(a) antecedent (b) incident (c) ban (d) band  
(c) unrelenting (d) unloved
27. **Applaud**  
(a) placate (b) denounce (c) boon (d) bloom  
(c) order (d) conserve
28. **Stinking**  
(a) smelly (b) apathy (c) ban (d) band  
(c) aromatic (d) acrobatic
29. **Mislead**  
(a) alter (b) separate (c) ban (d) band  
(c) malady (d) apprise
30. **Aristocrat**  
(a) plutarchy (b) commoner (c) ban (d) band  
(c) royalty (d) none of these
31. **Coloured**  
(a) troubled (b) anfractuous (c) ban (d) band  
(c) ashen (d) complexion
32. **Disarray**  
(a) disorder (b) order (c) ban (d) band  
(c) bore (d) store
33. **Assumption**  
(a) aspersion (b) aspiration (c) ban (d) band  
(c) proof (d) prediction
34. **Denial**  
(a) disturb (b) avowal (c) ban (d) band  
(c) astern (d) atonement
35. **Democrat**  
(a) royalty (b) anarchy (c) ban (d) band  
(c) autocrat (d) plutocrat
36. **Awry**  
(a) austere (b) offend (c) ban (d) band
37. **Silence**  
(a) attune (b) babble (c) ban (d) band  
(c) achromatic (d) aurora
38. **Badger**  
(a) bad (b) sober (c) ban (d) band  
(c) pacify (d) assure
39. **Bane**  
(a) ban (b) band (c) ban (d) band  
(c) boon (d) bloom
40. **Civilised**  
(a) palpable (b) civic (c) ban (d) band  
(c) incongruent (d) barbarian
41. **Audacious**  
(a) silent (b) polite (c) ban (d) band  
(c) astute (d) avarice
42. **Barefaced**  
(a) babel (b) baffle (c) ban (d) band  
(c) concealed (d) chaste
43. **Befoul**  
(a) flounder (b) cleanse (c) ban (d) band  
(c) buoyant (d) flambé
44. **Unsuitable**  
(a) sudorific (b) soporific (c) ban (d) band  
(c) befitting (d) bawdy
45. **Benign**  
(a) benevolent (b) malevolent (c) ban (d) band  
(c) blessing (d) curse
46. **Peaceful**  
(a) beatific (b) belligerent (c) ban (d) band  
(c) belie (d) belle
47. **Bellow**  
(a) whisper (b) tout (c) ban (d) band  
(c) stupor (d) above
48. **Usual**  
(a) bigotry (b) bizarre (c) ban (d) band  
(c) bewail (d) biased
49. **Blasphemous**  
(a) irreligious (b) inferior (c) ban (d) band  
(c) reverent (d) blarney
50. **Darken**  
(a) rejoice (b) bleach (c) ban (d) band  
(c) inculcate (d) corolla

51. **Lengthen**  
 (a) elongate (b) evacuate  
 (c) abbreviate (d) encompass
52. **Abhorrent**  
 (a) obnoxious (b) attractive  
 (c) abeyance (d) ablution
53. **Abrupt**  
 (a) brusque (b) precipitous  
 (c) terse (d) gradual
54. **Abstruse**  
 (a) esoteric (b) obvious  
 (c) complex (d) enigmatic
55. **Paradoxical**  
 (a) rational (b) crazy  
 (c) daft (d) zany
56. **Accepted**  
 (a) indisputable (b) controversial  
 (c) accede (d) axiomatic
57. **Proletariat**  
 (a) rationalist (b) evangelist  
 (c) bourgeoisie (d) Marxist
58. **Boundless**  
 (a) further (b) astute  
 (c) abutting (d) finite
59. **Braggart**  
 (a) modest (b) harangue  
 (c) adept (d) competent
60. **Brevity**  
 (a) prolixity (b) niggardly  
 (c) reconciliation (d) smoldering
61. **Bury**  
 (a) bristle (b) exhume  
 (c) consume (d) bombast
62. **Callow**  
 (a) mature (b) oppose  
 (c) bustle (d) burly
63. **Euphony**  
 (a) concord (b) symphony  
 (c) cacophony (d) sync
64. **Fortune**  
 (a) blessing (b) calamity  
 (c) cabal (d) blasphemy
65. **Calumniate**  
 (a) eulogise (b) callous  
 (c) enervate (d) temperate
66. **Truth**  
 (a) carnage (b) canaille  
 (c) canard (d) candid
67. **Candour**  
 (a) frankness (b) cunning  
 (c) ingenuous (d) sincere
68. **Capricious**  
 (a) lozenge (b) acquiesce  
 (c) erratic (d) steady
69. **Disgust**  
 (a) duress (b) captivate  
 (c) repel (d) rebel
70. **Anxious**  
 (a) crafty (b) métier  
 (c) carefree (d) slapdash
71. **Manikin**  
 (a) dwarf (b) giant  
 (c) figure (d) statue
72. **Retreat**  
 (a) haven (b) shelter  
 (c) advance (d) egress
73. **Affluence**  
 (a) poverty (b) influence  
 (c) affinity (d) prosperity
74. **Diffidence**  
 (a) ascent (b) confidence  
 (c) penchant (d) prescription
75. **Detraction**  
 (a) contraction (b) flattery  
 (c) cannery (d) deacon
76. **Inequity**  
 (a) law (b) illegal  
 (c) slander (d) libel
77. **Hope**  
 (a) beatitude (b) platitude  
 (c) despair (d) deign
78. **Oblivion**  
 (a) memory (b) comely  
 (c) comfrey (d) bijou
79. **Plaintiff**  
 (a) bigot (b) defendant  
 (c) decoy (d) frond
80. **Folly**  
 (a) wisdom (b) antidote  
 (c) humility (d) blame

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81. **Affirmative**  
(a) positive (b) negative  
(c) derogatory (d) affiliate
82. **Carnal**  
(a) infernal (b) internal  
(c) spiritual (d) egoist
83. **Diffuse**  
(a) concise (b) incise  
(c) temporal (d) opulent
84. **Flaccid**  
(a) exotic (b) turgid  
(c) insipid (d) fresco
85. **Industrious**  
(a) idle (b) compatible  
(c) buoyant (d) adversity
86. **Immanent**  
(a) impatient (b) amiable  
(c) transcendent (d) diffident
87. **Profane**  
(a) sacred (b) denounce  
(c) announce (d) penance
88. **Figurative**  
(a) literal (b) liberal  
(c) perennial (d) annual
89. **Sprightly**  
(a) bright (b) effulgent  
(c) indulgent (d) dull
90. **Vigorous**  
(a) feeble (b) regal  
(c) frugal (d) immortal
91. **Condemn**  
(a) convict (b) acquit  
(c) accuse (d) enervate
92. **Repudiate**  
(a) discharge (b) disagree  
(c) admit (d) reject
93. **Expedite**  
(a) extract (b) distract  
(c) delay (d) defend
94. **Lament**  
(a) languish (b) anguish  
(c) rejoice (d) languor
95. **Absurd**  
(a) funny (b) expedient  
(c) sensible (d) gallant
96. **Augment**  
(a) increase (b) argument  
(c) diminish (d) delay
97. **Censure**  
(a) appreciate (b) reprimand  
(c) apprehend (d) comprehend
98. **Impertinent**  
(a) blunder (b) excuse  
(c) polite (d) insolent
99. **Commend**  
(a) criticize (b) comment  
(c) forsake (d) dexterity
100. **Obligatory**  
(a) derogatory (b) optional  
(c) compulsion (d) repulsion
101. **Ignore**  
(a) adjudicate (b) infallible  
(c) anarchy (d) infidel
102. **Agnostic**  
(a) euphoric (b) putrid  
(c) evangelical (d) abhor
103. **Blessing**  
(a) malediction (b) catholic  
(c) engaging (d) incredible
104. **Cleave**  
(a) disjunction (b) separate  
(c) adjunct (d) revoke
105. **Loose**  
(a) lax (b) vitiate  
(c) astringent (d) frigid
106. **Erase**  
(a) arcane (b) inscribe  
(c) infallible (d) invalidate
107. **Customary**  
(a) aberrant (b) harsh  
(c) common (d) ratify
108. **Gratuitous**  
(a) unwarranted (b) restrained  
(c) anomalous (d) viable
109. **Tremulous**  
(a) fearful (b) intrepid  
(c) supplant (d) whimsical
110. **Feeble**  
(a) omniscient (b) omnipotent  
(c) heathen (d) corporate

- |                            |                   |                   |                  |                 |                          |                 |                   |                   |                 |
|----------------------------|-------------------|-------------------|------------------|-----------------|--------------------------|-----------------|-------------------|-------------------|-----------------|
| 111. <b>Prevaricate</b>    | (a) truth         | (b) abate         | (c) restrained   | (d) tactful     | 126. <b>Foster</b>       | (a) interrogate | (b) satiate       | (c) travesty      | (d) impede      |
| 112. <b>Multifarious</b>   | (a) nonentity     | (b) singular      | (c) gallant      | (d) invidious   | 127. <b>Persevere</b>    | (a) tenacity    | (b) capitulate    | (c) tawdry        | (d) ululate     |
| 113. <b>Circuitous</b>     | (a) roundabout    | (b) manifold      | (c) rectilinear  | (d) mechanical  | 128. <b>Cosmopolitan</b> | (a) worldly     | (b) sophisticated | (c) insular       | (d) chic        |
| 114. <b>Overrule</b>       | (a) ratify        | (b) countermand   | (c) sedge        | (d) anomalies   | 129. <b>Master</b>       | (a) tyrant      | (b) tyro          | (c) rodeo         | (d) toreador    |
| 115. <b>Humane</b>         | (a) charitable    | (b) philanthropic | (c) perturb      | (d) callous     | 130. <b>Antagonistic</b> | (a) congenial   | (b) neophyte      | (c) vex           | (d) menacing    |
| 116. <b>Consanguinity</b>  | (a) affinity      | (b) corpulent     | (c) estrangement | (d) anarchy     | 131. <b>Preclude</b>     | (a) obviate     | (b) prevent       | (c) augment       | (d) segment     |
| 117. <b>Volatile</b>       | (a) explosive     | (b) immutable     | (c) sedulous     | (d) secretive   | 132. <b>Contemptible</b> | (a) venerable   | (b) barbarous     | (c) jocose        | (d) sickening   |
| 118. <b>Naive</b>          | (a) sanctimonious | (b) ingenuous     | (c) artless      | (d) affable     | 133. <b>Inclination</b>  | (a) propensity  | (b) aversion      | (c) liking        | (d) attenuated  |
| 119. <b>Impenetrable</b>   | (a) translucent   | (b) sinister      | (c) queasy       | (d) impede      | 134. <b>Uninspired</b>   | (a) pedestrian  | (b) common        | (c) stellar       | (d) approbation |
| 120. <b>Glorification</b>  | (a) exaltation    | (b) aspersion     | (c) vitreous     | (d) sententious | 135. <b>Atrocious</b>    | (a) grievous    | (b) serious       | (c) trivial       | (d) tirade      |
| 121. <b>Dishearten</b>     | (a) construe      | (b) solace        | (c) absolve      | (d) attribute   | 136. <b>Garrulous</b>    | (a) loquacious  | (b) talkative     | (c) quiet         | (d) weary       |
| 122. <b>Unquestionable</b> | (a) veritable     | (b) spurious      | (c) temporal     | (d) penultimate | 137. <b>Kindly</b>       | (a) comely      | (b) homely        | (c) sparse        | (d) harsh       |
| 123. <b>Revitalize</b>     | (a) debilitate    | (b) animate       | (c) quicken      | (d) feign       | 138. <b>Vital</b>        | (a) inanimate   | (b) alive         | (c) strength      | (d) excite      |
| 124. <b>Vapid</b>          | (a) insipid       | (b) prosaic       | (c) pithy        | (d) relieve     | 139. <b>Gluttonous</b>   | (a) estrange    | (b) abstemious    | (c) sanctimonious | (d) contingency |
| 125. <b>Ally</b>           | (a) epitome       | (b) cleanse       | (c) split        | (d) comely      | 140. <b>Impetuous</b>    | (a) rash        | (b) harsh         | (c) cautious      | (d) flighty     |

**2.110** *How to Prepare for Verbal Ability and Reading Comprehension for the CAT*

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141. **Anathema**  
(a) contravene (b) blessing  
(c) masquerade (d) identify
142. **Admonish**  
(a) censure (b) censor  
(c) approve (d) prudent
143. **Diligent**  
(a) indolent (b) assiduous  
(c) assimilate (d) apprehend
144. **Indigent**  
(a) opulent (b) poor  
(c) indomitable (d) abatement
145. **Lampoon**  
(a) mock (b) satirize  
(c) exalt (d) energize
146. **Ennoble**  
(a) eulogize (b) dishonor  
(c) salutary (d) morbid
147. **Impromptu**  
(a) intuitive (b) deliberate  
(c) portent (d) bucolic
148. **Ephemeral**  
(a) eternal (b) internal  
(c) inanimate (d) sedate
149. **Familiar**  
(a) nostalgic (b) noxious  
(c) foreign (d) native
150. **Sullen**  
(a) cynical (b) blissful  
(c) hopeless (d) genuine
151. **Delay**  
(a) curb (b) advancement  
(c) waylay (d) warren
152. **Deride**  
(a) scoff (b) sedate  
(c) laud (d) deluge
153. **Sanguine**  
(a) pessimistic (b) mitigate  
(c) exhibitionist (d) modest
154. **Servile**  
(a) accommodating (b) indomitable  
(c) demoralized (d) hail
155. **Reticent**  
(a) brazen (b) reserved  
(c) apathetic (d) dull
156. **Perfunctory**  
(a) careless (b) thorough  
(c) bold (d) lazy
157. **Tranquilise**  
(a) anesthetic (b) energise  
(c) atoll (d) guzzle
158. **Inveigh**  
(a) insinuate (b) embezzle  
(c) retreat (d) mitigate
159. **Necessary**  
(a) exacerbate (b) burgeon  
(c) raconteur (d) superfluous
160. **Guileless**  
(a) hermit (b) deceitful  
(c) nebulous (d) amorphous
161. **Tarnish**  
(a) inchoate (b) squander  
(c) deride (d) polish
162. **Subordination**  
(a) stipulation (b) cimberian  
(c) autonomy (d) desalinate
163. **Contumacious**  
(a) willful (b) pliable  
(c) mercurial (d) temperamental
164. **Pernicious**  
(a) drone (b) travesty  
(c) benign (d) false
165. **Rampant**  
(a) raging (b) wanton  
(c) quiescent (d) apocryphal
166. **Bellicose**  
(a) militant (b) demagogue  
(c) champion (d) congenial
167. **Cantankerous**  
(a) belligerent (b) thimble  
(c) gregarious (d) cathartic
168. **Quixotic**  
(a) exotic (b) ruse  
(c) pragmatic (d) romantic
169. **Jingoistic**  
(a) satisfied (b) contemplative  
(c) noncommittal (d) zealous
170. **Strutting**  
(a) cowering (b) smocking  
(c) confident (d) dissipating



- |                           |                |                 |                  |                |                        |                |                  |                 |                    |
|---------------------------|----------------|-----------------|------------------|----------------|------------------------|----------------|------------------|-----------------|--------------------|
| 171. <b>Histrionic</b>    | (a) dramatic   | (b) sincere     | (c) hermetic     | (d) optic      | 186. <b>Fearless</b>   | (a) intrepid   | (b) craven       | (c) vacillate   | (d) oscillate      |
| 172. <b>Deference</b>     | (a) sequester  | (b) deadpan     | (c) sauciness    | (d) entreaty   | 187. <b>Refractory</b> | (a) obstinate  | (b) averse       | (c) assess      | (d) impressionable |
| 173. <b>Sardonic</b>      | (a) cheeky     | (b) pleasing    | (c) impetuous    | (d) ironic     | 188. <b>Listless</b>   | (a) phlegmatic | (b) discredit    | (c) spirited    | (d) inanimate      |
| 174. <b>Pandemonium</b>   | (a) confusion  | (b) uproar      | (c) laxity       | (d) equanimity | 189. <b>Garrote</b>    | (a) strangle   | (b) emancipate   | (c) industrious | (d) impudent       |
| 175. <b>Hermetic</b>      | (a) opulent    | (b) airy        | (c) confined     | (d) refined    | 190. <b>Minatory</b>   | (a) inspiring  | (b) menacing     | (c) infuriated  | (d) opaque         |
| 176. <b>Evanescent</b>    | (a) convoluted | (b) fleeting    | (c) enigma       | (d) perpetual  | 191. <b>Creative</b>   | (a) seminal    | (b) far-reaching | (c) stifling    | (d) flinging       |
| 177. <b>Blithe</b>        | (a) puzzling   | (b) uniform     | (c) disconsolate | (d) vivacious  | 192. <b>Desiccated</b> | (a) flaccid    | (b) sodden       | (c) arid        | (d) crushed        |
| 178. <b>Comity</b>        | (a) argot      | (b) dialect     | (c) gracious     | (d) curt       | 193. <b>Facile</b>     | (a) burdensome | (b) effortless   | (c) worthless   | (d) opulent        |
| 179. <b>Commend</b>       | (a) please     | (b) chastise    | (c) discern      | (d) famish     | 194. <b>Nullify</b>    | (a) void       | (b) legitimize   | (c) repose      | (d) indomitable    |
| 180. <b>Jaded</b>         | (a) excited    | (b) deployed    | (c) employed     | (d) exploit    | 195. <b>Fierce</b>     | (a) pitiless   | (b) generous     | (c) augment     | (d) cleanse        |
| 181. <b>Repine</b>        | (a) master     | (b) delight     | (c) innocent     | (d) simplify   | 196. <b>Indenture</b>  | (a) manumit    | (b) enslave      | (c) affix       | (d) pungent        |
| 182. <b>Quell</b>         | (a) subdue     | (b) allay       | (c) inflame      | (d) deflate    | 197. <b>Pursue</b>     | (a) foster     | (b) eschew       | (c) judgmental  | (d) debate         |
| 183. <b>Enshroud</b>      | (a) apprise    | (b) incense     | (c) wallow       | (d) camp       | 198. <b>Dark</b>       | (a) vitreous   | (b) obscure      | (c) scarce      | (d) devout         |
| 184. <b>Odium</b>         | (a) abhorrence | (b) approbation | (c) induce       | (d) assimilate | 199. <b>Conclusive</b> | (a) definitive | (b) wanting      | (c) singular    | (d) distinguished  |
| 185. <b>Dispassionate</b> | (a) essence    | (b) innocent    | (c) encoded      | (d) torrid     | 200. <b>Defamation</b> | (a) apotheosis | (b) obloquy      | (c) limpid      | (d) parochial      |

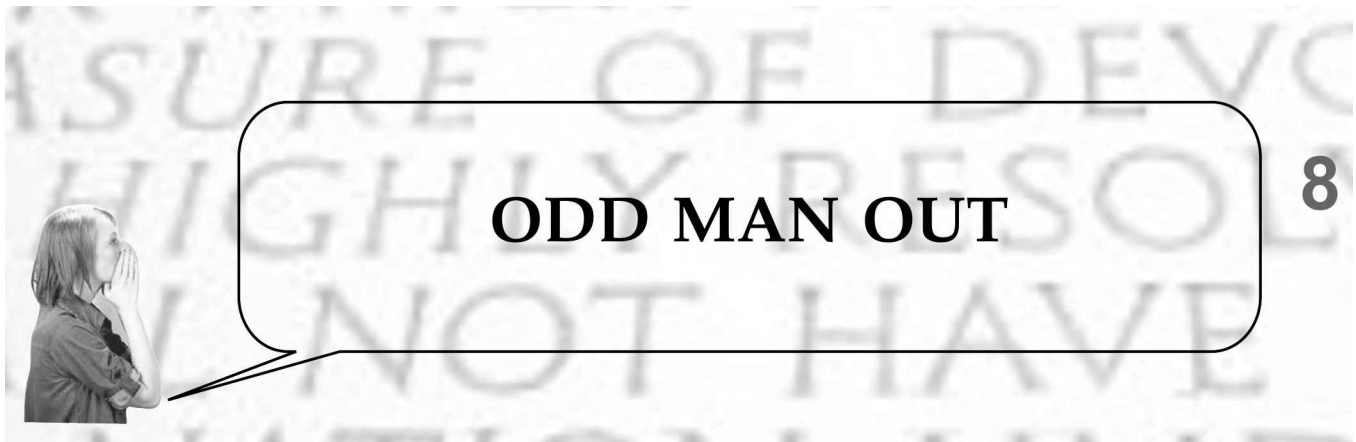
## 2.112 *How to Prepare for Verbal Ability and Reading Comprehension for the CAT*

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### ANSWER KEY

#### Exercise 1

- |         |         |         |         |         |          |          |          |          |          |
|---------|---------|---------|---------|---------|----------|----------|----------|----------|----------|
| 1. (c)  | 2. (b)  | 3. (a)  | 4. (c)  | 5. (a)  | 96. (c)  | 97. (a)  | 98. (c)  | 99. (a)  | 100. (b) |
| 6. (c)  | 7. (d)  | 8. (c)  | 9. (a)  | 10. (b) | 101. (a) | 102. (c) | 103. (a) | 104. (c) | 105. (c) |
| 11. (c) | 12. (a) | 13. (b) | 14. (a) | 15. (b) | 106. (b) | 107. (a) | 108. (b) | 109. (b) | 110. (b) |
| 16. (a) | 17. (b) | 18. (a) | 19. (b) | 20. (a) | 111. (a) | 112. (b) | 113. (c) | 114. (a) | 115. (d) |
| 21. (b) | 22. (b) | 23. (c) | 24. (b) | 25. (b) | 116. (c) | 117. (b) | 118. (a) | 119. (a) | 120. (b) |
| 26. (c) | 27. (b) | 28. (c) | 29. (d) | 30. (b) | 121. (b) | 122. (b) | 123. (a) | 124. (c) | 125. (c) |
| 31. (c) | 32. (b) | 33. (c) | 34. (b) | 35. (c) | 126. (d) | 127. (b) | 128. (c) | 129. (b) | 130. (a) |
| 36. (d) | 37. (b) | 38. (c) | 39. (c) | 40. (d) | 131. (c) | 132. (a) | 133. (b) | 134. (c) | 135. (c) |
| 41. (b) | 42. (c) | 43. (b) | 44. (c) | 45. (b) | 136. (c) | 137. (d) | 138. (a) | 139. (b) | 140. (c) |
| 46. (b) | 47. (a) | 48. (b) | 49. (c) | 50. (b) | 141. (b) | 142. (c) | 143. (a) | 144. (a) | 145. (c) |
| 51. (c) | 52. (b) | 53. (d) | 54. (b) | 55. (a) | 146. (b) | 147. (b) | 148. (a) | 149. (c) | 150. (b) |
| 56. (b) | 57. (c) | 58. (d) | 59. (a) | 60. (a) | 151. (b) | 152. (c) | 153. (a) | 154. (b) | 155. (a) |
| 61. (b) | 62. (a) | 63. (c) | 64. (b) | 65. (a) | 156. (b) | 157. (b) | 158. (c) | 159. (d) | 160. (b) |
| 66. (c) | 67. (b) | 68. (d) | 69. (b) | 70. (c) | 161. (d) | 162. (c) | 163. (b) | 164. (c) | 165. (c) |
| 71. (b) | 72. (c) | 73. (a) | 74. (b) | 75. (b) | 166. (d) | 167. (c) | 168. (c) | 169. (c) | 170. (a) |
| 76. (a) | 77. (c) | 78. (a) | 79. (b) | 80. (a) | 171. (b) | 172. (c) | 173. (b) | 174. (d) | 175. (b) |
| 81. (b) | 82. (c) | 83. (a) | 84. (b) | 85. (a) | 176. (d) | 177. (c) | 178. (d) | 179. (b) | 180. (a) |
| 86. (c) | 87. (a) | 88. (a) | 89. (d) | 90. (a) | 181. (b) | 182. (c) | 183. (a) | 184. (b) | 185. (d) |
| 91. (b) | 92. (c) | 93. (c) | 94. (c) | 95. (c) | 186. (b) | 187. (d) | 188. (c) | 189. (b) | 190. (a) |
|         |         |         |         |         | 191. (c) | 192. (b) | 193. (a) | 194. (b) | 195. (b) |
|         |         |         |         |         | 196. (a) | 197. (b) | 198. (a) | 199. (b) | 200. (a) |



# ODD MAN OUT

8

**Directions for Exercise 1–5:** *Pick the odd man out from the options.*

## Exercise 1

1. (a) Haughty (b) Reticent  
(c) Sociable (d) Aloof
2. (a) Mitigate (b) Aggravate  
(c) Ameliorate (d) Assuage
3. (a) Consortium (b) Guild  
(c) Bloc (d) Dole out
4. (a) Flabbergast (b) Stupefy  
(c) Dumbfound (d) Zeal
5. (a) Disconcert (b) Equivocal  
(c) Ambivalent (d) Ambiguous
6. (a) Amorous (b) Carnal  
(c) Ardent (d) Loathe
7. (a) Ampersand (b) Amperage  
(c) Ammeter (d) Current
8. (a) Beguile (b) Gladden  
(c) Anemic (d) Mirth
9. (a) Pollard (b) Truncate  
(c) Amputate (d) Capacious
10. (a) Munificent (b) Amuletum  
(c) Copious (d) Voluminous
11. (a) Engross (b) Pasty  
(c) Sallow (d) Wan
12. (a) Vexation (b) Rancour  
(c) Cholera (d) Metaphor
13. (a) Bedlam (b) Anarchy  
(c) Anatomize (d) Insurrection
14. (a) Archangel (b) Genealogy  
(c) Progenitor (d) Ancestry

15. (a) Antediluvian (b) Superannuated  
(c) Venerable (d) Beatific
16. (a) Grate (b) Badger  
(c) Pique (d) Elucidate
17. (a) Embrocate (b) Anoint  
(c) Umbrage (d) Smear
18. (a) Colt (b) Filly  
(c) Steed (d) Bull
19. (a) Aviator (b) Bull  
(c) Matador (d) Toreador
20. (a) Purloin (b) Usurp  
(c) Appropriate (d) Anodyne

## Exercise 2

1. (a) Augury (b) Aural  
(c) Portent (d) Omen
2. (a) Propitious (b) Abstemious  
(c) Parsimonious (d) Exacting
3. (a) Avocado (b) Papaya  
(c) Mulberry (d) Eucalyptus
4. (a) Awning (b) Tarpaulin  
(c) Canopy (d) Endow
5. (a) Hatchet (b) Cleaver  
(c) Axe (d) Spindle
6. (a) Eliminate (b) Animate  
(c) Stimulate (d) Kindle
7. (a) Truss (b) Bale  
(c) Bundle (d) Stark
8. (a) Balaclava (b) Bonnet  
(c) Beret (d) Bagatelle
9. (a) Pushpin (b) Tetris  
(c) Blocks (d) Cushions

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- |                      |                 |                      |                    |
|----------------------|-----------------|----------------------|--------------------|
| 10. (a) Chevron      | (b) Bagpipes    | 10. (a) Lufthansa    | (b) Cathay-Pacific |
| (c) Crest            | (d) Emblem      | (c) Eurail           | (d) Biman          |
| 11. (a) Haversack    | (b) Reticule    | 11. (a) Bolster      | (b) Hassock        |
| (c) Racquet          | (d) Holdall     | (c) Duvet            | (d) Pillow         |
| 12. (a) Banshee      | (b) Churl       | 12. (a) Pierce       | (b) Precis         |
| (c) Heathen          | (d) Vandal      | (c) Bowdlerize       | (d) Censor         |
| 13. (a) Putt         | (b) Birdie      | 13. (a) Misanthropic | (b) Cynsure        |
| (c) Eagle            | (d) Puck        | (c) Incredulous      | (d) Cynical        |
| 14. (a) Halloween    | (b) Mistletoe   | 14. (a) Cymbal       | (b) Harp           |
| (c) Bunting          | (d) Santa Claus | (c) Bonito           | (d) Bongo          |
| 15. (a) Incandescent | (b) Smouldering | 15. (a) Tuna         | (b) Octopus        |
| (c) Ablaze           | (d) Bursting    | (c) Electric Ray     | (d) Salmon         |
| 16. (a) Burrow       | (b) Nest        | 16. (a) Phantom      | (b) Diana          |
| (c) Rodent           | (d) Rat         | (c) Rex              | (d) Mandrake       |
| 17. (a) Parody       | (b) Satire      | 17. (a) Crown        | (b) Enamel         |
| (c) Burdock          | (d) Burlesque   | (c) Dentine          | (d) Dendrite       |
| 18. (a) Play         | (b) Pantomime   | 18. (a) Downgrade    | (b) Abnegation     |
| (c) Opera            | (d) Banquet     | (c) Repudiation      | (d) Contradiction  |
| 19. (a) Abbey        | (b) Chasm       | 19. (a) Plummet      | (b) Plunge         |
| (c) Abyss            | (d) Crater      | (c) Plume            | (d) Sink           |
| 20. (a) Tornado      | (b) Twister     | 20. (a) Cradle       | (b) Crib           |
| (c) Cyclone          | (d) Volcano     | (c) Cot              | (d) Croft          |

### Exercise 3

- |                   |                    |
|-------------------|--------------------|
| 1. (a) Breach     | (b) Canny          |
| (c) Fissure       | (d) Cranny         |
| 2. (a) Astute     | (b) Guileful       |
| (c) Machiavellian | (d) Atavistic      |
| 3. (a) Fiend      | (b) Fecund         |
| (c) Ingenious     | (d) Fertile        |
| 4. (a) Cube       | (b) Cubicle        |
| (c) Cuboid        | (d) Cubic          |
| 5. (a) Cryptic    | (b) Esoteric       |
| (c) Recondite     | (d) Crust          |
| 6. (a) Limousine  | (b) Sedan          |
| (c) Concorde      | (d) Hatchback      |
| 7. (a) Masticate  | (b) Scrunch        |
| (c) Pulverize     | (d) Sepulchre      |
| 8. (a) Cuirass    | (b) Cudgel         |
| (c) Bludgeon      | (d) Cosh           |
| 9. (a) Ford       | (b) Boeing         |
| (c) Toyota        | (d) General Motors |

### Exercise 4

- |                      |                 |
|----------------------|-----------------|
| 1. (a) Frugivore     | (b) Carnivore   |
| (c) Herbivore        | (d) Graminivore |
| 2. (a) Miscreant     | (b) Defendant   |
| (c) Accused          | (d) Plaintiff   |
| 3. (a) Assault       | (b) Extortion   |
| (c) Attorney         | (d) Battery     |
| 4. (a) Accelerometer | (b) Ammeter     |
| (c) Galvanometer     | (d) Voltmeter   |
| 5. (a) Cobol         | (b) DOS         |
| (c) C+               | (d) Fortran     |
| 6. (a) Armada        | (b) Corvette    |
| (c) Flotilla         | (d) Machete     |
| 7. (a) Lasso         | (b) Rodeo       |
| (c) Desperado        | (d) Lariat      |
| 8. (a) Constable     | (b) Bobby       |
| (c) Policeman        | (d) Major       |
| 9. (a) Barrister     | (b) Attorney    |
| (c) Juror            | (d) Advocate    |

- |                   |                 |                     |                |
|-------------------|-----------------|---------------------|----------------|
| 10. (a) Azure     | (b) Turquoise   | 10. (a) Cache       | (b) Reservoir  |
| (c) Indigo        | (d) Magenta     | (c) Stockpile       | (d) House-in   |
| 11. (a) Leotard   | (b) Boots       | 11. (a) Sleet       | (b) Brook      |
| (c) Galoshes      | (d) Wellingtons | (c) Rivulet         | (d) Stream     |
| 12. (a) Cardigan  | (b) Pullover    | 12. (a) Smog        | (b) Marsh      |
| (c) Tuxedo        | (d) Sweater     | (c) Haze            | (d) Mist       |
| 13. (a) Croissant | (b) Croquet     | 13. (a) Blackjack   | (b) Flash      |
| (c) Crouton       | (d) Croquette   | (c) Roulette        | (d) Bridge     |
| 14. (a) Cower     | (b) Crouch      | 14. (a) Cloak       | (b) Robe       |
| (c) Cringe        | (d) Croup       | (c) Shawl           | (d) Jacket     |
| 15. (a) Dactyl    | (b) Potter      | 15. (a) Coal        | (b) Humus      |
| (c) Paddle        | (d) Dabble      | (c) Loam            | (d) Clay       |
| 16. (a) Stiletto  | (b) Bayonet     | 16. (a) Spectre     | (b) Apparition |
| (c) Blade         | (d) Dacha       | (c) Hoodlum         | (d) Phantom    |
| 17. (a) Curdle    | (b) Coagulate   | 17. (a) Ruminant    | (b) Chew       |
| (c) Clot          | (d) Clout       | (c) Ponder          | (d) Wager      |
| 18. (a) Flecked   | (b) Blotchy     | 18. (a) Swim        | (b) Swill      |
| (c) Dingy         | (d) Dotted      | (c) Ablution        | (d) Bathe      |
| 19. (a) Squalid   | (b) Gauze       | 19. (a) Quack       | (b) Imposter   |
| (c) Membrane      | (d) Mesh        | (c) Knave           | (d) Naïve      |
| 20. (a) Flavour   | (b) Carrion     | 20. (a) Coalescence | (b) Fission    |
| (c) Savour        | (d) Taste       | (c) Amalgamation    | (d) Fusion     |

**Exercise 5**

- |                   |                  |
|-------------------|------------------|
| 1. (a) Circumvent | (b) Thwart       |
| (c) Foil          | (d) Foist        |
| 2. (a) Wary       | (b) Gullible     |
| (c) Credulous     | (d) Naive        |
| 3. (a) Gusto      | (b) Verve        |
| (c) Burst         | (d) Zest         |
| 4. (a) Diatribe   | (b) Beatific     |
| (c) Blithe        | (d) Ecstatic     |
| 5. (a) Assonance  | (b) Euphony      |
| (c) Cacophonous   | (d) Consonance   |
| 6. (a) Quirk      | (b) Idiosyncrasy |
| (c) Malingering   | (d) Peculiarity  |
| 7. (a) Plasma     | (b) Pixel        |
| (c) Flat          | (d) Projection   |
| 8. (a) Fetish     | (b) Phobia       |
| (c) Mania         | (d) Moribund     |
| 9. (a) Trappings  | (b) Orifice      |
| (c) Egress        | (d) Vent         |

**ANSWER KEY**

**Exercise 1**

- |         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 1. (c)  | 2. (d)  | 3. (d)  | 4. (a)  | 5. (b)  |
| 6. (c)  | 7. (c)  | 8. (d)  | 9. (c)  | 10. (d) |
| 11. (a) | 12. (d) | 13. (c) | 14. (a) | 15. (d) |
| 16. (d) | 17. (c) | 18. (d) | 19. (a) | 20. (d) |

**Exercise 2**

- |         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 1. (b)  | 2. (a)  | 3. (d)  | 4. (d)  | 5. (d)  |
| 6. (a)  | 7. (d)  | 8. (d)  | 9. (d)  | 10. (b) |
| 11. (c) | 12. (a) | 13. (d) | 14. (a) | 15. (d) |
| 16. (b) | 17. (c) | 18. (d) | 19. (a) | 20. (d) |

**Exercise 3**

- |         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 1. (b)  | 2. (d)  | 3. (a)  | 4. (b)  | 5. (d)  |
| 6. (c)  | 7. (d)  | 8. (a)  | 9. (b)  | 10. (c) |
| 11. (c) | 12. (a) | 13. (b) | 14. (c) | 15. (b) |
| 16. (d) | 17. (d) | 18. (a) | 19. (c) | 20. (d) |

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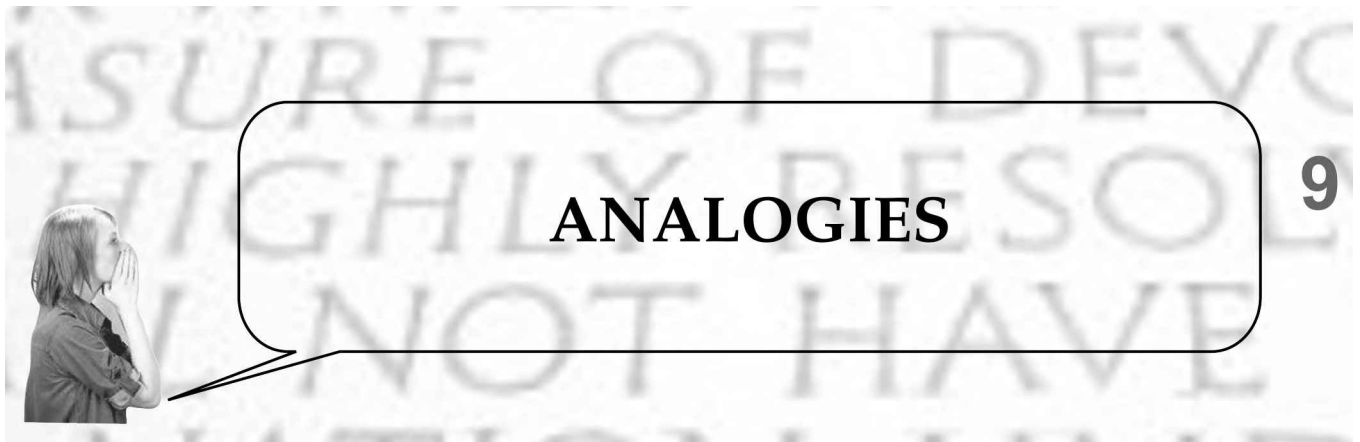
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**Exercise 4**

- |         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 1. (b)  | 2. (d)  | 3. (c)  | 4. (a)  | 5. (b)  |
| 6. (d)  | 7. (c)  | 8. (d)  | 9. (c)  | 10. (d) |
| 11. (a) | 12. (c) | 13. (b) | 14. (d) | 15. (a) |
| 16. (d) | 17. (d) | 18. (c) | 19. (a) | 20. (b) |

**Exercise 5**

- |         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 1. (d)  | 2. (a)  | 3. (c)  | 4. (a)  | 5. (c)  |
| 6. (c)  | 7. (b)  | 8. (d)  | 9. (a)  | 10. (d) |
| 11. (a) | 12. (b) | 13. (c) | 14. (d) | 15. (a) |
| 16. (c) | 17. (d) | 18. (a) | 19. (d) | 20. (b) |



## INTRODUCTION AND BASIC STRATEGY

The analogy question type is one of the common types of questions that appears in all exams of this nature. Normally, there would be around 5 questions on this in the CAT (although there have been years when analogies were missing from the CAT paper altogether.)

In this question type you are asked to identify and assess the logical relationship between a given pair of words (in the question). You then must choose a pair of words from the options given that exhibit the same logical relationship as the original pair in the question. Thus it can be said that the analogy question tests not only your vocabulary skills, but also your ability to identify the relationship between words. You are given four pairs of words from which to choose. Let's start off by looking at an extremely simple example.

 ARTIST : PAINTING ::

- A) driver : car
- B) composer : symphony
- C) surgeon : operation
- D) novel : author



What are we asked to do? To tackle analogy questions, first read the initial pair of words, substituting words for the colons. The first colon (:) is translated "is to" and the two colons (::) are translated "as". So for this example, we read the question as "artist is to painting as..." Next, we need to define the relationship between this pair of words. What is the relationship between an artist and a painting? An artist creates a painting. So, the relationship between the words is that the second word of the pair is created by the first. Because analogy problems require us to look for a pair of words that have the same relationship that the

initial two words had, we are looking for a pair in which the second word of the pair is the creation of the first. Once you have determined the relationship between the given pair of words and stated it in your mind in sentence form (an artist creates a painting OR a painting is created by an artist), read through the answer choices substituting the possible pairs into the same sentence you have created to describe the initial pair. Let's work through the answer choices. Is a car created by a driver? No, this does not make sense. The relationship for this pair is a driver drives a car. Is a symphony created by a composer? Yes, this makes sense, but let's still look at the remaining choices to be sure. Is an operation created by a surgeon? No, a surgeon performs an operation, but is not the creator of an operation. Is an author created by a novel? No, but the reverse is true, i.e., a novel is created by an author. However, you need to be careful here as this is not the correct answer since it does not fit into the original sentence we created.

Hence, the correct answer is (B). Just as an artist creates a painting, a composer, creates a symphony.

Let's look at another example:

 PUPPY : DOG ::

- A) sheep : flock
- B) mare : goose
- C) kitten : cat
- D) child : adult



Again, read the initial pair of words, substituting words for the colons. So for this example, we read the question as "Puppy is to dog as..." Next, we need to define the relationship between this pair of words. What is the relationship between a puppy and a dog? A puppy is a young dog. So, the relationship between the words is that the first word of the pair is the name for the young of the second word. Because we are looking for a pair of words that have the same relationship as the initial pair, we are looking

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for a pair in which the first word of the pair is the name for the young of the second word. Once you have determined the relationship, between the given pair of words and stated it in your mind in a sentence form (a puppy is a young dog), read through the answer choices substituting the possible pairs into the same sentence you have created to describe the initial pair. Let's work through the answer choices. Is a sheep a young flock? No, this does not make sense. The relationship for this pair is that a group of sheep is called a flock. Is a mare a young goose? No, these are different animals. Is a kitten a young cat? Yes, this makes sense, but let's still look at the remaining choice to be sure. Is a child a young adult? Now this one may seem a little tricky, because a child will eventually age to become an adult, but we are not looking for the relationship of young to old, we are instead looking for the relationship of young of some kind of animal to that animal. If instead, the answer choice was child: human, then this relationship would be similar to that of kitten: cat, since child is the young of humans, and we would need to consider this choice further. In this case, however, the pair of words that exhibits the most similar logical relationship is choice C, giving us the completed analogy, puppy is to dog as kitten is to cat.

**Note:** It is extremely important to substitute the pairs of words into your sentence in the same order in which they are given. For example, if the answer choice was cat: kitten, we would substitute this into our original sentence as: a cat is a young kitten, and this would not make sense. Maintaining the same order for the two words in a pair when substituting into your sentence for checking an option's relationship is a very critical point. You need to remember this when solving analogies.

### **Critical Points**

There are seven critical points that the reader should keep in mind while solving analogy questions.

- 1) The study of analogy falls into nice neat patterns. Hence, it is one of the most learnable areas of the test. Once you gain familiarity with these patterns and learn to identify the traps, you will be able to increasingly develop your ability to solve analogy questions.
- 2) Always make it a point to create a short sentence that expresses the relationship between the two words of the question. This should be done before looking at the answer choices.
- 3) While defining the logical relationship between the component parts of a question, remember that analo-

gies involve an exactness and precision to their solving.

In order to avoid errors you need to specify as exact a relationship as possible between the words in the question. The logical relationship between the given pair of words is sometimes obvious, but at other times, it may be more obscure, requiring you to be able to discern subtleties of meaning. The best sentence will explain the logical relationship explicitly and precisely. The more precise your sentence, the easier it will be to select the correct option that has the most similar logical relationship. On the other hand, if your sentence is too general, it is possible that more than one of the options would fit into that sentence.

In such a case, go back to the original pair of words again and make your sentence more specific. Let's look at an example.



CARPENTER : HAMMER

- A) painter : paint
- B) pilot : airplane
- C) philosopher : books
- D) plumber : wrench



We are trying to create a sentence that describes a relationship between the words carpenter and hammer. Let's say, we use the sentence, "A carpenter uses a hammer." Now let's look at the answer choices. Does a painter use paint? Yes. Does a pilot use an airplane? Well, a pilot flies an airplane, so maybe this could be thought of as a type of use. Does a philosopher use books? Well, a philosopher might read books, so this might be a use. Does a plumber use a wrench? Yes. You see that by using an imprecise sentence to describe our original pair of words, we have not been very successful in eliminating incorrect word pairs. If we go back to the original word pair, we can make our sentence more precise as, "A carpenter uses a hammer as a tool." Now if we work through the answer choices, substituting each word pair into our new sentence, we see that the only pair that can be substituted is choice D, a plumber uses a wrench as a tool. Thus, our analogy becomes carpenter is to hammer as plumber is to wrench.

This is especially important in case more than one answer choice fits in the logical relationship you may have defined. In such cases, you need to become more specific in your logical relationship defining sentence.

Let us look at an example:





RACKET : TENNIS

- A) ball : football
- B) glove : cricket
- C) board : chess
- D) bat : Cricket



If you define the logical relationship here as: A racket is used to play tennis, it will not eliminate any of the four answer choices. However, if you say that a racket is used to strike a ball in the game of tennis, then D becomes the obvious answer, since a bat is used to strike a ball in the game of cricket.

- 4) For analogies involving verbs, use the infinitive form of the verb to define the logical relationship. The structure you use in such analogies would be:  
To \_\_\_\_\_ is to \_\_\_\_\_.

For example, sprint: run → To sprint is to run quickly.  
Or skim: read → to skim is to read fast.

- 5) Often, you might need to reverse the order of the words while stating the logical relationship. Be extra cautious about options that might have the same relationship as the original pair of words—but in the opposite order.
- 6) In all problems of analogies, the parts of speech are consistent between the question and the correct answer. Hence, if the given pair is a noun and an adjective, the answer pair will also be a noun and an adjective in that order.
- 7) Often, questions are formed in such a manner, that they contain an option that might remind you of the original pair, but might have a totally different relationship. For instance:



DEMOCRACY : MONARCHY

- A) anarchy : government
- B) Laptop : Desktop



The second word in the option A (government) reminds one of the capitalized pair. However, what you need to be mindful

of is that Democracy and Monarchy are different forms of government and hence, the relationship is not maintained in this option. However, option B here is correct since the logical relationship is maintained (laptop and desktop are both types of computers.)

Such distracting options can be termed as eye washers, since they have a tendency to confuse the student.

However, as a thumb rule, remember that normally, eye washers will almost never be the correct option (especially in tough problems).

### *The Cream of the Piece*

#### Summary of general strategy for solving analogy problems

1. Read the initial pair of words, substituting words for the colons. The first colon (:) is translated as “is to” and the two colons (::) are translated as “as”.
2. Define the logical relationship between the pair of words in the form of a sentence.
3. Go through the options, substituting the possible pairs into the sentence you created to describe the initial pair in the question.
4. In case the answer is unclear after looking at the options, and you are confused between two or more options, since more than one option fits into the sentence you have created, make your sentence describing the logical relationship between the initial pair of words more precise and work through the options again.

### STRATEGIES FOR SOLVING THE PROBLEM WHEN THE MEANING OF THE WORDS ARE NOT KNOWN\*

This does not mean the end of the problem. There are a few strategies elucidated below, which you could try to use in case you are unsure of the meanings of some of the words in the problem. The broad strategies are:

#### Strategy 1: Put the Unknown Word/s into a Context

In normal circumstances, we always come across words in some context. Hence, most of the times, we fill in the meaning of the word on the basis of the overall context and the context

\* The strategies explained here will also apply in the questions of antonyms, synonyms, odd man out as well as other vocabulary based questions.

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of the specific sentence in which the word is used. Due to this, many a time, we are unable to understand standalone words (even though we might be able to understand the same word in case it comes in some context.) Hence, in case you are not able to understand the word in isolation, it might not be a bad idea to try to put it into a natural sentence to try to guess the meaning.

This will be clear from the following examples:



### 1. Whet



This word will be better understood in the context of 'whetting one's appetite'.

### 2. Gumption

This will be better understood in the context of 'grit and gumption'.

### 3. Gormandize

This will be better understood in the context of 'gormandizing one's food'.

### 4. Eerie

This will be better understood in the context of 'an eerie feeling'.

### 5. Gruesome

This will be better understood in the context of 'a gruesome murder'.

### 6. Obeisance

This will be better understood in the context of 'Paying obeisance'.

### 7. Gory

This will be better understood in the context of 'a gory battle'.

### 8. Prudent

This will be better understood in the context of 'a prudent decision'.

### 9. Agog

This will be better understood in the context of 'agog with expectations'.

### 10. Retrograde

This will be better understood in the context of 'a retrograde step'.

### 11. Hackneyed

This will be better understood in the context of 'a hackneyed plot or a hackneyed path'.

### 12. Kick Start

This will be better understood in the context of 'Kick starting an event'.

### 13. Choc-a-Bloc

This will be better understood in the context of 'choc-a-bloc with vehicles'.

### 14. Hunky dory

This will be better understood in the context of 'a hunky dory situation'.

---

As you can clearly see in the above examples, words that you might have read in some context somewhere in your normal reading tasks and which you fail to recollect in isolation can be understood more clearly if you are able to recollect even vaguely, some of the contexts in which you have come across the word. This is a very important strategy to be used in the case of familiar words whose meaning you might not remember exactly.

## **Strategy 2: Change the Word into a More Common Form**

Some words are by nature, more used in one form and hence, more familiar in that form. However, its appearance in another form results in the creation of confusion in the mind of the student solving the question. In such cases, it is often a good idea to try to change the form in which the word appears into a more common and used form. This has an effect of reducing the difficulty level of the word since we have converted it from an uncommon word to a common word. This might help us in deducing the meaning of the uncommon word. Let us look at a few uncommon words.



### 1. Tyranny



This can be understood through the more common word **Tyrant**.

### 2. Perturbation

This can be understood through the more common word **Perturbed**.

### 3. Tempestuous

This can be understood through the more common word **Tempest** or even through the very common **Temper**.

**4. Voluminous**

This can be understood through the very common word **Volume**.

**5. Abstemious**

This can be understood through the more common word **abstain**.

**6. Virulent**

This can be understood through the more common word **Virus**.

**7. Ornate**

This can be understood through the more common word **Ornament**.

**8. Bejeweled**

This can be understood through the very common words **Jewel or Jewelry**.

**9. Applicatory**

This can be understood through the very common word **apply**.

### **Strategy 3: Use the Roots (both Prefixes and Suffixes within the Word.)**

A lot of times, the meaning of a word can be guessed through the roots in the form of prefixes and suffixes. Common roots and their meanings are given in detail in the section of vocabulary in this book. You are advised to look up these roots and consign them to your memory.

### **Strategy 4: Test Words for Positive and Negative Connotations**

Many a time, words having negative or positive connotations can be identified. This will help in understanding the meaning of the word better. This strategy is an extension of the third strategy of looking for roots of the words — since negative or positive connotations in a word normally emerge out of prefixes and/or suffixes that are attached to a word.

Hence, for example, you would normally (but not always) associate negative connotations with words having the following prefixes:

**(a) Mal** (e.g., malevolence, meaning bad intent or malice, maladroit: meaning clumsy, malicious: meaning spiteful, malediction: meaning a curse, malapropism: meaning the comical

misuse of a word, malaise: meaning a feeling of uneasiness or illness, malady: meaning illness, malign: meaning to defame etc.)

**(b) De** (e.g., Delimitation: meaning removal of limits, devastate: meaning to lay waste, demerit: meaning a flaw, depletion: meaning exhaustion, decry: meaning to castigate, despot: meaning tyrant, deprivation: meaning scarcity, demean: meaning to degrade, demoralize: meaning to dishearten, denigrate: meaning to defame, denounce: meaning to condemn, derogatory: meaning degrading, deplore: meaning to condemn, depravity: meaning immorality, depredation: meaning plunder or preying on, deracinate: meaning to uproot, derelict: meaning negligent, etc.)

**(c) Dis** (e.g., disarray: meaning disorder, disdain: meaning contempt, disfigure: meaning mar or ruin, disheveled: meaning disordered or untidy, disparage: meaning to belittle, dismal: meaning gloomy, etc.)

**(d) Anti** (e.g., antediluvian: meaning ancient or obsolete, antiquity: meaning ancient times, antithesis: meaning the opposite point of view, antibody: meaning proteins which destroy bacteria, anticlimax: meaning a disappointing conclusion to a series of events, antipathy: meaning dislike or hostility, antipyretic: meaning a drug that reduces fever, etc.)

**(e) A** (e.g., achromatic: meaning the removal of colour, atypical: meaning not typical, etc.)

**(f) Re** (e.g., repudiate: meaning to disavow, repugnant: meaning distasteful, reprove: meaning to rebuke or to scold sternly, restive: meaning nervous or uneasy, reproach: meaning to blame, repress: meaning to suppress, reprobate: meaning a miscreant, etc.)

**Other negative prefixes and suffixes include dys, hypo, less, un, non, etc.<sup>1</sup>** Similarly, you should associate positive connotations with words containing the following prefixes:

**(a) Bene** (e.g., Benevolent: meaning kind, benediction: meaning blessing, benefactor: meaning a patron, etc.)

**(b) Sym** (e.g., Symbiotic: meaning mutually beneficial, symmetrical: meaning harmonious, etc.)

<sup>1</sup> For more negative prefixes and suffixes, the student is advised to go to the relevant part of the vocabulary section.

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(c) **Omni** (e.g., omnipotent: meaning having unlimited power, omniscient: meaning all knowing, omnipresent: meaning present everywhere, omnivorous: meaning eating all kinds of food, etc.)<sup>2</sup>

### **Strategy 5: Be Alert to Secondary (Often rarer) Meanings of the Original Word**

Many a times, a word in the problem might have more than one meaning. In some cases, the problem might be framed on the basis of a rare meaning of the word than the more commonly understood and used meaning. In case, you are not being able to get a hold on the question by interpreting the words in the problem in their most common form, it might pay off to think of the more uncommon meaning of the word/s. Sometimes, this might give us the solution.

The following examples will make the above point clear:

The word **Champion** might be used in the context of 'Championing a cause', which is not as common as its normal usage.

The word **twilight** might be used in the context of 'twilight of one's career' where it means the fag end of one's career. This usage of the word is not as common as its normal usage.

The word **Air** might be used in the context of 'airing one's feelings' where it means to discuss publicly, which is not as common as its normal usage.

The word **Engage** might be used in the context of 'engaging an employee' where it means to hire someone as an employee, which is not as common as its normal usage of engagement or being busy.

The word **Franchise** might be used in the context of 'exercising one's franchise' where it means to vote. This meaning of the word is not as common as its normal usage.

The word **Admission** might be used in the context of 'admission of one's guilt' where it means to own up to one's guilt, which is different and less common than its normal usage of admission meaning entry.

### **COMMON RELATIONSHIPS**

One of the advantages of questions on analogies is that the logical relationships between words are all clear-cut, common sense relationships that can be easily deduced (given, of

course, that you know the definitions of the words contained in the question.) We now go ahead and look at some of the typical and common logical relationships that appear often in the analogy section of the CAT and other multiple choice tests. Detailed examples are given for the important types of relationships, while others are mentioned in brief.

#### **Type 1: Synonyms**

Synonyms, as you are already aware, are words that have same or similar meanings. When you recognise the capitalised pair as a pair of synonyms, you will then look for a pair of words that also have the same or similar meanings. For example, polite: courteous are synonyms and so are engagement: betrothal.



**EXTEMPORANEOUS : IMPROMPTU**

- A) reputable : elusive
- B) antiquated : modern
- C) depressed : ecstatic
- D) morose : saturnine



Extemporaneous and impromptu are synonyms. Option A does not have any obvious relationship between its two words, while options B and C are both in the form of antonyms. Option D has to be the answer since morose describes someone who is gloomy or melancholy and saturnine is synonymous with morose.

#### **Type 2: Antonyms**

Antonyms as we have already seen earlier in the chapter dedicated to the same, are words that have opposite meanings. In the context of an analogy question, if the two words in the initial pair are antonyms, you are looking for an option that contains a pair of words that are opposite in meaning to each other. Consider the following example:



**ZEALOUS : INDIFFERENT**

- A) diligent : hard working
- B) perplexing : explicable
- C) incorrigible : instantaneous
- D) mysterious : exclusive

<sup>2</sup> For more positive prefixes and suffixes, the student is advised to go to the relevant part of the vocabulary section.



A zealous person is one who cares very strongly about something, while someone who is indifferent does not care about things. Option B contains an antonym since something that is perplexing is difficult to explain or inexplicable, while explicable describes something that can be explained. Thus, these two words are antonyms. The words in option A are synonyms while those in options C and D are irrelevant.

### Type 3: Degree of Intensity

In this type of problem, the question contains a pair of words that are similar in meaning (similar to synonyms), however the two words vary in their intensity as one is more intense than the other. For example, in the pair jog: sprint, both words describe running, but a jog is a very slow run, while a sprint is a full-speed, extremely fast run. A similar relationship exists between sip and gulp, eat and hog, good and fantastic, etc.



ENTHUSIASTIC : FANATICAL

- A) frugal : miserly
- B) faithful : kind
- C) admonish : warn
- D) virtuous : wholesome



Fanatical is an extreme form of being enthusiastic while miserly describes a person who is extremely frugal. Options C and D are synonyms; while the relationship between the words in option B is unclear.

### Type 4: Part to Whole

In this type of analogy, the first word is part of the second word (or vice versa). For example, in the word pair star: constellation, a group of stars makes up a constellation. Similarly, a toe is a part of a foot.

Consider the following example:



PARAGRAPH : ESSAY

- A) scene : play
- B) cast : actor
- C) symphony : orchestra
- D) dictator : oppressed



An essay (whole) is composed of a series of paragraphs(part). Likewise, a series of scenes (part) makes up a dramatic play (whole). Option B is close but the relationship is in the reverse direction. The relationship between cast and actor is one of part to whole, but a cast is composed of actors (this is whole : part). The other word pairs in options choices C and D are not related by the part to whole structure.

### Type 5: Actor to Action

The relationship used in this kind of problem is that of a person or object with the action they commonly perform. In most cases, this includes professions, and the jobs that people in those professions perform. For example, in the word pair teacher : educate, a teacher's job is to educate, while in the word pair tailor : sew, the tailor's job is to sew. Remember when working analogies of this type that you are looking for the word pair in which the action most explicitly describes the major activity of the actor. This point will be amply illustrated through the example below:



ARBITRATOR : JUDGE

- A) mechanic : repair
- B) direction : orient
- C) lawyer : legislate
- D) musician : orchestra



An arbitrator judges or decides when there is a dispute while a mechanic works to repair things that are broken. If we consider option C, although you could envision circumstances in which a lawyer might work to legislate, but this would not be the primary action of a lawyer.

### Type 6: Cause and Effect

In this type of problems, one of the words describes a condition or action (which is a cause), while the other word describes a response to that action or condition (which is the effect). For instance, the following word pairs describe cause and effect relationships (bacteria: infection, accident: injury, cold: fever, etc.) Remember to be careful of the direction of the relationship in such word pairs. Thus, if the original pair of words has the cause first and the effect later, the correct answer will also follow the same order. Consider the following example:

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 TREMBLE : FEAR

- A) shiver : cold
- B) stifle : sneeze
- C) itch : scratch
- D) irritate : nettle



While a tremble is a response to fear, a shiver is a response to cold. Option C is also a cause and effect but in the reverse order.

---

### **Type 7: Member and Class**

In this type of problem on analogy, one of the words in the pair is an element of a class that the other word in the pair describes. For example, frog : amphibian means that frog is a kind of amphibian. An appropriate matching pair might be tuna : fish, since tuna is a kind of fish. (tragedy : drama and cow : mammal are other examples of the same.)

 BALLET : DANCE

- A) book : novel
- B) theater : play
- C) sonnet : poem
- D) artist : sculptor



Ballet is one form of dance while sonnet is a kind of poem.

---

### **Type 8: Definition**

In this type of problem, one of the words in the pair can be used to define the other word. For instance, someone who is frivolous is silly, someone who is careless is casual. Consider, the following example:

 PHILANTHROPIST : ALTRUISM

- A) nationalist : orthodoxy
- B) ascetic : self-denial
- C) writer : publication
- D) general : soldier



A philanthropist practices altruism while an ascetic is one who practices self-denial. The other options do not fit into this structure and hence the answer is B.

---

### **Type 9: Function**

In this type of analogy, the relationship between the two words is a functional one. For example, in the word pair gloves : hands, the gloves serve to protect the hands. Similarly in the word pair feet: walk, the two words are connected to each other through the relationship of function.



TRAINING : SKILL

- A) neurological : brain
- B) auspicious : event
- C) speech : lesson
- D) mnemonic : memory



Training can be used to improve skill just as a mnemonic is something that can be used to improve memory.

---

### **Type 10: Symbol and Representation**

In this type of problem structure, one of the words in the pair is the representation of the concept or thing denoted by the other. Common symbols include punctuation marks. For example, comma : pause :: period : stop. Other examples are objects that now represent actions or events, such as a white flag indicating surrender or hawk indicating warlike or a dove representing peace.



LAUREL WREATH : VICTORY ::

- A) honor : pride
- B) olive branch : peace
- C) parentheses : continuous
- D) light : darkness



An olive branch is a symbol of peace while a laurel wreath is a symbol of victory.

---

### **Type 11: Defining Characteristic**




Stable : Horse :: Fire Station : Fire Engine




The defining characteristic of a stable is a horse while that of a fire station is a fire engine.

---


**Type 12: Manner**


 Strut : Walk :: Yodel : Sing.

 Strut is a type or manner of walking just as yodel is a type of singing.

---

**Type 13: Articles Made by a Worker**


 Artist : Painting :: Carpenter : Table.

 Just as an artist creates a painting, a carpenter makes a table.

---

**Type 14: The Worker and his Tools**


 Artist : Paintbrush :: Programmer : Computer.

 An artist uses a paintbrush while a programmer uses a computer.

---


**Type 15: The Worker and his Task**


 Teacher : Teaches :: Driver : Drives.

 A teacher teaches while a driver drives.

---

**Type 16: The Worker and the Work Place**


 Teller : Bank :: Sergeant : Post.

 A teller works in the bank while a sergeant works on his post.

---


**Type 17: The Tool and the Object**


 Scissors : Paper :: Hammer : Nail.

 Scissors are used on paper just as a hammer is used on a nail.

---


**Type 18: The Tool and the Action**

 Scissors : Cut :: Screwdriver : Screw.

 Scissors cut while a screwdriver screws.

---


**Type 19: Actions and their Significance**

 Smile : Pleasure :: Frown : Displeasure.


 A smile conveys pleasure while a frown conveys displeasure.

---


**Type 20: Sequence of Time**


 Beginning : End :: Opening : Closing

**Type 21: Gender**

 Duke : Duchess :: Prince : Princess

**Type 22: Age**

 Calf : Cow :: Tadpole : Frog.

 The calf is the young of the cow, while the tadpole is the young of a frog.

---

**PRACTICE EXERCISES**

**Exercise 1**

1. SATURATED : WET ::
  - (a) acrid : acidic
  - (b) distant : faraway
  - (c) damp : drenched
  - (d) arid : dry
2. CACOPHONOUS : HARMONIOUS ::
  - (a) bellicose : pacific
  - (b) beauty : peace
  - (c) tempestuous : stormy
  - (d) considerate : sympathetic
3. KANGAROO : JOEY ::
  - (a) lion : pride
  - (b) goose : gosling
  - (c) bevy : beauties
  - (d) foal : horse

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4. CAPRICIOUS : FIXED ::  
(a) laughter : joy  
(b) agitated : uneasy  
(c) fickle : decisive  
(d) biased : judgmental
5. UNHAPPY : MISERABLE ::  
(a) vocal : quiet  
(b) mournful : oblivious  
(c) passionate : appreciative  
(d) content : euphoric
6. EAST : ORIENTAL ::  
(a) west : occidental  
(b) global : universal  
(c) forest : jungle  
(d) west : east
7. YEAST : LEAVENING ::  
(a) antibiotic : microorganisms  
(b) water : valve  
(c) illness : cure  
(d) fertilizer : growth
8. BOTANY : PLANTS ::  
(a) geology : earth  
(b) stars : astronomy  
(c) teacher : class  
(d) disease : etiology
9. SNAKE : REPTILE ::  
(a) snake : cobra  
(b) bird : mammal  
(c) wasp : insect  
(d) lion : amphibian
10. ILLITERATE : EDUCATION ::  
(a) naive : experience  
(b) well-mannered : rude  
(c) miserly : money  
(d) pristine : elegance
11. EAT : GORGE ::  
(a) drink : guzzle  
(b) saunter : walk  
(c) expel : admit  
(d) advanced : primitive
12. LONELINESS : PRIVACY ::  
(a) passion : apathy  
(b) composure : equanimity  
(c) destiny : fateful  
(d) illusory : unpredictable
13. FAKE : GENUINENESS ::  
(a) flawless : perfection  
(b) nebulous : definition  
(c) deceitful : intent  
(d) amoral : wicked
14. OPAQUE : LIGHT ::  
(a) absorbent : liquid  
(b) desert : sand  
(c) autoclave : germ-free  
(d) hermetic : air
15. RUDE : BOORISH ::  
(a) deadly : pernicious  
(b) suspicious : pernicious  
(c) patronise : support  
(d) daring : daredevilry
16. MOSAIC : TILE ::  
(a) fabric : tapestry  
(b) portrait : paint  
(c) document : author  
(d) coverlet : cloth
17. GLASS : SHARD ::  
(a) wood : splinter  
(b) rock : stone  
(c) soil : earth  
(d) wood : tree
18. SCALE : TONE ::  
(a) dark : light  
(b) wave : amplitude  
(c) spectrum : colour  
(d) rainbow : shower
19. SKIN : DERMATOLOGIST ::  
(a) physician : medicine  
(b) conductor : orchestra  
(c) bone : osteopath  
(d) ventriloquist : throat
20. SAUNTER : STROLL ::  
(a) perambulate : walk  
(b) gyrate : twist  
(c) amble : path  
(d) baby carriage : walk



21. NIGHTLY : DAILY ::  
 (a) nocturnal : diurnal  
 (b) black : white  
 (c) sunset : sunrise  
 (d) opalescent : iridescent
22. PHYSICIAN : SURGEON ::  
 (a) nurse : doctor  
 (b) optometrist : ophthalmologist  
 (c) urologist : gynecologist  
 (d) optician : obstetrician
23. BULL : BUYS ::  
 (a) Wolf : Defrauds  
 (b) Lion : Brokers  
 (c) Tiger : Speculates  
 (d) Bear : Sells
24. CACOPHONY : EUPHONY ::  
 (a) belligerent : soothing  
 (b) loveliness : peace  
 (c) tempestuous : Atlantic  
 (d) horrific : sympathetic
25. FEATHER : BIRD ::  
 (a) snake : scale  
 (b) bark : tree  
 (c) human : epidermis  
 (d) hump : camel
26. REBELLIOUS : CONFORMIST ::  
 (a) accepting : taking  
 (b) courteous : rude  
 (c) acquiescent : rebel  
 (d) darkness : lamp
27. AUTHOR : MANUSCRIPT ::  
 (a) architect : blueprint  
 (d) engineer : bridge  
 (c) optician : spectacles  
 (d) doctor : stethoscope
28. PENCIL : GRAPHITE ::  
 (a) pen : refill  
 (b) house : bricks  
 (c) car : steel  
 (d) dress : wool
29. FICKLE : STABLE ::  
 (a) laughter : barn  
 (b) equine : horse  
 (c) impulsive : considered  
 (d) fundamental : elemental
30. FEEBLE : POTENT ::  
 (a) borrow : give  
 (b) file : classify  
 (c) stroke : feel  
 (d) fertile : barren
31. MANIPULATE : CONTROL ::  
 (a) exacerbate : cure  
 (b) inanimate : dead  
 (c) distinguish : change  
 (d) articulate : speak
32. SOUND : DECIBEL ::  
 (a) earthquake : tremors  
 (b) noise : intensity  
 (c) light : radiance  
 (d) length : meters
33. WORD : DICTIONARY ::  
 (a) roe : fish  
 (b) cell : body  
 (c) teeth : mouth  
 (d) hair : scalp
34. VERTIGO : HEIGHT ::  
 (a) xenophobia : fear  
 (b) triskaidekaphobia : spiders  
 (c) agoraphobia : space  
 (d) claustrophobia : darkness
35. PUPIL : EYE ::  
 (a) elbow : wrist  
 (b) teeth : mouth  
 (c) arm : leg  
 (d) fist : hand
36. MATRIARCHAL : WOMEN ::  
 (a) patriarchal : men  
 (b) virago : female  
 (c) oligarchy : dictator  
 (d) patriotic : country
37. ASCETIC : LUXURY ::  
 (a) teacher : classroom  
 (b) capitalist : communist  
 (c) misogynist : women  
 (d) musician : composition
38. SLANDER : REPUTATION ::  
 (a) deceit : hope

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- (b) indiscretion : secrecy  
(c) hypocrite : praise  
(d) vandalism : property
39. CHRISTMAS : CHRISTIANITY ::  
a) Holi : Jews  
b) Sabbath : Hindus  
c) Eid : Parsis  
d) Diwali : Hindus
40. SUAVE : BLUNT ::  
(a) refined : cultured  
(b) pure : adulterated  
(c) severe : intense  
(d) eligible : qualify
41. UNRIDDLER : MYSTERY ::  
(a) deactivate : bomb  
(b) fish : anemone  
(c) strike : harder  
(d) crack : glass
42. ARTIST : CANVAS ::  
(a) driver : car  
(b) pedestrian : road  
(c) composer : symphony  
(d) surgeon : operation
43. STABLE : HORSE ::  
(a) hotel : guest  
(b) sty : pig  
(c) teacher : school  
(d) kennel : cat
44. ROCK : MARBLE ::  
(a) ebony : ivory  
(b) woods : mahogany  
(c) scissors : glue  
(d) tusk : elephant
45. MAMMAL : COW ::  
(a) woods : tree  
(b) school : fish  
(c) reptile : snake  
(d) wings : bird
46. CHANGE : IMMUTABLE ::  
(a) constancy : unsteady  
(b) mobile : movement  
(c) implicit : notions  
(d) impossible : plausible
47. LIBERTINE : IMMORALITY ::  
(a) altruist : selflessness  
(b) miser : selfishness  
(c) victim : deprivation  
(d) policeman : law
48. AUTHORISATION : WARRANT ::  
(a) warrant : arrest  
(b) subpoena : summons  
(c) permission : license  
(d) indignation : protest
49. SCABBARD : SWORD ::  
(a) gamble : cards  
(b) cup : beverage  
(c) wish : intuition  
(d) foot : shoe
50. UNCLE : AVUNCULAR ::  
(a) mother : maternity  
(b) father : patricide  
(c) brother : fraternal  
(d) sister : sorority

**Exercise 2**

1. NECROMANCER : WITCHCRAFT ::  
(a) puritan : excellence  
(b) gourmand : starvation  
(c) swindler : knavery  
(d) lawyer : graft
2. EXTRACT : TOOTH ::  
(a) cut : nail  
(b) uproot : stump  
(c) pull out : pin  
(d) cut : wood
3. HUG : AFFECTION ::  
(a) dour : humorous  
(b) nod : assent  
(c) virus : influenza  
(d) feet : walk
4. ISLAND : ARCHIPELAGO ::  
(a) shoulder : arm  
(b) stomach : intestine  
(c) shoe : laces  
(d) toe : foot
5. CODICIL : WILL ::  
(a) book : chapter

- (b) outhouse : premises  
(c) annexure : book  
(d) limb : extremity
6. GETS ON : BUS ::  
(a) hopes : fear  
(b) enters : account book  
(c) disembarks : airplane  
(d) boards : rowboat
7. MUMBLE : INDISTINCT ::  
(a) scribble : illegible  
(b) screech : gentle  
(c) swagger : timid  
(d) sneeze : deliberate
8. FOOTBALL : SPORT ::  
(a) rhythm : poetry  
(b) verse : literature  
(c) dancing : ballet  
(d) research : biology
9. SAILOR : LIGHTHOUSE ::  
(a) snake : hiss  
(b) air raid : siren  
(c) car horn : driver  
(d) sleeper : smoke alarm
10. SIMMER : BOIL ::  
(a) glide : drift  
(b) gambol : play  
(c) drizzle : downpour  
(d) stagnate : flow
11. MITIGATE : PUNISHMENT ::  
(a) change : order  
(b) place : placement  
(c) monotonous : change  
(d) alleviate : pain
12. SAPLING : TREE ::  
(a) puppy : dog  
(b) canine : feline  
(c) cat : lion  
(d) poodle : terrier
13. TYRE : RUBBER ::  
(a) oasis : desert  
(b) house : roof  
(c) paper : wood  
(d) pebble : boulder
14. ANGLER : BAIT ::  
(a) mouse : mousetrap  
(b) hunter : decoy  
(c) language : code  
(d) treasure : map
15. BACTERIUM : COLONY ::  
(a) microbe : disease  
(b) whale : school  
(c) shoal : fish  
(d) virus : immunization
16. CHILDISH : MATURITY ::  
(a) pungent : poignancy  
(b) profuse : extravagance  
(c) obscure : clarity  
(d) poised : serenity
17. TINY : HUGE ::  
(a) chaotic : confuse  
(b) sad : gloomy  
(c) great : grand  
(d) weak : strong
18. OPTIMISTIC : HOPE ::  
(a) indecisive : idea  
(b) impulsive : whim  
(c) parsimonious : poverty  
(d) garrulous : talk
19. WARDROBE : CLOTHES ::  
(a) newspaper : headlines  
(b) record : label  
(c) album : stamps  
(d) almanac : dates
20. DELUGE : WATER ::  
(a) igloo : ice  
(b) landslide : earth  
(c) sleet : hail  
(d) dew : rain
21. COBBLER : BOOT ::  
(a) potter : kiln  
(b) banker : deposit  
(c) carpenter : cabinet  
(d) musician : clarinet
22. SEETHE : ANGER ::  
(a) chortle : distress  
(b) fidget : uneasiness

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- (c) snarl : confusion  
(d) waddle : embarrassment
23. MERCILESS : SYMPATHY ::  
(a) needless : intelligence  
(b) belligerent : detachment  
(c) pathetic : pity  
(d) frank : reticence
24. DISAGREEMENT : HARMONY ::  
(a) predictability : routine  
(b) predicament : dilemma  
(c) advantage : agreement  
(d) impartiality : prejudice
25. KEY : IGNITION ::  
(a) helmet : motorcycle  
(b) switch : light  
(c) boot : saddle  
(d) pad : helicopter
26. BUCKET : WATER ::  
(a) milk : quart  
(b) eggs : dozen  
(c) shaker : salt  
(d) river : ocean
27. HUMANS : SOCIETY ::  
(a) kinsfolk : family  
(b) spectators : game  
(c) animals : jungle  
(d) rivals : team
28. CATERPILLAR : LEAVES ::  
(a) moth : wool  
(b) silkworm : silk  
(c) oyster : shell  
(d) anthracite : coal
29. TALLY : VOTES ::  
(a) census : population  
(b) taxation : revenue  
(c) government : laws  
(d) team : athletes
30. LULL : STORM ::  
(a) marriage : divorce  
(b) battery : missiles  
(c) recess : business  
(d) bonfire : kindling
31. GRAPE : RAISIN ::  
(a) corn : flake  
(b) flesh : bone  
(c) cane : sugar  
(d) jaggery : cane
32. LIBRARY : BOOKS ::  
(a) hotel : children  
(b) zoo : animals  
(c) office : sales  
(d) park : car
33. SMELL : NOSE ::  
(a) calligraphy : eye  
(b) piquancy : taste  
(c) noise : ear  
(d) tracheotomy : throat
34. SLANDER : DISPARAGEMENT ::  
(a) sorrow : death  
(b) commendation : praise  
(c) paeon : anger  
(d) reproof : confirmation
35. OUTPACE : SPEED ::  
(a) outwit : cunning  
(b) outline : thought  
(c) outrage : wrath  
(d) outreach : charity
36. SEE : LOOK ::  
(a) feel : touch  
(b) giggle : laugh  
(c) sprint : lift  
(d) drive : do
37. IMPERIL : DANGER ::  
(a) emulate : model  
(b) entangle : conflict  
(c) chafe : restriction  
(d) embarrass : pride
38. MOTEL : LODGING ::  
(a) godown : storage  
(b) closet : linen  
(c) hangar : plane  
(d) desk : typing
39. BRACELET : WRIST ::  
(a) frame : picture  
(b) bat : glove  
(c) hat : head  
(d) foot : shoes

40. WOODEN : RIGID ::  
 (a) fractious : whole  
 (b) mild : strident  
 (c) illegal : inconsiderate  
 (d) obstinate : stubborn
41. SATIN : SOFT ::  
 (a) polyester : expensive  
 (b) iron : hard  
 (c) soft : cotton  
 (d) wood : colored
42. CENTURY : YEARS ::  
 (a) rupees : paise  
 (b) yard : inches  
 (c) week : days  
 (d) centimeter : millimeters
43. AXLE : STEER ::  
 (a) tire : ride  
 (b) awl : puncture  
 (c) plane : soar  
 (d) knife : slice
44. INFERTILE : DESERT ::  
 (a) delicious : fruit  
 (b) diligent : worker  
 (c) verdant : jungle  
 (d) hot : weather
45. FOOT : SORE ::  
 (a) tree : cut  
 (b) skin : wrinkle  
 (c) toe : crushed  
 (d) hand : gnarled
46. TOP : SPINS ::  
 (a) earth : rotates  
 (b) car : accelerates  
 (c) moon : glows  
 (d) toy : plays
47. MILK : SPOIL ::  
 (a) metal : bend  
 (b) water : filter  
 (c) flower : wilt  
 (d) fish : swim
48. MUNIFICENT : GENEROSITY ::  
 (a) vivacious : happiness  
 (b) domineering : timidity  
 (c) indisputable : doubt  
 (d) fortunate : haplessness
49. SHIP : DISEMBARK ::  
 (a) train : board  
 (b) fail : arrest  
 (c) discharge : job  
 (d) horse : dismount
50. RETREATING : ADVANCING ::  
 (a) oblique : indirect  
 (b) red : crimson  
 (c) dorsal : ventral  
 (d) snowy : windy

**Exercise 3**

1. TEACHER : INSTRUCTION ::  
 (a) police : law  
 (b) army : soldier  
 (c) nurse : medicine  
 (d) sentinel : protection
2. USHER : THEATER ::  
 (a) anchor : show  
 (b) driver : truck  
 (c) conductor : train  
 (d) fiancée : girl
3. EXERCISE : STRENGTH ::  
 (a) business : resource  
 (b) practice : skill  
 (c) defeat : gain  
 (d) games : contest
4. PIPE : WATER ::  
 (a) sofa : furniture  
 (b) fan : air  
 (c) door : look  
 (d) chimney : smoke
5. DAMAGE : DEMOLISH ::  
 (a) construct : make  
 (b) yap : howl  
 (c) alleged : punished  
 (d) action : plan
6. STAMMER : TALK ::  
 (a) anxious : analyze  
 (b) stagger : walk  
 (c) trip : fall  
 (d) walk : run

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7. FRET : RELAX ::  
(a) sad : avoid  
(b) sob : cry  
(c) resist : surrender  
(d) giggle : laugh
8. JOEY : KANGAROO ::  
(a) fern : plant  
(b) grain : wheat  
(c) kitten : cat  
(d) seed : fruit
9. SKATE : RINK ::  
(a) park : bench  
(b) play : stadium  
(c) paint : picture  
(d) build : column
10. LORD : SERF ::  
(a) police : officer  
(b) slave : misery  
(c) capital : punishment  
(d) ruler : subject
11. WHEEL : SPOKE ::  
(a) tea : sugar  
(b) pen : cap  
(c) ladder : rung  
(d) lever : balance
12. GAGGLE : GEESE ::  
(a) tail : dog  
(b) goat : bleat  
(c) lion : roar  
(d) bevy : bees
13. SCALES : FISH ::  
(a) paws : tiger  
(b) wings : butterfly  
(c) feathers : bird  
(d) tail : monkey
14. SHOVEL : TOOL ::  
(a) cargo : hold  
(b) brake : automobile  
(c) car : means of transportation  
(d) squadron : plane
15. GODOWN : GOODS ::  
(a) penitentiary : guards  
(b) arsenal : weapons  
(c) courthouse : laws  
(d) bank : mortgages
16. MUTINEER : REBELLION ::  
(a) sluggard : haste  
(b) hypocrite : condemnation  
(c) renegade : accusation  
(d) terrorist : terror
17. DEFERENTIAL : OBSEQUIOUS ::  
(a) strong : sturdy  
(b) loyal : optimistic  
(c) reckless : daring  
(d) astute : perceptive
18. TRIANGLE : PRISM ::  
(a) circle : cylinder  
(b) square : rhomboid  
(c) sphere : earth  
(d) polygon : diamond
19. HAND : ARM ::  
(a) nose : head  
(b) foot : toe  
(c) eye : lid  
(d) wrist : finger
20. PARROT : CROW ::  
(a) eagle : ant  
(b) goldfish : trout  
(c) goat : butterfly  
(d) sheep : mouse
21. TROUGH : ANIMALS ::  
(a) carton : eggs  
(b) den : bears  
(c) manger : cattle  
(d) flock : sheep
22. SUGAR : SWEETEN ::  
(a) cinnamon : prepare  
(b) pepper : season  
(c) celery : plant  
(d) accent : cook
23. MURMUR : SHRIEK ::  
(a) merge : break  
(b) run : hover  
(c) crack : smash  
(d) play : work

24. BALDNESS : HAIR ::  
 (a) curly : wig  
 (b) aridity : rain  
 (c) cooked : egg  
 (d) skin : rough
25. RUFFLE : EQUANIMITY ::  
 (a) flounce : turmoil  
 (b) flourish : prosperity  
 (c) provoke : discussion  
 (d) disturb : balance
26. UNVEILING : STATUE ::  
 (a) premiere : movie  
 (b) rookie : football  
 (c) debutante : teenager  
 (d) ruler : subject
27. DECREPITUDE : RENOVATION ::  
 (a) doctor : consultation  
 (b) estrangement : reconciliation  
 (c) credulity : fury  
 (d) reproof : confirmation
28. BRAGGART : MODEST ::  
 (a) dilettante : amateurish  
 (b) visionary : practical  
 (c) insurgent : revolutionary  
 (d) expert : refined
29. DOGGEREL : POET ::  
 (a) symphony : composer  
 (b) easel : painter  
 (c) caption : cartoonist  
 (d) potboiler : novelist
30. BONE : LIGAMENT ::  
 (a) knee : joint  
 (b) nails : finger  
 (c) fat : tissues  
 (d) muscle : sinew
31. GYMNAST : AGILE ::  
 (a) craftsman : dexterous  
 (b) actress : beautiful  
 (c) athlete : tall  
 (d) clown : fat
32. RECIPE : CHEF ::  
 (a) jury : trial  
 (b) novel : novelist  
 (c) soloist : music  
 (d) pattern : dressmaker
33. SOUND : HOMONYM ::  
 (a) ideas : acronym  
 (b) fake : pseudonym  
 (c) meaning : synonym  
 (d) confusion : antonym
34. WHALE : FISH ::  
 (a) hound : dog  
 (b) bat : bird  
 (c) alligator : crocodile  
 (d) fly : worm
35. DANCER : SPECTATORS ::  
 (a) king : country  
 (b) yardstick : dimension  
 (c) barometer : weather  
 (d) singer : audience
36. GLOVES : HANDS ::  
 (a) tyre : wheel  
 (b) hood : vehicle  
 (c) nail : screw  
 (d) socks : legs
37. PROTEIN : MEAT ::  
 (a) cream : calories  
 (b) salt : salty  
 (c) starch : potatoes  
 (d) diet : cyclamates
38. PRAISE : EXTOL ::  
 (a) hurry : run  
 (b) stuff : cram  
 (c) insure : rely  
 (d) dislike : loathe
39. GLASS : WATER  
 (a) ship : fuel  
 (b) car : petrol  
 (c) plate : food  
 (d) cup : sugar
40. SMELL : OLFATORY ::  
 (a) touch : tactile  
 (b) feel : sense  
 (c) misnomer : word  
 (d) pleasant : jovial
41. SUAVE : SOPHISTICATED ::  
 (a) attitude : conduct

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- (b) adage : language
- (c) calmness : placidity
- (d) ally : foe
- 42. VIXEN : FOX ::
  - (a) mare : horse
  - (b) kitten : cat
  - (c) mouse : rat
  - (d) puma : cheetah
- 43. SLUGGISH : INERT ::
  - (a) axis : pivot
  - (b) fission : fusion
  - (c) bad : evil
  - (d) affect : effect
- 44. BOVINE : HERBIVOROUS ::
  - (a) ovine : omnivorous
  - (b) simian : monkey
  - (c) leonine : carnivorous
  - (d) masculine : portentous
- 45. BUZZ : HUM ::
  - (a) whisper : noise
  - (b) echo : sound
  - (c) crack : whip
  - (d) chime : ring
- 46. DEER : VENISON ::
  - (a) pig : hog
  - (b) sheep : mutton
  - (c) pig : pork
  - (d) steer : steak
- 47. SYNAGOGUE : RELIGION ::
  - (a) court : law
  - (b) hospital : illness
  - (c) asylum : lunacy
  - (d) prison : crime
- 48. INSIPID : PIQUANT ::
  - (a) tasty : bland
  - (b) relish : spice
  - (c) sweet : dessert
  - (d) flat : spicy
- 49. TIPSY : DRUNKEN ::
  - (a) intelligent : dumb
  - (b) generous : cheerful
  - (c) sensible : lively
  - (d) pleased : thrilled

- 50. SPASM : PAIN ::
  - (a) touch : delicate
  - (b) flash : light
  - (c) hurt : agony
  - (d) love : hate

**Exercise 4**

From the choices given below, select the pair of words which exhibits the same relationship between each other as the given capitalised pair of words:

1. WRITING : PLAGIARISM ::
  - (a) confidence : deception
  - (b) money : misappropriation
  - (c) gold : theft
  - (d) germ : disease
2. LORRY : TRUCK ::
  - (a) torch : light
  - (b) motor : car
  - (c) coal : coke
  - (d) petrol : gasoline
3. WAITER : TIP ::
  - (a) professor : tenure
  - (b) pharmacist : prescription
  - (c) bank teller : interest
  - (d) sales person : commission
4. WHELP : DOG ::
  - (a) child : teenager
  - (b) herd : ship
  - (c) pup : seal
  - (d) student : teacher
5. CONDENSATION : REFRIGERATE ::
  - (a) evaporation : heat
  - (b) consumption : cook
  - (c) oration : listen
  - (d) exhaustion : buy
6. EYE : SOCKET ::
  - (a) heart : aorta
  - (b) chest : ribs
  - (c) bone : joint
  - (d) tooth : gum
7. MAN : HANDCUFF ::
  - (a) cat : mousetrap
  - (b) dog : kennel



- (c) monkey : trick  
 (d) cow : tether
8. ILLNESS : HEALTH ::  
 (a) minotaur : nose  
 (b) sequela : heart  
 (c) halitosis : breath  
 (d) aphasia : memory
9. DRABBLE : DIRTY ::  
 (a) goof : wise  
 (b) cuesta : valley  
 (c) dirigible : direct  
 (d) furphy : freebooter
10. ONSET : EXPIRATION ::  
 (a) desires : aspirations  
 (b) drama : scene  
 (c) proposal : final  
 (d) tempo : time
11. SHOWER : INUNDATION ::  
 (a) inception : perception  
 (b) history : portent  
 (c) imagine : sight  
 (d) criticism : vilification
12. BEWILDERMENT : CONFUSION ::  
 (a) bursa : sack  
 (b) bewitched : alliteration  
 (c) fantod : nervousness  
 (d) coracle : lodestar
13. JINGOISM : WAR ::  
 (a) antagonism : support  
 (b) puritanism : austerity  
 (c) arianism : doctrine  
 (d) schism : unity
14. AGNOSTIC : ATHEIST ::  
 (a) philanderer : misogynist  
 (b) agglomerate : accumulate  
 (c) philanthropic : patronizing  
 (d) agrophobia : agnosia
15. RIDICULE : LAMPOON ::  
 (a) knell : death  
 (b) canard : rumour  
 (c) jibe : remark  
 (d) derision : fact
16. JOG : FATIGUE ::  
 (a) sing : voice  
 (b) fast : hunger  
 (c) tight : choke  
 (d) camp : fire
17. LUMEN : LIGHT ::  
 (a) weight : mineral  
 (b) decibel : sound  
 (c) gallon : water  
 (d) band : signal
18. TAKE : STEAL ::  
 (a) leave : abscond  
 (b) interest : astound  
 (c) build : renovate  
 (d) evacuate : flee
19. LAMPOON : SATIRIZE ::  
 (a) ode : criticize  
 (b) tirade : entertain  
 (c) panegyric : eulogize  
 (d) ballad : stigmatize
20. JESTER : CLOWNING ::  
 (a) coquette : flirtation  
 (b) neophyte : mentoring  
 (c) termagant : encomium  
 (d) precocious : innocuous
21. PREAMBLE : STATUTE ::  
 (a) prologue : novel  
 (b) movement : sympathy  
 (c) sketch : drawing  
 (d) index : book
22. FARMER : FIELD ::  
 (a) ring : finger  
 (b) cricket : pitch  
 (c) wrestler : arena  
 (d) workshop : carpenter
23. MURAL : PAINTING ::  
 (a) symphony : music  
 (b) editorial : journal  
 (c) preface : book  
 (d) ode : prose
24. HAMMER : IRONSMITH ::  
 (a) car : driver  
 (b) seeds : farmer  
 (c) axe : woodcutter  
 (d) medicine : doctor

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25. BEAUTIFUL : UGLY ::  
(a) morose : dull  
(b) priest : gangster  
(c) good : bad  
(d) criminal : padre
26. CHILD : FIRE ::  
(a) child : work  
(b) misogynist : women  
(c) child : homework  
(d) vegetarian : meat
27. HOST : GRACIOUS ::  
(a) car : flies  
(b) cheat : cunning  
(c) doctor : handy  
(d) blade : barber
28. PRUDE : MODESTY ::  
(a) enemy : friendly  
(b) blunt : politician  
(c) pedant : erudition  
(d) diplomat : tactless
29. PERFOR : ENTERTAIN ::  
(a) virus : prevent  
(b) heuristic : teach  
(c) pedant : construct  
(d) parable : obfuscate
30. HYPHEN : JOIN ::  
(a) dash : shorten  
(b) colon : introduce  
(c) comma : possess  
(d) semicolon : transfer
31. EXTORTION : INTIMIDATING ::  
(a) in extremis : early  
(b) non sequitur : vital  
(c) redundant : useless  
(d) caveat emptor : trivial
32. TREE : MAPLE ::  
(a) barter : guid pro guo  
(b) medicine : profession  
(c) building : construction  
(d) vehicle : passenger car
33. CHIMERA : AUTHENTICITY ::  
(a) melodrama : subtlety  
(b) parody : wit  
(c) brief : abstract  
(d) war : strategy
34. AIR CRAFT : JET ::  
(a) climate : rain  
(b) instrument : calibration  
(c) atmosphere : stratosphere  
(d) nimbus : cloud
35. NITTY : GRITTY ::  
(a) nuts : bolts  
(b) naked : clothed  
(c) hard : soft  
(d) bare : feet
36. FROSTING : CAKE ::  
(a) lace : gown  
(b) tie : shoe  
(c) zipper : coat  
(d) paint : enamel
37. SQUANDER : MONEY ::  
(a) shirk : task  
(b) dally : time  
(c) achieve : victory  
(d) trespass : land
38. ADMONISHMENT : CASTIGATION ::  
(a) anxiety : fear  
(b) perjury : corruption  
(c) provocation : instigation  
(d) peccadillo : sin
39. DEFORESTATION : TREES ::  
(a) inoculation : vaccine  
(b) defamation : enemies  
(c) amnesty : deserters  
(d) sterilization : microorganism
40. INTERPRET : EXAMINE ::  
(a) foresee : predict  
(b) plan : scheme  
(c) interest : inveigle  
(d) evaluate : suggest
41. TERMINATION : CLOTURE ::  
(a) hospitalization : sickness  
(b) majority : concession  
(c) amendment : constitution  
(d) quorum : filibuster

42. RESISTANCE : ADVERSARY ::

- (a) dilettantism : connoisseur
- (b) dogmatism : scholar
- (c) espionage : felon
- (d) humility : supplicant

43. FURNITURE : CHAIR ::

- (a) landscape : tree
- (b) apple : pear
- (c) animal : cat
- (d) club : player

44. PRATTLE : SUCCINCT ::

- (a) tirade : critical
- (b) circumlocution : patient
- (c) bombast : pompous
- (d) prose : economical

45. PRODIGAL : SPEND ::

- (a) treacherous : trust
- (b) querulous : complain
- (c) laconic : talk
- (d) humble : fawn

46. BILE : LIVER ::

- (a) insulin : pancreas
- (b) oxygen : heart
- (c) honey : bee
- (d) menthol : eucalyptus

47. HINT : SUGGESTION ::

- (a) shade : spectrum
- (b) trace : existence
- (c) nuance : distinction
- (d) remnant : preservation

48. ANAESTHETIC : INSENSIBILITY ::

- (a) astringent : insensibility
- (b) coagulant : euphoria
- (c) stimulant : drowsiness
- (d) analgesic : pain

For the following question, mark as your answer the option that represents a relationship with the third word that is opposite to the first pair of words:

49. PHILISTINE : UNCULTURED :: PRECOCIOUS :

- (a) clever
- (b) mature
- (c) doltish
- (d) intelligent

For the following question, mark your answer as the option that represents a relationship not similar to the one exhibited by the given capitalized question pair of word.

50. LUGUBRIOUS : LACHRYMOSE :: SALUTARY:

- (a) remedial
- (b) consistent
- (c) wholesome
- (d) curative

**ANSWER KEY**

**Exercise 1**

- |         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 1. (d)  | 2. (a)  | 3. (b)  | 4. (c)  | 5. (d)  |
| 6. (a)  | 7. (d)  | 8. (a)  | 9. (c)  | 10. (a) |
| 11. (a) | 12. (b) | 13. (b) | 14. (d) | 15. (a) |
| 16. (d) | 17. (a) | 18. (c) | 19. (c) | 20. (a) |
| 21. (a) | 22. (b) | 23. (d) | 24. (a) | 25. (b) |
| 26. (c) | 27. (a) | 28. (a) | 29. (c) | 30. (d) |
| 31. (d) | 32. (d) | 33. (b) | 34. (c) | 35. (b) |
| 36. (a) | 37. (c) | 38. (d) | 39. (d) | 40. (b) |
| 41. (a) | 42. (c) | 43. (b) | 44. (b) | 45. (c) |
| 46. (a) | 47. (a) | 48. (c) | 49. (b) | 50. (c) |

**Exercise 2**

- |         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 1. (c)  | 2. (b)  | 3. (b)  | 4. (d)  | 5. (c)  |
| 6. (d)  | 7. (a)  | 8. (b)  | 9. (d)  | 10. (c) |
| 11. (d) | 12. (a) | 13. (c) | 14. (b) | 15. (b) |
| 16. (c) | 17. (d) | 18. (b) | 19. (c) | 20. (b) |
| 21. (c) | 22. (b) | 23. (d) | 24. (d) | 25. (b) |
| 26. (c) | 27. (c) | 28. (a) | 29. (a) | 30. (c) |
| 31. (c) | 32. (b) | 33. (c) | 34. (b) | 35. (a) |
| 36. (a) | 37. (b) | 38. (a) | 39. (c) | 40. (d) |
| 41. (b) | 42. (a) | 43. (d) | 44. (c) | 45. (b) |
| 46. (a) | 47. (c) | 48. (a) | 49. (d) | 50. (c) |

**Exercise 3**

- |         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 1. (d)  | 2. (c)  | 3. (b)  | 4. (d)  | 5. (b)  |
| 6. (b)  | 7. (c)  | 8. (c)  | 9. (b)  | 10. (d) |
| 11. (c) | 12. (d) | 13. (c) | 14. (c) | 15. (b) |
| 16. (d) | 17. (c) | 18. (a) | 19. (a) | 20. (b) |
| 21. (c) | 22. (b) | 23. (c) | 24. (b) | 25. (d) |
| 26. (a) | 27. (b) | 28. (b) | 29. (d) | 30. (d) |
| 31. (a) | 32. (d) | 33. (c) | 34. (b) | 35. (d) |
| 36. (d) | 37. (c) | 38. (d) | 39. (c) | 40. (a) |

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41. (d) 42. (a) 43. (c) 44. (c) 45. (d)  
46. (c) 47. (a) 48. (a) 49. (d) 50. (c)

### Exercise 4

1. (b) 2. (d) 3. (d) 4. (b) 5. (a)  
6. (d) 7. (d) 8. (c) 9. (c) 10. (c)  
11. (d) 12. (c) 13. (b) 14. (a) 15. (b)  
16. (b) 17. (b) 18. (a) 19. (c) 20. (a)  
21. (a) 22. (c) 23. (a) 24. (c) 25. (c)  
26. (b) 27. (b) 28. (b) 29. (b) 30. (b)  
31. (c) 32. (d) 33. (a) 34. (c) 35. (a)  
36. (a) 37. (b) 38. (d) 39. (d) 40. (c)  
41. (a) 42. (d) 43. (c) 44. (c) 45. (b)  
46. (a) 47. (c) 48. (a) 49. (c) 50. (b)

### EXPLANATORY NOTE

#### Exercise 1

- The relationship between arid and dry is one of degree of intensity. Aridity is an intense form of dryness, and saturated is an intense form of wetness. The correct choice is (d).
- The relationship here is one of antonyms. Cacophonous and harmonious are opposites of each other, which is also the relationship between bellicose which means war-like, and pacific which means peace-loving.
- The correct answer is (b). The relationship here is one of parent to offspring—a kangaroo's baby is a joey. While option (d) also contains two words that have the parent-offspring relationship, the words are reversed. A foal is the offspring of a horse rather than the other way around (as in the original pair).
- Something or someone who is fickle is not decisive, which is the relationship between something that is capricious and fixed.
- This problem is based on degree of intensity. Someone who is miserable is extremely unhappy while someone who is euphoric is extremely content.
- This is an analogy based on definition since oriental describes the east, just as occidental describes the west.
- Fertilizer is used to stimulate growth, just as yeast is used for stimulating leavening (rising).
- Botany is the study of plants, just as geology is the study of the earth. In option B and D, the same relationship holds but in the reverse order. Etiology is the study of disease and astronomy is the study of stars.
- The relationship here is of member and class. A wasp is a kind of insect, as a snake is a kind of reptile.
- This is a definitional type of analogy. Someone who is illiterate lacks an education, while someone who is naïve lacks experience.
- This is a degree of intensity analogy. To guzzle is to drink a lot, rapidly. Likewise, to gorge is to eat intensely.
- Just as loneliness and privacy are synonyms, describing the state of being alone or separate from others, composure and equanimity are synonyms describing a calm or peaceful state of mind.
- Something that is fake is lacking in genuineness. Similarly, something that is nebulous is hazy or vague, lacking in definition.
- Something that is opaque blocks light completely. Likewise, something that is hermetic is completely sealed against the escape or entry of air. (d) is the answer.
- Deadly and pernicious are synonyms as are rude and boorish.
- A coverlet is made up of many pieces of cloth, just as mosaic is made up of many pieces of tile.
- A splinter is a sharp piece of wood, while a shard is a sharp piece of glass.
- This problem contains a part to whole analogy. A musical scale is a series of tones in a particular arrangement; similarly a spectrum is made up of a series of colours in a particular order.
- The relationship here is person to tool (specialist to body part treated); the correct choice is (c) since a dermatologist treats the skin and an osteopath treats the bones.
- The relationship between the two words here is that of intensity. A saunter is a leisurely stroll and a perambulate is a leisurely walk. Thus, the correct choice is (a).
- The relationship here is that of opposite portions of the day. Nocturnal means nightly; diurnal means daily. Thus, (a) is the answer.
- While the physician can diagnose and treat a patient with drugs, the surgeon treats a patient through an operation. The same relationship works in the case of an optometrist and an ophthalmologist.

23. The relationship here is one of action. A bull is a person who buys on the stock market, while a bear is one who sells on the stock market.
24. This is a problem based on antonyms. Just as cacophony (sound) is the opposite of euphony (pleasant sound), so also belligerent is the opposite of soothing.
25. This is a part to whole problem. The bird is covered by its feathers completely, just as a tree is covered completely by its bark. Neither (a) nor (c) can be correct since the order is reverse.
26. A conformist is one who is not rebellious, while a rebel is one who is not acquiescent.
27. The relationship is that just as an author creates a manuscript, an architect creates a blueprint.
28. The relationship here is one of tool to the product that makes it work. Thus, the answer is (a). A house does not work with bricks, and a car does not work with steel in order to run.
29. The answer is (c). The relationship here is one of opposites. Although the word pair fundamental : elemental is also opposite, it does not also show the idea of something that changes and something that is fixed.
30. Another question based on opposites. Feeble and potent are opposites, just as fertile and barren are opposites of each other.
31. The answer is (d). The relationship here is one of degree.
32. Sound is measured in decibels just as length is measured in meters.
33. The relationship here is one of part to whole.
34. The answer is (c). The relationship here is that of 'Fear of'. So, Vertigo is the fear of heights while agoraphobia is the fear of spaces. The other options are using inaccurate definitions.
35. Just as the pupil is a part of the eye, so also the teeth are part of the mouth.
36. The obvious answer is (a).
37. An ascetic is defined as one who denounces luxury just as a misogynist is one who denounces women. Option (b) is incorrect since it is too broad. A capitalist might not like a communist, but that is in no way a defining characteristic.
38. Vandalism is the desecration of property just as slander is the desecration of a reputation.
39. Based on opposites. Option (b) expresses a relationship of opposites just as the capitalized pair.
40. The answer is (a). One unriddles a mystery in the same way that one deactivates a bomb.
41. An artist creates a canvas just as a composer creates a symphony.
42. The relationship here can be described as: Horses stay in a stable, just as pigs stay in a sty.

**Exercise 2**

1. A necromancer is one who practices witchcraft, while a swindler practices knavery.
2. Just as you extract a tooth, you uproot a stump.
4. Islands are parts of an archipelago, just as a toe is a part of a foot. (A part to whole analogy)
5. A codicil is an addition to a will, just like an annexure is an addition to a book.
6. We get on a bus, just as we board a rowboat.
7. A mumble is indistinct, while a scribble is illegible.
8. Football is a type of sport, just as verse is a type of literature.
9. A sailor is warned by a light house, just as a person who is sleeping is warned by a smoke alarm.
10. This is a degree of intensity analogy. Simmer is a milder form of boiling just as a drizzle is a milder form of a downpour.
11. Just as we mitigate (lessen) punishment, we alleviate (lessen) pain.
12. A sapling is a baby tree, just as a puppy is a baby dog.
13. A tyre is made from rubber, while paper is made out of wood. In other words, rubber is a raw material for tyre as wood is a raw material for paper.
14. An angler uses a bait to attract fish, as a hunter uses a decoy.
15. A colony of bacterium, as a school of whales.
16. Opposites. Both the capitalized pair and option (c) represent opposite meanings.
17. Opposites. Both the capitalized pair and option (d) represent opposite meanings.
18. An optimistic person operates on hope, while an impulsive person operates on his will.
19. An album is a book designed to keep a collection of stamps just as a wardrobe is a locker designed to keep a collection of clothes.
20. A deluge is a sudden great or overwhelming rush of water just as a landslide is a sudden great or overwhelming rush of earth.

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21. A carpenter constructs a cabinet just as a cobbler constructs a boot.
22. To fidget is to show uneasiness (mental or physical uneasiness). To seethe is to show anger.
23. Someone frank and candid lacks reticence just as someone merciless lacks sympathy.
24. Disagreement is characterized by a lack of harmony. Similarly, impartiality is characterized by a lack of prejudice.
25. A key turns on an ignition. A switch turns on a light.
26. A bucket holds water and water can be poured from a bucket. A shaker holds salt and salt can be poured from a shaker.
27. Humans live in a society as animals live in a jungle.
28. A caterpillar feeds on leaves, while a moth feeds on wool.
29. A tally is a recorded account of votes. A census is a recorded account of population.
30. A lull is a temporary halt in storm. A recess is a temporary halt in business.
31. Raisins are made from grapes, just as sugar is made out of cane.
32. Just as a library is a place for books, a zoo is a place for animals.
33. Noise is heard through the ear just as one smells through the nose.
34. A commendation is an expression of praise. A slander is an expression of disparagement.
35. To outpace someone is to surpass that person in speed, to outwit someone is to surpass that person in cunning.
36. When you look at something, you see it. Similarly, when you touch something, you feel it.
37. To imperil someone is to involve him in danger. To entangle someone is to involve him in conflict.
38. The purpose of a godown is storage of goods. The purpose of a motel is lodging people.

Answer (b) is incorrect. It is a trap; although linen is stored in a closet, you cannot say that “the purpose of a closet is linen”.

Answer (c) is also incorrect. It is also a trap; although a hangar is where you store a plane, you can’t say, “the purpose of a hangar is a plane”.
39. A bracelet is worn on the wrist just as a hat is worn on the head.
40. Wooden is used as a synonym of rigid here. Similarly, obstinate is the synonym of stubborn.
41. The feel of satin is soft, while the feel of iron is hard.
42. One-hundred paise make a rupee, just as a hundred years make a century.
43. An axle is used to steer a vehicle, just as a knife is used to slice things.
44. A desert is infertile, just as a jungle is verdant (green).
45. Sores represent damage to feet, just as wrinkles represent damage to skin.
46. Just as a top spins, the earth rotates.
47. Milk gets destroyed when it gets spoilt and a flower gets destroyed when it wilts.
48. Munificence represents generosity, just as vivaciousness represents happiness.
49. To get off a ship one disembarks. To get off a horse, one dismounts from it.
50. Retreating and advancing are opposite actions. Similarly, dorsal and ventral are adjectives which refer to the back and front of an animal’s body. All other choices are synonyms in nature.

### Exercise 3

1. A teacher gives instruction and a sentinel gives protection.
2. An usher shows people to their seats in a theater. A conductor shows people to their seats on a train.
3. Practice builds skill just as exercise builds strength.
4. This is a functional analogy. A chimney is used to conduct smoke, just as a pipe is used to conduct water.
5. This is a degree of intensity based analogy. Damage is a less intense degree of destruction than demolish. Similarly, yapping is much less intense than howling.
6. To stammer impedes talking, to stagger impedes walking.
7. The analogy is based on the relationship of opposites. Just as fret is the opposite of relax, resist is the opposite of surrender.
8. A joey is a young kangaroo, just as a kitten is a young cat.
9. A rink is a place to skate, just as a stadium is a place to play. Alternately, we skate in a rink, just as we play in a stadium.
10. A serf is bound to the bidding of his or her lord just as a subject is bound to the bidding of his or her ruler.
11. There are several spokes in a wheel just as there are several rungs in a ladder.

12. A gaggle is a group of geese. A bevy is a group of bees.
13. Scales cover the body of fish, just as feathers cover the body of birds. (a), (b), (d)—don't make sense when the relation is applied. Each is a filler.
14. A car is a kind of means of transportation just as a shovel is a kind of tool.
15. One stores goods in a godown just as one stores weapons in an arsenal.
16. A terrorist is someone who spreads terror just as a mutineer is someone who spreads a mutiny.
17. Reckless is the negative extreme of daring just as obsequious is the negative extreme of being deferential.
18. Just as a prism is a solid figure which is triangular, a cylinder is a solid figure that is circular.
19. The nose is a part of the head just as the hand is a part of the arm.
20. A goldfish and a trout are two different sorts of fish just as a parrot and a sparrow are two different sorts of birds.
21. A manger is a feeding bin for cattle just as a trough is a feeding bin for animals.
22. Sugar is added to food to sweeten it, while pepper is added to food to season it.
23. The relationship here is one of degree of intensity. To smash something is to do much greater damage than merely to crack it, just as shrieking has a much greater intensity than murmuring.
24. Baldness is the lack of hair, just as aridity is the lack of rain.
25. Equanimity is ruffled (when it is affected negatively) just as balance is disturbed.
26. A statue is unveiled just as a movie is premiered.
27. Renovation removes decrepitude, just as reconciliation removes estrangement.
28. A braggart (boaster) is not modest just as a visionary (dreamer) is not practical.
29. A potboiler is a trivial or inferior literary work produced by a novelist just as a doggerel is a trivial verse produced by a poet.
30. Ligaments connect bones just as sinews connect muscles.
31. It is necessary for a craftsman to be dexterous just as it is essential for a gymnast to be agile.
32. Just as a chef uses a recipe to make a particular meal, a dressmaker uses a pattern to enable the making of an article of clothing.
33. Meaning determines whether two words are synonyms. Sound determines whether two words are homonyms.
34. A bat is a mammal that is mistakenly thought to be a bird. A whale is a mammal that is mistakenly thought to be a fish.
35. A dancer performs to spectators just as a singer performs to an audience.
36. Gloves are worn in the hands, just as socks are worn on the legs.
37. Meat contains protein just as potatoes contain starch.
38. An analogy based on degree of intensity. Both praise and extol mean the same thing, however extol means praise very greatly. Similar is the case with dislike and loathe, since loathe is to dislike intensely.
40. Olfactory relates to the sense of smell, as tactile relates to the sense of touch.
41. Suave and sophisticated are opposites of each other, just as ally and foe are opposites.
42. The vixen is the female of a fox, just as the mare is the female of the horse.
43. Sluggish and inert are synonyms of each other. So are bad and evil.
44. Something that is bovine (cow like) is herbivorous, just as something that is leonine (lion like) is carnivorous.
45. Buzz and hum are synonyms, just as chime and ring.
46. Venison is deer meat, while pork is pig meat.
47. A synagogue is a place of religion, just as a court is a place of law.
48. Relation of opposites.
49. A degree of intensity based analogy. Tipsy means slightly drunk, as pleased means slightly thrilled.
50. A cause and effect based analogy. Just as a spasm causes pain, hurt causes agony.

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**BLOCK 1: THEORY**

**BLOCK 2: LODS AND CAT QUESTIONS**



# SECTION 3

This section will help you in the following ways:

- In the chapter of Sentence Completion (fill in the blanks), you would get exposed to questions having single blanks, double blanks and multiple blanks in a paragraph. Single and double blank questions are a constant nowadays in the CAT, XAT and all other MBA entrance examinations.
- Besides the exercises at various levels of difficulty as also original CAT questions of this type would give you an opportunity to practise and benchmark your skills in Sentence Completions.



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## CHAPTER 10: SENTENCE COMPLETION

In this block, through the theory of sentence completions you will learn:

1. The difference between reactive and proactive solving of sentence completion questions.
2. The various steps you should go through when you are reading the sentence completion questions for the first time.
3. To identify the types of sentence structures and the process of identification of the key words.

Sentence structures you would learn to recognise and anticipate include:

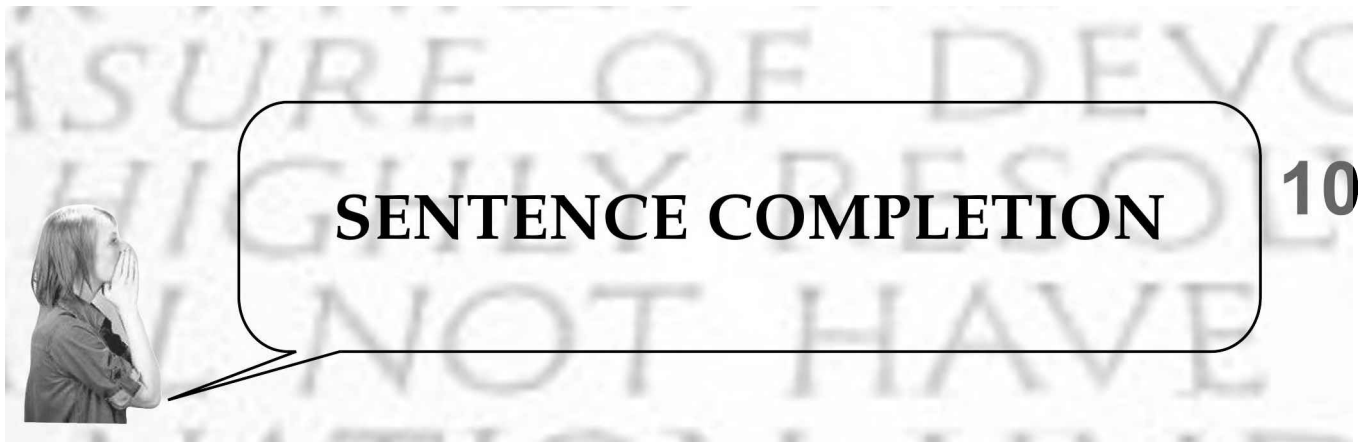
- (a) Cause and Effect
- (b) Parallelism and Reiteration
- (c) Similarity of Support
- (d) Contrast

You are advised to go through the theory closely and use it to extend your basic understanding of language in all your reading activity.



Block 1





# SENTENCE COMPLETION

10

## WHAT ARE SENTENCE COMPLETION QUESTIONS?

Sentence completion questions test your vocabulary skills as well as your reading ability. These problems contain a single sentence expressing a complete idea that can be understood without any additional information. This is quite unlike the reading comprehension questions, which require you to read long passages. Each sentence contains one, two or three blanks, which need to be filled up appropriately. These questions typically contain four options to fill in the blanks in the sentence. From these choices, you need to select the words or phrases that fit into the blanks to best complete the sentence.

This question type tests the student's ability to understand the main idea of the sentence and the logical structure of the sentence. It also tests the ability of the student to anticipate what idea conveyed by a particular word will most aptly fit into the blank provided. Besides, your vocabulary is also tested because there is not much you can do if you are unaware of the word/s contained in the question or in the options. Your knowledge of roots, prefixes and suffixes will come in handy.

In order to successfully solve the sentence completion section, the student should have a strong understanding of the relationships within the sentence. These relationships might include the use of equivalents, analogies, parallel sets, contrasts and word clusters. Solving the sentence completion section will draw on your adeptness and facility with antonyms and synonyms, your understanding of parallel sets, and the breadth and depth of your general vocabulary.

### *The Cream of the Piece*

Needless to say, having a good vocabulary helps in doing better at this question type. The student is hence advised to work on his/her vocabulary simultaneously in

order to improve his/her ability at this type of question. However, even if you are caught short in your vocabulary by a particular question, you can still try to solve it by following a few rules which are enumerated below.

## REACTIVE SOLVING VERSUS PROACTIVE SOLVING

In our observation, a critical mistake that students end up committing while solving questions of sentence completion is trying to solve these questions by going through the options and trying to fit the options in the sentence.

We call this reactive solving and this process leads to students committing avoidable errors. Instead, the student should consciously follow proactive solving, which is explained below.

### Proactive Solving

As a conscious strategy, the student is advised to use his/her anticipation by following the following three-step process while solving sentence completion exercises:

**Step 1. Understand the Message and the Tone of the Author** In simple language this implies understanding what he is trying to say (message) and how he is trying to say it (tone).

**(a) Understanding the Message** While doing this, the student should focus on identifying the principal subject/idea of the sentence—about what or whom the sentence is trying to talk. Note here that many a time, there might be more than one idea in the sentence. In such cases, the key is to understand how the two ideas are connected to each other.

While doing this, one should also try to identify the key words which the author has used to convey his message.

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Briefly, key words include words such as therefore, because, similarly, although, in contrast, etc.

### **(b) Identify the Logical Structure of the Sentence**

While doing this, look for whether the sentence has one or more parts, i.e., whether it is a simple sentence or it is a complex sentence having more than one part/s, which are connected to each other through a sentence connector.


**(c) Understanding the Tone** Ask yourself questions like whether the author is talking about the subject in a positive, neutral or negative way. Also, try to identify the degree to which the author is positive or negative about the subject.


**Step 2. Anticipating Words** This implies anticipating the meaning of the word/s that will fill in the blanks appropriately and in particular, that it should be in sync with what the author's message and tone are.

**Step 3. Scanning** Scan the choices to see if the word/s you have thought of figure(s) in these choices. If not, look for a synonym/s of the word/s. However, do look through all the choices before you actually select one. Try each answer choice in the blank to see which one suits the best.

**Step 4. The Final Answer** Reread the sentence with your answer choice and make your assessments about the smoothness of the flow of the idea. If you find that everything matches, then you have got the correct answer to the question.

Let's look at an example of how to apply this process to reach the correct answer.

 Because scientific research and the consequential assessments of whether or not global warming is occurring have been \_\_\_\_\_, it has been difficult to convince the public that this phenomenon is a critical problem that needs to be addressed.

 **Step 1) What are the ideas in this sentence?**

The *first idea* in the sentence describes the "research and the consequential assessments of the occurrence of global warming."

From this part of the sentence, we are getting no clue about the nature of these assessments. Hence, we get no clue about the nature of the word to be used in the blank in the sentence (i.e., whether it is a positive word, a negative word or a neutral word.)

The *second part* of the sentence talks about the difficulty in convincing the public about the importance of global warming. How are these two parts of the sentence connected? Essentially, both the parts of the sentence are dealing with the issue of global warming. The kind of connecting/ key words used in the sentence will help us further determine the nature of the connection between the ideas contained in the two parts of the sentence.

The first word is "because." What does this tell us? It tells us that the information in the second part of the sentence in some way, is caused by the first part of the sentence. (As we will see later on in this chapter, this is one of the four common structures of sentence completion problems: cause-effect.)



**Step 2) Think of a word that would make sense in the blank**

Without even looking at the answer choices, use the information you have learned from the ideas and key words in the sentence, to guess at a possible choice of word to fill the blank. While doing this, just allow your instincts to run freely and simply react to the sentence—assuming you were the author of the same and try to fit in word/s with the most appropriate meanings into the blank/s.

If there are two blanks, think of a set of two words that would make sense for each one.

In our example, the presence of the word "because" tells us that the second idea is caused by the first idea. We know that some factor about the scientific research and the consequential assessments of global warming has made it difficult to convince the public that it is a problem.

What type of scientific research and assessments must these be?

They must not be convincing/believable or in some way, must be lacking in credibility, otherwise the public would know that this issue was important. Therefore, some appropriate words that might make sense in the blank would be words that describe the scientific studies as lacking in some way: unpersuasive, not credible, deficient, or unbelievable. If we again read the sentence with one of these words substituted into the blank, the sentence makes sense.



**Step 3) Scan the Choices**

Let us suppose that the options given to us were:

- |                   |                 |
|-------------------|-----------------|
| (A) well-designed | (C) substantial |
| (B) inconclusive  | (D) irrefutable |

We are looking for an answer choice that is similar in meaning to not credible, deficient, or unbelievable. Something that will make the public unconvinced about the gravity of the problem.

Well-designed is opposite to the idea we need; if the assessments were well-designed, it would be easy to convince the public.

Inconclusive seems to be similar to the idea we were looking for, so we can hold onto that one. The last two choices, substantial and irrefutable are again more opposite in meaning to our guess word, so we can eliminate these two.

#### Note

Even though inconclusive fits our idea in the first place, make it a habit to check out all the options. Very often, more than one word will have the same general meaning as your guess word, and you will need to narrow it down and then choose the best-fitting word.

It is quite common in these problem types to find words opposite in meaning to your guess word among the answer choices.



#### Step 4) The Final Answers

If you have narrowed down to a particular answer choice that reflects the idea of your guess word, reread the sentence to see if the logic follows when you substitute that word into the blank. If you have only narrowed down your choices to a few, read the sentence with each of the possible choices. For problems with two blanks, it is often the case that you will be able to eliminate some of the choices because the first word does not fit well into the blank and others because the second word doesn't fit. Together, you can eliminate more of the incorrect answer choices and narrow it down to the correct choice.

## TYPES OF SENTENCE STRUCTURES AND KEY WORDS

Having seen the process applied to one particular problem, let us now look at the four common types of sentence structures and some key words, which are the basis of the basic problem types, viz: Cause & Effect, Reiteration, Similarities/Parallelisms & Contrast.

### Type I. Cause and Effect

As seen in the solved example above, a common sentence structure seen in the CAT is one that contains two ideas, where one causes the other. In other words, one is the cause of the other (which then becomes the effect). Needless to say, the two ideas have to be related to the same principal topic.

Key words that may indicate cause and effect include: because, as a result, thus, resulting from, hence, therefore, consequently, causes, leading to, due to.

#### *The Cream of the Piece*

The typical sentence structures of cause and effect are as follows. In the following notations, imagine two ideas related to the same principal topic. Let A be the effect of B, which is the cause of A i.e.  $B \rightarrow A$ .

- |                                |                                       |
|--------------------------------|---------------------------------------|
| (i) A <b>Because</b> B,        | (ii) <b>Because</b> B, <b>Hence</b> A |
|                                | (iii) A <b>as a result of</b> B,      |
| (iv) B <b>thus</b> A,          | (v) B <b>therefore</b> A,             |
| (vi) B <b>causes</b> A,        | (vii) A <b>due to</b> B,              |
| (viii) B <b>consequently</b> A | (ix) B <b>leading to</b> A            |

Let's look at an example:



Because of Jim Carrey's reputation as a comic actor, suited best for playing hilarious roles, the director was \_\_\_\_\_ considering him for the more serious role of the solemn monk.

- |                      |                   |
|----------------------|-------------------|
| (A) discouraged from | (B) encouraged to |
| (C) irrelevant to    | (D) ambivalent of |



The sentence structure here is:  
**Because A, Hence B.**

Note here that the 'hence' is silent in this sentence and its meaning is implied.

The key word 'because' should indicate to you that this is a cause and effect sentence. The first part of the sentence gives us the cause—Jim Carrey's reputation as an actor playing comic roles. What impact would this history have on the suitability of the actor to play a more serious role? It is most likely, to cause some doubts in the director's mind, and he might be unwilling or reluctant to cast him in this new role. Looking through the answer choices, the correct answer is A, **discouraged from**.

Many a times, the effect is a chronological follow up of the cause, i.e., the effect comes later in time to the cause. Here's an example:



The mass *release* of green house gases causes a detrimental effect on the environment of the whole world.

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Today, advanced computer technology can \_\_\_\_\_ information from a number of sources, then automatically \_\_\_\_\_ the data and draw conclusions from the same.

- (A) collate...analyse
- (B) extrapolate...assemble
- (C) adjudicate...assemble
- (D) research...expand

The first part of the sentence deals with something that computer technology can do; the second part deals with the next part of a two-part process. First, guess at a word that would fill the first blank and look through the answer choices.

One possible guess would be that computers “collect” or “compare” information. Choice A, collate, means to compare or examine, so this is a reasonable choice. Choice B—extrapolate—means to use existing data to make predictions. Although this does not fit with our guess word, this seems a reasonable thing to do with information, so let’s keep this choice for now. Choice C—adjudicate—means to settle a dispute; this can be eliminated since it does not make sense in this situation. Choice D—research—can also be eliminated since computers are tools of research and cannot do research themselves.

Now move on to the second blank. Remember, the first part of the sentence describes something that must be done before what is done in the second part of the sentence (we know this because of the ‘then’). Can we select between choices A and B now? Choice A makes sense: information is collated and then analysed to draw conclusions. Choice B does not make sense in terms of cause and effect. Extrapolation is done from existing information, and an assembly would not be a consequence. Hence, choice A is the correct answer.

### Type II. Reiteration or Restatement/ Parallelisms

Sentences of this type again, will usually have two ideas, one of which clarifies or further supports the other. The ideas will have the same general meaning, but will be restated in a slightly more explanatory way. Sometimes, such sentences will also have the reiteration in the form of an explanatory example.

#### *The Cream of the Piece*

**Key words** to identify reiteration type sentences are: in fact, in other words, surely, to be sure, and, namely, that is, furthermore and likewise.

The typical sentence structure is (A and B are ideas):

- (i) A **in fact** B,
- (ii) A **in other words** B,

- (iii) A **and** B,
- (iv) A **likewise** B,
- (v) A **that is** B,
- (vi) A **namely** B,
- (vii) A **surely** B

Here is an example:



He was the most \_\_\_\_\_ person he had ever met; in fact, his magnanimity knew no limits.

- (A) charitable
- (B) miserly
- (C) reclusive
- (D) prolific



Looking for the key words in the sentence, we notice the **in fact** connecting the two ideas contained in the two parts of the sentence. Hence, you should be able to identify the sentence as one wherein the two ideas are reiterations of one another. Hence, the second idea reiterates or supports the first idea. In this case, the second idea is complete in itself, describing the magnanimity of the person. The first part of the sentence has to be parallel to this part. Hence, the blank has to be filled in with a synonym for magnanimity. When we read the answer choices, we can see that the best match to our requirement is Option A.

Let’s look at another example:



The Age of Enlightenment, acknowledged as one of the greatest periods of history for intellectual activity, exhibited a proclivity for literalism and \_\_\_\_\_ argumentation.

- (A) credible
- (B) specious
- (C) pensive
- (D) congruous



The key word here is **and**, which shows that this sentence has a reiteration element in it. The two ideas should be parallel to each other and hence, should be reiterations of each other. The first part of the sentence describes that the kind of intellectual activity that occurred during the age of Enlightenment showed a proclivity for literalism. Now, if you don’t know what literalism means, you will have difficulty in determining which of the choices is synonymous with it and will successfully complete the sentence. **Literalism describes an argument that sounds plausible, but is actually misleading or fallacious.** Since this is a negative comment, the second part of the sentence must also be negative. Option A and D are basically positive and can be eliminated. Choice B is negative; this turns out to be the correct answer as specious argumentation is synonymous with literalism. Choice C can be eliminated as it has no relevance in the current sentence (we are looking for an adjective to describe argumentation and there is nothing called pensive argumentation).



### Type III. Similarity or Support


Sentences of this type compare distinct but similar ideas. When choosing a word to fill the blank, you must look for a word that allows the two ideas of the sentence to be similar in meaning.

#### *The Cream of the Piece*

Key words for similarity sentence completions are: likewise, in the same way, for instance, similarly, furthermore, as, same, just as, specifically, such as, as an example, resembles, like and also.

Examples of sentence structures used for similarities are (A and B are ideas):


- (i) A **likewise** B,                      (ii) **Just as** A, **similarly** B,  
(iii) A **like** B

 Just as television surpassed radio as the major source of entertainment and information for the world, it seems destined that the Internet will eventually \_\_\_\_\_ television.

- (A) invigorate                      (B) alter  
(C) eliminate                      (D) supplant



The key words here are 'just as,' and they suggest that this is a sentence based on the similarity of the argument. Hence, we should look for a word that will allow the two ideas of the sentence to be similar. The defining word in the first idea is surpassed. Since we need a word that will convey the same meaning as the first idea, we are looking for a word similar to **surpass**. If we work through the options, we can eliminate all but C and D. Both might make sense in the context of the sentence, but D, supplant, is more similar to the original idea of surpassing, rather than eliminating, which is too drastic in the context of the question.

 It is characteristic of old age to sap a man's ebullience and rob him of his natural \_\_\_\_\_.

- (A) senility                      (B) vigor  
(C) maturity                      (D) insensibility



The key connector here is 'and' which hints at the similarity of the ideas. The first part of the sentence describes a negative fact about old age, namely, that a man starts to lose his ebullience. Since the two parts of the sentence are joined by 'and', the second idea contained in the sentence must also state something negative related to aging. Just as a man's ebullience is lost with

old age, we are looking for a positive attribute that is lost with aging. Option A and D can be directly eliminated in this context since senility and insensibility are both negative attributes (in fact, senility generally arrives with old age and not the other way round.) Option C, maturity can also be eliminated since it is a positive that arrives with old age and does not go away. That leaves us with option B, vigor, which is a positive attribute that goes away with old age. As a further insurance of the answer, always make it a habit to reread the complete sentence with the selected option. Here, it makes complete sense.

### Type IV. Contrast

Contrast sentences contain ideas that are opposite to one another or are dissimilar to each other.


#### *The Cream of the Piece*

Key words indicating a contrast in the ideas of the sentence include:

Although, but, despite, inspite of, however, as against, as opposed to, whereas, on the contrary, yet, on the other hand, On the one hand.... On the other, surprisingly, unlike, in contrast, rather, and Even though.

Examples of sentence structures used for contrast (A and B are ideas).

- (i) A **although** B,                      (ii) A **yet** B,  
(iii) A **on the contrary** B,                      (iv) **On the one hand** A,  
(v) **On the other** B                      (vi) A **unlike** B  
(vii) A **in contrast to** B

 In a large group of people consisting of strangers, Aishwarya often seemed \_\_\_\_\_ and aloof, although among her friends and family she was quite \_\_\_\_\_.

- (A) reticent...convivial  
(B) gregarious...outgoing  
(C) detrimental...multifarious  
(D) unattainable.... taciturn



The "although" tells us that this is a sentence that contains a contrast in its ideas, so the two parts of the sentence should contain opposite ideas. Since both the parts describe Aishwarya's behavior, the two words should logically describe opposite behaviors. Hence, the description of Aishwarya's behavior in a large group of people should be different from her behavior when she is with her friends and family. (If we look through our answer choices, choices B and D can be removed immediately since they contain synonyms, not antonyms.)

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What else do we know about the words that will best fit the blanks? Notice the use of the conjunction 'and' used to connect the word in the first blank and aloof. The use of and between two descriptive adjectives describing behaviors can only mean that the two should be similar to each other and should mean the same thing. Of our answer choices, which of the first words in the pair is most similar to aloof? Both reticent and unattainable are reasonable choices. Gregarious and detrimental don't seem to make a lot of sense, so we can exclude those. Once you have narrowed down your options as much as possible on the basis of the first word, look at the second word, which has to be opposite in meaning to the first word. Between A and D, option A is the best choice.

### *The Cream of the Piece*

#### **Summary of basic strategy for sentence completion problems**

Read the sentence and determine the principal idea/s to which the sentence is related. Learn the four main types of sentence completion problems and look for these problems in the exam.

Look for key words. Again, knowing the key words for each of the four major types of sentence completion problems will enable you to recognize the type of sentence and quickly know what kind of word you need to complete the logic of the sentence.

Think of a word that would make sense in the blank. Do this before even looking at the answer choices.

Look at the option choices that give you the closest fit to your guess word. Re-read the sentence with the filled in option to see the coherence of the sentence with the word before marking the answer.

**CHAPTER 11: LEVEL OF DIFFICULTY—I**

**CHAPTER 12: LEVEL OF DIFFICULTY—II**

**CHAPTER 13: PREVIOUS YEARS QUESTIONS FROM CAT**

Having seen and understood the theory and process of solving sentence completion questions, it is now time for you to work on applying what you have learnt.

The following chapters (11 to 13) contain Exercises on Sentence Completion on varying Levels of Difficulty (LOD).

- Chapter 11 contains LOD 1 questions
- Chapter 12 contains LOD 2 questions
- Chapter 13 contains Previous Year Questions on Sentence Completion that have been asked in the CAT

You are required to solve each level of difficulty and try to find out the major sources of error for you—

Is it due to your lack of Vocabulary

Or

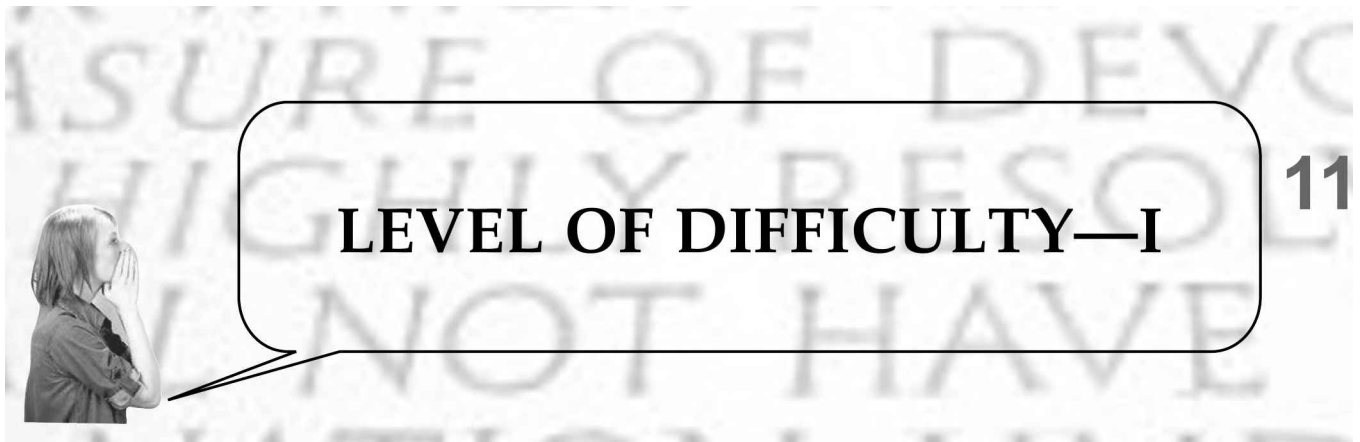
Due to your inability to understand the language and the relationships within the sentence?

Based on this analysis, you would need to get back to the drawing board and work on improving your ability to solve such questions—either by working on your vocabulary or by working towards improving your ability to comprehend sentences.



Block II





## LEVEL OF DIFFICULTY—I

11

### Exercise 1

**Directions:** Fill in the blanks with the appropriate words from the options given below. Do not use the same word twice.

*Options:* abolished, abated, abdicated, abandoned, able, rebates, capable, abridged, banished, capacious, abbreviation, about, bear, exile, bared, sale, war, barter, battle, above)

1. Lord Buddha .....his kingship and became a hermit.
2. The Indian government .....slavery.
3. The residents .....the haunted house.
4. The rain .....after some time.
5. The shops offer .....in the off season.
6. Our government is .....to confront any type of situation.
7. He is .....of solving this problem.
8. Confucius possessed a .....mind.
9. B.A. is an .....of 'Bachelor of Arts'.
10. ....versions of classics are easier to read than the original versions.
11. It was .....ten in the night when we reached home.
12. The painting was hung .....the window.
13. The Shah of Iraq was .....from his country.
14. Prospero, a character of Shakespeare's play 'The Tempest', was living in.....
15. The patient .....his chest when the doctor examined him.
16. We have to .....our own burdens.
17. Napoleon was killed in the .....of Waterloo.
18. The world is on the verge of a third world.....
19. ....is an economic transaction involving exchange of articles.
20. This premises is for.....

### Exercise 2

**Directions:** Fill in the blanks with the appropriate words from the options given below. Do not use the same word twice:

*Options:* bend, calamity, bow, captivated, dainty, elect, captured, careful, deduced, select, catastrophe, tragedy, cautious, character, conduct, decimated, delicate, delicious, destroy, fascinating.

1. I can .....my head till my toes.
2. Lord Rama had to break Shiva's .....in order to marry Sita.
3. Alexander the Great .....many kingdoms.
4. The movie Sholay .....whosoever saw it.
5. The Niagara Falls is a .....place to visit.
6. Sita had to give a test of her .....after coming back from the clutches of Ravana.
7. The codes of .....are specified in every job.
8. We .....our clothes from the choices that we have.
9. We .....our own representatives.
10. The floods are a natural .....
11. The movie Titanic was a .....
12. The atom bomb dropped on Hiroshima and Nagasaki resulted in a .....
13. We should be .....of wild animals when we are walking through a forest.
14. We should be .....to speak the right thing at the right time.
15. The daisy is a .....flower.
16. Porcelain statues are very .....
17. Lucknow is very famous for its .....kebabs.
18. The Tsunami incident .....a large number of people.

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19. Some times one has to .....to recreate.
20. This theory has been .....from the observed data.

### Exercise 3

*Options:* absolute, efficacious, anxious, ballad, curious, ballet, decrease, differs, reduce, diminishes, eagerly, effective, bail, effectual, elder, guarantee, older, deferred, efficient.

1. We should try to .....our wants.
2. The payment was .....
3. Coke .....from coffee in taste and flavour.
4. There is a .....in the sale of geysers in the summer.
5. With age, the physical beauty of every person .....
6. The students .....wait for the exams to end.
7. Children by nature, are a .....lot.
8. Akhil is .....about the results of his examinations.
9. Lord Krishna's advice to Arjuna proved .....
10. Rajeev used .....methods to convince his students.
11. Sunil is an .....worker.
12. The treatment given by the doctor to the patient was .....
13. Ram was Lakshman's .....brother.
14. Balram was much .....than Krishna.
15. A .....is necessary to get the accused released from custody.
16. Nowadays, all companies give a .....of their products.
17. A .....is a type of traditional song, conveying a story.
18. The .....dancers have to get initiated.
19. The .....power in a democracy is in the hands of the common people.

### Exercise 4

*Options:* accepted, quiet, accomplished, achievement, gathers, acquaintances, acquitted, incident, agreed, amassing, applauded, attaining, discharged, accident, factual, acclaimed, familiarity, obsolete, quite, accumulate,

1. The usage of a word like thou is .....in common conversation.

2. The coffee is .....good.
3. It was very .....in the church.
4. Rahul .....the offer given to him.
5. The teacher .....to arrange for extra classes for weak students.
6. The boy was injured when he met with an .....
7. The tsunami .....left a great impact on anyone who even remotely heard about it.
8. Amitabh is widely .....as a great actor.
9. The mayor .....the efforts of the citizens to protect the environment.
10. If dusting is not done regularly, wooden furniture has a tendency to .....dust.
11. The politicians are only concerned with .....wealth.
12. It has been truly said that a rolling stone .....no moss.
13. For India, to get a permanent place in the U.N Security Council will be a great .....
14. For management students, .....the position of the C.E.O of a big company is the final goal.
15. Our first President, Dr. Rajendra Prasad was an .....scholar.
16. All our .....cannot become our friends.
17. The proverb that .....breeds contempt holds true for all relationships.
18. Innocent people who have been falsely charged with a crime should be .....as soon as they are proved not guilty.
19. The patient was .....from the hospital.
20. He gave a .....account of the accident.

### Exercise 5

*Options:* accentuate, congenial, action, bow, actuate, adjoining, congenial, adjourned, diffused, auction, bend, benefactor, beneficiaries, benefits, bough, defusing, intrusive, pestilent, postponed, urge.

1. Every .....has an equal and opposite reaction.
2. The sword of Tipu Sultan was recently bought at an .....by an Indian.
3. The vitamins .....the human body to fight against diseases.
4. We should .....the right words while reciting poetry.
5. Sometimes, even the most honest people have to .....the rules to do the right things.

6. We .....before God to show our reverence.
  7. The word .....has been replaced by the word branch in common conversation.
  8. The greatest .....of all is God.
  9. Adversity has its .....too.
  10. The areas .....river banks are generally fertile as they are rich in alluvial soil.
  11. The parliament is .....at the end of each session.
  12. The exams when ....., create problems for the students.
  13. ....should be thankful to their benefactors.
  14. ....lighting creates a pleasant ambience.
  15. ....a bomb requires skill as well as courage.
  16. Some diseases are .....and cannot be cured.
  17. The atmosphere was .....in the new workplace, so Shyam did not feel uneasy.
  18. The online popup advertising is very .....and distracts the surfer.
  19. Sleeping sickness is caused by the bite of the .....tse-tse fly.
  20. An .....can also be described as a strong inclination.
6. The Christmas tree was .....with stars and other decorative items.
    - (a) adorned
    - (b) endowed
    - (c) encased
    - (d) enticed
    - (e) encompassed
  7. There is no place for .....in an accountant's job.
    - (a) assets
    - (b) asserts
    - (c) errors
    - (d) duffers
  8. A wise person is one who learns from his .....
    - (a) errors
    - (b) mistakes
    - (c) falsities
    - (d) lies
    - (e) bad manners
  9. Many companies ask their employees to sign a .....of secrecy.
    - (a) agreement
    - (b) bond
    - (c) bondage
    - (d) espionage
    - (e) treaty
  10. Slaves were freed from .....only after they died.
    - (a) ablution
    - (b) pilferage
    - (c) agreement
    - (d) bondage
    - (e) abolition
  11. Before the .....of the Europeans in India, India was a free country.
    - (a) entry
    - (b) amalgamation
    - (c) emigration
    - (d) advent
    - (e) immigration

**Exercise 6**

**Directions:** Choose the best option.

1. This is a .....on his character.
  - (a) blot
  - (b) blur
  - (c) slur
  - (d) spot
  - (e) mark
2. This is a good .....for a picnic.
  - (a) plot
  - (b) spot
  - (c) scene
  - (d) landscape
3. The .....of the state is efficient.
  - (a) administration
  - (b) democracy
  - (c) policy
  - (d) autocracy
  - (e) plutocracy
4. The .....of private limited companies is in the hands of its directors.
  - (a) managers
  - (b) administrators
  - (c) management
  - (d) department
  - (e) society
5. Ram the prince of Ayodhya .....his siblings.
  - (a) adorned
  - (b) adored
  - (c) vitiated
  - (d) endangered
  - (e) abhorred
12. Duryodhana was the main .....of the Pandavas.
  - (a) enmity
  - (b) adversary
  - (c) effrontery
  - (d) adversity
  - (e) disparage
13. Gandhi .....the cause of the untouchables.
  - (a) blessed
  - (b) held
  - (c) advocated
  - (d) argued
  - (e) confronted
14. All citizens should be ready to .....their country.
  - (a) defend
  - (b) uphold
  - (c) nurture
  - (d) assert
  - (e) convoy
15. Smoking .....health.
  - (a) effects
  - (b) kills
  - (c) affects
  - (d) rejects
  - (e) underestimates
16. The theory of cause and .....explains many mysteries of the universe.
  - (a) affect
  - (b) effect

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- (c) reasons (d) concept (a) opinion (b) accord  
(e) conquer (c) concord (d) discordant  
(e) swing
17. It is difficult to drink from a cup which is full to the  
.....  
(a) top (b) edge  
(c) brim (d) circumference  
(e) topmost
18. ....and ecstasy are two sides of a puzzle called  
life.  
(a) pain (b) penury  
(c) agony (d) anguish  
(e) elation
19. Leo experienced great .....when his pet dog  
died.  
(a) pain (b) anguish  
(c) losses (d) serendipity  
(e) mourning
20. A .....of fresh air relaxes a tense mind.  
(a) breathe (b) volley  
(c) gulp (d) breath  
(e) brush
21. Pollution causes a lot of .....problems.  
(a) breath (b) breathe  
(c) breather (d) breathing  
(e) brethren
22. If a rider doesn't hold the .....correctly, he can  
fall.  
(a) bridle (b) bridal  
(c) whip (d) saddle  
(e) pedal
23. Ali's horse is of an excellent .....  
(a) brood (b) steed  
(c) breed (d) stood  
(e) quality
24. Her complaints .....with the complaints we have  
received from others.  
(a) agree (b) similar  
(c) identical (d) tally  
(e) accord
25. His opinion .....with the general opinion of the  
experts on this matter.  
(a) concurs (b) tally  
(c) assert (d) assimilate  
(e) simulate
26. The ruling party found itself in full .....with the  
opposition.  
(a) opinion (b) accord  
(c) concord (d) discordant  
(e) swing
27. The jury's views .....with those of the lawyer on  
the issues of crime and punishment.  
(a) coincided (b) ally  
(c) approve (d) apprise  
(e) assert
28. Her ideas do not .....to the general definition of  
civilization.  
(a) review (b) conform  
(c) opine (d) confirm  
(e) contrite
29. The committee .....of all the changes in the  
report.  
(a) dissent (b) assented  
(c) approved (d) argued  
(e) accorded
30. The political .....of the 1980s and 90s resulted in  
a civil war.  
(a) accord (b) discord  
(c) contentment (d) discretion  
(e) descent
31. The president has .....to the demands to release  
secret documents related to the army.  
(a) acceded (b) refused  
(c) endorsed (d) vetoed  
(e) incited
32. The leading newspaper has revealed that the P.M.  
had .....in the secret decision to sell arms to the  
dictator.  
(a) countenance (b) acquiesced  
(c) forewarned (d) accede  
(e) espionaged
33. The King has .....to a proposal to enhance the  
powers of the council of ministers.  
(a) coincided (b) allied  
(c) assented (d) opined  
(e) identified
34. The disciplinary committee has .....the use of  
detention after classes as a punishment for bad  
behaviour.  
(a) extended (b) authorised  
(c) clamped (d) embargo  
(e) intended



35. The judge .....the use of capital punishment for serious crimes.  
 (a) franchised                      (b) endorse  
 (c) agreed                          (d) condoned  
 (e) endured
36. The committee was in favour of the proposal but the president .....it.  
 (a) vetoed                          (b) countenance  
 (c) sanctioned                      (d) condoned  
 (e) assented
37. The cabinet has .....a proposal to change the way private educational institutions are funded and managed.  
 (a) acceded                          (b) actualize  
 (c) endorsed                        (d) approve  
 (e) franchised
38. The generals from the opposing armies declared a/an .....  
 (a) armistice                        (b) treaty  
 (c) truce                              (d) accord  
 (e) summit
39. The two sides in the civil war signed a peace .....  
 (a) truce                              (b) accord  
 (c) alibi                              (d) pretext  
 (e) review
40. Tony offered his most heartfelt .....for having offended everyone.  
 (a) sorry                              (b) pardon  
 (c) excuse                            (d) apology  
 (e) application
41. Wearing a safety helmet is .....in this area.  
 (a) obligatory                        (b) option  
 (c) compulsion                       (d) resolved  
 (e) contented
42. Some courses are optional but Maths and English are .....  
 (a) compulsion                       (b) compulsory  
 (c) essential                         (d) referential  
 (e) important
43. Jess caused her parents a lot of .....when she was a teenager.  
 (a) problem                          (b) yearning  
 (c) anxiety                            (d) vex  
 (e) compulsion
44. In all .....Hursh will get the job.  
 (a) likelihood                        (b) odds  
 (c) options                            (d) candidates  
 (e) evens
45. At first there were some .....with the software, but it's okay now.  
 (a) pitfalls                          (b) impediments  
 (c) ordeal                            (d) snags
46. The only .....with the proposal is that it is a little expensive.  
 (a) glitch                            (b) blunder  
 (c) hardship                         (d) dilemma  
 (e) snag
47. To use a sporting ....., middle age is like half-time at a hockey match.  
 (a) device                            (b) analogy  
 (c) antonym                          (d) synonym  
 (e) acronym
48. Jaya knew that to apologise would be .....to admitting she had failed.  
 (a) equate                            (b) assumed  
 (c) tantamount                       (d) abrogate  
 (e) about
49. Mr. Sharma's shop was .....from all the others in the street.  
 (a) indistinguishable                (b) inalienable  
 (c) akin                                (d) disreputable  
 (e) impregnable
50. There are several .....categories of nouns in the English language.  
 (a) various                            (b) disparate  
 (c) discrete                            (d) divergent  
 (e) types

**ANSWER KEY**

**Exercise 1**

- |              |              |                 |
|--------------|--------------|-----------------|
| 1. abdicated | 2. abolished | 3. abandoned    |
| 4. abated    | 5. rebates   | 6. able         |
| 7. capable   | 8. capacious | 9. abbreviation |
| 10. abridged | 11. about    | 12. above       |
| 13. banished | 14. exile    | 15. bared       |
| 16. bear     | 17. battle   | 18. war         |
| 19. barter   | 20. sale     |                 |

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**Exercise 2**

- |               |                |                 |
|---------------|----------------|-----------------|
| 1. bend       | 2. bow         | 3. captured     |
| 4. captivated | 5. fascinating | 6. character    |
| 7. conduct    | 8. select      | 9. elect        |
| 10. calamity  | 11. tragedy    | 12. catastrophe |
| 13. cautious  | 14. careful    | 15. dainty      |
| 16. delicate  | 17. delicious  | 18. decimated   |
| 19. destroy   | 20. deduced    |                 |

**Exercise 3**

- |                 |               |               |
|-----------------|---------------|---------------|
| 1. reduce       | 2. deferred   | 3. differs    |
| 4. decrease     | 5. diminishes | 6. eagerly    |
| 7. curious      | 8. anxious    | 9. effective  |
| 10. efficacious | 11. efficient | 12. effectual |
| 13. elder       | 14. older     | 15. bail      |
| 16. guarantee   | 17. ballad    | 18. ballet    |
| 19. absolute    |               |               |

**Exercise 4**

- |                 |               |                  |
|-----------------|---------------|------------------|
| 1. obsolete     | 2. quite      | 3. quiet         |
| 4. accepted     | 5. agreed     | 6. accident      |
| 7. incident     | 8. acclaimed  | 9. applauded     |
| 10. accumulate  | 11. amassing  | 12. gathers      |
| 13. achievement | 14. attaining | 15. accomplished |

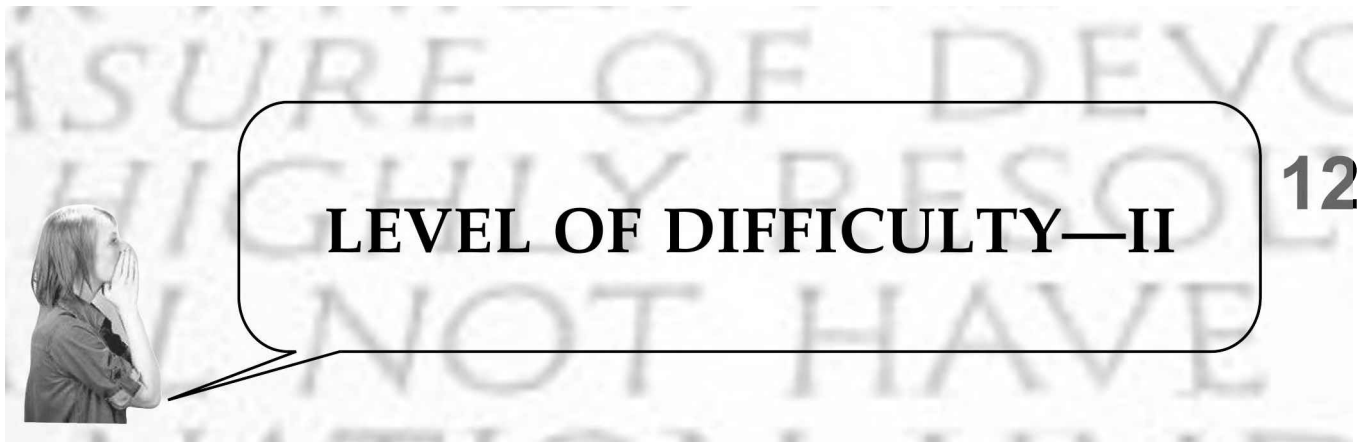
- |                   |                 |               |
|-------------------|-----------------|---------------|
| 16. acquaintances | 17. familiarity | 18. acquitted |
| 19. discharged    | 20. factual     |               |

**Exercise 5**

- |                   |               |               |
|-------------------|---------------|---------------|
| 1. action         | 2. auction    | 3. actuate    |
| 4. accentuate     | 5. bend       | 6. bow        |
| 7. bough          | 8. benefactor | 9. benefits   |
| 10. adjoining     | 11. adjourned | 12. postponed |
| 13. Beneficiaries | 14. Diffused  | 15. Defusing  |
| 16. congenital    | 17. congenial | 18. intrusive |
| 19. pestilent     | 20. urge      |               |

**Exercise 6**

- |         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 1. (c)  | 2. (b)  | 3. (a)  | 4. (c)  | 5. (b)  |
| 6. (a)  | 7. (c)  | 8. (b)  | 9. (b)  | 10. (d) |
| 11. (d) | 12. (b) | 13. (c) | 14. (a) | 15. (c) |
| 16. (b) | 17. (c) | 18. (c) | 19. (b) | 20. (d) |
| 21. (d) | 22. (a) | 23. (c) | 24. (d) | 25. (a) |
| 26. (b) | 27. (a) | 28. (b) | 29. (c) | 30. (b) |
| 31. (a) | 32. (b) | 33. (c) | 34. (b) | 35. (d) |
| 36. (a) | 37. (c) | 38. (a) | 39. (b) | 40. (d) |
| 41. (a) | 42. (b) | 43. (c) | 44. (a) | 45. (d) |
| 46. (a) | 47. (b) | 48. (c) | 49. (a) | 50. (c) |



## LEVEL OF DIFFICULTY—II

12

### Exercise 1

**Directions:** Choose the correct option.

- George Bernard Shaw said that the contemporary social values could be flippant and \_\_\_\_\_ at some times.  
(a) important (b) profound  
(c) inane (d) riveting  
(e) absurd
- \_\_\_\_\_ the general had been told by the field staff that continuing warfare would be \_\_\_\_\_ to his soldiers, he insisted on deploying more battle tanks.  
(a) Although...detrimental  
(b) Because...instrumental  
(c) Although...formidable  
(d) Because...immediate  
(e) Because...incremental
- The Senate warned the Prime Minister that if he did not accept their advice, the differences between the Legislative and the Executive arms of the Government would be \_\_\_\_\_.  
(a) eliminated (b) eroded  
(c) exacerbated (d) exemplified  
(e) exasperated
- Most journalistic writing could do with \_\_\_\_\_ of paragraphs to make the prose more \_\_\_\_\_.  
(a) suppression...legible  
(b) removal...argumentative  
(c) simplification...abstruse  
(d) deletion...succinct  
(e) exemplification...incoherent
- Varun was accused of murdering his wife, and though he was never \_\_\_\_\_, he never recovered from the shame and the scandal.  
(a) charged (b) booked  
(c) indicted (d) acquitted  
(e) applauded
- The earthquake warnings and the fragility of our houses make us certain that disaster is \_\_\_\_\_.  
(a) available (b) imminent  
(c) forthcoming (d) catastrophic
- The television serials are characterized by an \_\_\_\_\_ story line and \_\_\_\_\_ plots and sub-plots.  
(a) unending...convoluted  
(b) infantile...simple  
(c) uniform...emotional  
(d) extempore...routine  
(e) erratic...forthcoming
- The \_\_\_\_\_ transformation of the former Soviet Union or Russia as it was popularly known, remains one of the biggest stories of the decade.  
(a) smooth (b) singular  
(c) tumultuous (d) prophetic  
(e) traumatic
- If mankind has to survive for long, it must \_\_\_\_\_ and deliberately renounce the fruits of \_\_\_\_\_ and whirling technology.  
(a) wilfully...wild (b) honestly...responsible  
(c) sincerely...labor (d) effectively...sliding  
(e) knowingly...impending
- Although similar to moths in many ways, butterflies may be \_\_\_\_\_ moths by the beauty of their wings.  
(a) akin to (b) in comparison with  
(c) listed as (d) distinguished from  
(e) equal to the
- Renu saw no \_\_\_\_\_ in the exercises that had been set for her and worked at them in a \_\_\_\_\_ manner.

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- (a) reason...organised (b) point...desultory  
(c) strength...careless (d) meaning...dutiful  
(e) sense...painful
12. Mother Teresa was \_\_\_\_\_ about her achievements and unwilling to \_\_\_\_\_ them before anyone.  
(a) modest...discuss (b) proud...promote  
(c) unsure...reveal (d) ignorant...eulogise  
(e) immodest...play
13. Martin Luther strived for justice and fought against attempts to \_\_\_\_\_ ignorant peasants in the medieval ages.  
(a) influence (b) change  
(c) exploit (d) corrupt  
(e) discharge
14. The instruction manual that came with the computer is no masterpiece of \_\_\_\_\_ prose because its instructions are so \_\_\_\_\_ that we still do not know how to set up the computer.  
(a) clear...garbled  
(b) valuable...intelligent  
(c) worthless...clear  
(d) confused...varied  
(e) worth ... muffled
15. The strike will not end because both the management and the workers are \_\_\_\_\_ .  
(a) insipid (b) intransigent  
(c) intricate (d) inexplicable  
(e) saddened
16. Book lovers who think of *Gone With The Wind* as a Southern romance miss its underlying \_\_\_\_\_ import.  
(a) democratic (b) novelistic  
(c) thematic (d) exceptional  
(e) argumentative
17. The professors at Lucknow University have a permanent \_\_\_\_\_ on their positions and do not have to look for more secure \_\_\_\_\_ .  
(a) fixture...jobs (b) tenure...employment  
(c) security...means (d) right...employees  
(e) eye ... seats
18. It is very difficult to overcome the \_\_\_\_\_ of habits such as smoking and taking drugs.  
(a) stupidity (b) tenacity  
(c) insecurity (d) insistence  
(e) ravages
19. The \_\_\_\_\_ and \_\_\_\_\_ happenings in many talk shows annoy many viewers.  
(a) aggravating...irritating  
(b) trite...predictable  
(c) happy...playful  
(d) dramatic...eventful  
(e) ranting ... jocular
20. Slander and libel laws stand as a protection of a person's reputation against the \_\_\_\_\_ dissemination of falsehood.  
(a) inferential (b) inevitable  
(c) incontestable (d) irresponsible  
(e) semblance
21. Most of the settlements that grew up near the logging camps were \_\_\_\_\_ affairs, thrown together in a hurry because people needed to live on the job.  
(a) nomadic (b) protracted  
(c) unobtrusive (d) rickety  
(e) uncouth
22. Pipes are not a safer \_\_\_\_\_ to cigarettes because, though pipe smokers do not inhale, they are still \_\_\_\_\_ higher rates of lung and mouth cancers than nonsmokers.  
(a) preference...free from  
(b) answer...responsible for  
(c) alternative...subject to  
(d) rejoinder...involved in  
(e) offer...involved with
23. Author Anjali Agarwal was a rare phenomenon, a single woman who maintained and even \_\_\_\_\_ a respectable reputation while earning a living by her pen.  
(a) impaired (b) decimated  
(c) avoided (d) enhanced  
(e) evacuated
24. Because Sherry is so \_\_\_\_\_ , we can never predict what he will do at any moment.  
(a) old (b) immature  
(c) capricious (d) lazy  
(e) dormant

25. Paper money is merely a representation of wealth; therefore unlike gold or any other precious metal, it has no \_\_\_\_\_ value.  
 (a) financial                      (b) fiscal  
 (c) inveterate                      (d) intrinsically  
 (e) intrinsic
26. The law cannot and should not pardon such \_\_\_\_\_ act of violence.  
 (a) a flagrant                      (b) a lavish  
 (c) a cautious                      (d) a dull.  
 (e) condemn
27. As many students know, a/(an) \_\_\_\_\_ response, if skillfully worded, can imply at least a superficial \_\_\_\_\_ of knowledge about the subject.  
 (a) ambiguous...vener    (b) garbled...ignorance  
 (c) inarticulate...piece    (d) elegant...lack  
 (e) wrong...lack
28. There are too many \_\_\_\_\_ and not enough serious students.  
 (a) dilettantes                      (b) hunky dory  
 (c) lay-men                      (d) novices  
 (e) nascent
29. Her parents were \_\_\_\_\_ when, despite losing the first three games, Sandy \_\_\_\_\_ to win the set by a 6–3 score.  
 (a) surprised...failed    (b) relieved...came back  
 (c) puzzled...refused    (d) alarmed...attempted  
 (e) shocked...failed
30. The reviews of Deepak Chopra’s latest literary work were enjoyed by many of his readers, but the subjects of his analysis dreaded Mr. Chopra’s comments; he was scathing, bitter, irritating and never \_\_\_\_\_.  
 (a) logical                      (b) constructive  
 (c) uncharitable                      (d) controversial  
 (e) acidic
31. In poor and under developed countries, trucks are the only means of getting about town, the public transportation being virtually \_\_\_\_\_.  
 (a) indecipherable                      (b) ubiquitous  
 (c) inadequate                      (d) nonexistent  
 (e) negligent
32. Given the \_\_\_\_\_ state of published evidence, we cannot conclude here that exposure to low-level microwave energy is either hazardous or safe.  
 (a) inconclusive                      (b) indulging  
 (c) descriptive                      (d) immaculate  
 (e) descriptive
33. The clothes Nafees, the famous designer, designs for men are conservative, but her fashions for women are more \_\_\_\_\_.  
 (a) subtle                      (b) flamboyant  
 (c) tasteful                      (d) expensive  
 (e) open
34. The equipments that were being used in the survey were \_\_\_\_\_, and because of the below-zero temperature, it was feared they would freeze and \_\_\_\_\_.  
 (a) icy...capsize                      (b) frosty...slide  
 (c) fragile...shatter                      (d) frozen...dehydrate  
 (e) useless...capsize
35. Because of its tendency to \_\_\_\_\_, most Indian art is \_\_\_\_\_ Japanese art, where symbols have been minimized and meaning has been conveyed by using the method of the merest suggestion.  
 (a) imitate...superior to  
 (b) understate...reminiscent of  
 (c) overdraw...similar to  
 (d) sentimentalise...supportive of  
 (e) synergise ... half
36. Irony can sometimes become a mode of escape: to laugh at the terrors of life is, in a way, to \_\_\_\_\_ them.  
 (a) bolster                      (b) approve  
 (c) evade                      (d) foster  
 (e) avail
37. The negotiations for the deal were often surprisingly \_\_\_\_\_, deteriorating at times into a volley of accusations and counter-accusations.  
 (a) insouciant                      (b) sedate  
 (c) acrimonious                      (d) propitious  
 (e) adequate
38. A \_\_\_\_\_ student is unlikely to gain admission to a top level institution.  
 (a) mediocre                      (b) putative  
 (c) mendacious                      (d) vicarious  
 (e) commerce
39. Either Japanese dishes are \_\_\_\_\_, or the one I had was a poor example.  
 (a) delicious                      (b) overrated

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- (c) underestimated      (d) unpopular  
(e) horrible
40. A person who is \_\_\_\_\_ is slow to adapt to a new way of life.  
(a) intractable      (b) furious  
(c) insolent      (d) valiant  
(e) constructive
41. Amit, who refrained from excesses in his personal life, differed markedly from Nirmal, who \_\_\_\_\_ notorious drinking bouts with his buddies.  
(a) minimised      (b) indulged in  
(c) shunned      (d) compensated for  
(e) specialised
42. The library incharge proposed a new schedule of fines for overdue books with the \_\_\_\_\_, if not the outright encouragement, of the faculty library committee.  
(a) cynosure      (b) acquiescence  
(c) scorn      (d) applause  
(e) management
43. Maya's remarks were so \_\_\_\_\_ that Arun could not decide which possible meaning was correct.  
(a) congruent      (b) impalpable  
(c) ambiguous      (d) facetious  
(e) incorrigible
44. By nature, Rahul was \_\_\_\_\_, given to striking up casual conversations with strangers he encountered at bus stops or check-out stands.  
(a) gregarious      (b) reticent  
(c) casual      (d) diffident  
(e) indulgent
45. In the absence of native predators, to stop the spread of their population, the imported goats \_\_\_\_\_ to such an inordinate degree that they over grazed the country side and \_\_\_\_\_ the native vegetation.  
(a) propagated...cultivated  
(b) suffered...abandoned  
(c) thrived...threatened  
(d) dwindled...eliminated  
(e) outnumbered ... cultivated
46. Jayashree was habitually so docile and \_\_\_\_\_ that her friends could not understand her sudden \_\_\_\_\_ her employers.  
(a) accommodating...outburst against  
(b) erratic...envy of  
(c) truculent...virulence toward  
(d) hasty...annoyance toward  
(e) apologetic...hostile
47. That Amitabh's newest film is No. 1 at the box office this week is a testament to the star's \_\_\_\_\_ power and not the reviews, which were \_\_\_\_\_ at best.  
(a) increasing...matchless  
(b) ongoing...glowing  
(c) drawing...modest  
(d) waning...indifferent  
(e) super...dismal
48. The \_\_\_\_\_ background music hinted of the dangers threatening the movie's protagonist.  
(a) loud      (b) sardonic  
(c) ebullient      (d) portentous  
(e) icy
49. In order to ensure that she passed the exam, Asha \_\_\_\_\_ outlined every chapter of her course book, painstakingly noting the most obscure points.  
(a) carefully      (b) playfully  
(c) jokingly      (d) superficially  
(e) cursory
50. Mr. Purty hastily \_\_\_\_\_ all the warnings of his friends. And now, he finds it difficult to complete the task within its time and budget \_\_\_\_\_.  
(a) accepted...amounts  
(b) ignored...amounts  
(c) listened to...problems  
(d) disregarded...constraints  
(e) acknowledged...schedule
51. Lacking confidence in his skills in English, Pervez was \_\_\_\_\_ when called on to speak in class.  
(a) horrified      (b) reticent  
(c) impolite      (d) sartorial  
(e) shocked
52. The castle has been \_\_\_\_\_, we cannot even be sure exactly where it stood.  
(a) obliterated      (b) burned down  
(c) ruined      (d) debilitated  
(e) spoilt

53. Being a bit hesitant about \_\_\_\_\_ the man as the complete fraud he suspected him to be, Bill chose to attack the weaker points of his theory, \_\_\_\_\_ them one by one.
- (a) denouncing...debunking  
 (b) ridiculing...proving  
 (c) castigating...strengthening  
 (d) mocking...destroying  
 (e) mistrusting ... telling
54. The analysis of the coach's report was anything but \_\_\_\_\_, but those of us who have learned to discount such dismal \_\_\_\_\_ are optimistic.
- (a) pessimistic...confusion  
 (b) sanguinary...traps  
 (c) malicious...benefits  
 (d) pleasant...prognostications  
 (e) sugary...performances
55. Angered by the bureaucrat's \_\_\_\_\_ comments; the reporter insisted for a more \_\_\_\_\_ response.
- (a) redundant...repetitive  
 (b) tactless...immediate  
 (c) phlegmatic...lackadaisical  
 (d) circumlocutious...direct  
 (e) jarcastic ... beneficial
56. Raman's \_\_\_\_\_ record collection included everything from Bach to rock.
- (a) effusive (b) rhapsodic  
 (c) eclectic (d) inherent  
 (e) refulgent
57. My grandparents were such \_\_\_\_\_ followers of the soap opera that they taped every episode.
- (a) avid (b) skillful  
 (c) flagrant (d) retentive  
 (e) hopeless
58. \_\_\_\_\_ the finer points of etiquette in high society, Devesh simply watched his host and followed his actions.
- (a) Arguing for (b) Unaware  
 (c) Ignorant of (d) Saddened by  
 (e) looking at
59. This book of Covey creates a mood of \_\_\_\_\_, a (n) \_\_\_\_\_ of tranquility and calm.
- (a) sombreness...atmosphere  
 (b) serenity...ambience  
 (c) melancholy...oasis  
 (d) formality...feeling  
 (e) tranquility ... sea
60. Although they seem amateurish, primitive art has become more sophisticated as its creator becomes increasingly \_\_\_\_\_.
- (a) infamous (b) aged  
 (c) jaded (d) impotent  
 (e) ignorant
61. Though a \_\_\_\_\_ of four campaigns, Bush had never seen such demonstrations.
- (a) watchman (b) veteran  
 (c) volunteer (d) witness  
 (e) follower
62. Carried away by the \_\_\_\_\_ effects of the experimental medication, the patient \_\_\_\_\_ his desire to continue as a subject for as long as he could.
- (a) supplementary...announced  
 (b) noxious...proclaimed  
 (c) frantic...repeated  
 (d) salutary...reiterated  
 (e) painful...undermined
63. Confused and \_\_\_\_\_, Hogwart fumbled to make sense of seemingly inconsistent statements, \_\_\_\_\_ the impatience of his listeners.
- (a) prostrate...listening to  
 (b) muddled...aware of  
 (c) philosophical...overlooking  
 (d) incoherent...oblivious to  
 (e) agitated...following
64. One of the most productive research \_\_\_\_\_ in contemporary neuroscience is devoted to \_\_\_\_\_ maps of human consciousness.
- (a) trajectories; reconnoitering  
 (b) designs; enunciating  
 (c) paradigms; elucidating  
 (d) declensions; obfuscating  
 (e) terminologies ... newal
65. Today computers can \_\_\_\_\_ information from a number of sources, then automatically create a picture of their data manipulations.
- (a) collate (b) inculcate  
 (c) extrapolate (d) adjudicate  
 (e) execute

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66. Just as a highway automobile accident leaves lasting marks of spilled coolant, \_\_\_\_\_ and oil, the smashing together of gigantic land masses releases and redirects fluids that flow, heat, \_\_\_\_\_ and deposit, leaving an enduring record of their presence.
- (a) petrol...disappear (b) fuel...evaporate  
(c) paint...mark (d) anti-freeze...drip  
(e) gases...electric
67. Although publicity has been \_\_\_\_\_ the film itself is intelligent, well-acted, handsomely produced and altogether \_\_\_\_\_.
- (a) tasteless...respectable  
(b) extensive...moderate  
(c) sophisticated...amateur  
(d) perfect...spectacular  
(e) useless...entraneous
68. Ironically, his normally \_\_\_\_\_ speaker became shy and \_\_\_\_\_ when confronted with the approbatory stares of her eager audience.
- (a) quiet...passionate  
(b) garrulous...reticent  
(c) dispassionate...passionate  
(d) humble...supercilious  
(e) soft...remorseful
69. Although the whole team acted in unison, each member was \_\_\_\_\_ for a(n) \_\_\_\_\_ of the production process.
- (a) reliable...source (b) responsible...element  
(c) appointed...article (d) agreeable...felony  
(e) agreeable...amount
70. The studies of the children were \_\_\_\_\_ and \_\_\_\_\_ was the result of it.
- (a) neglected...ignorance  
(b) interrupted...incongruence  
(c) off tracked...alienation  
(d) instructed...genius  
(e) ignored...negligence
71. The US has shown little to go after the terrorist or help India get him.
- (a) inclination (b) urgency  
(c) importance (d) alacrity  
(e) endeavour
72. Most young children are highly conformist and will \_\_\_\_\_ a classmate whose appearance or manners are \_\_\_\_\_.
- (a) ostracise ... conventional  
(b) emulate...different  
(c) shun...unusual  
(d) deride...ordinary  
(e) choose ... deriding
73. The royal astrologers had to determine the most \_\_\_\_\_ date for the coronation ceremony.
- (a) propitious (b) sacred  
(c) approximate (d) resplendent  
(e) expected
74. A satirical poem is often venom-filled, \_\_\_\_\_ with scorn.
- (a) contained (b) filled up  
(c) dripping (d) sardonic  
(e) acidic
75. The \_\_\_\_\_ rites of the Black Magic cult were kept secret by the members and were never \_\_\_\_\_ to outsiders.
- (a) eclectic...delegated  
(b) esoteric...divulged  
(c) inscrutable...introduced  
(d) elusive... prescribed  
(e) exclusive...delegated
76. Mr. Sharma, the critic was \_\_\_\_\_ enough to praise an author he detested.
- (a) magnanimous (b) loquacious  
(c) parsimonious (d) surreptitious  
(e) verbose
77. The goodwill of its clients is a genuine \_\_\_\_\_ asset for any business.
- (a) redolent (b) dismissive  
(c) intangible (d) vigilant  
(e) indolent
78. Though the law's \_\_\_\_\_ purpose is to curtail false advertising, its actual result is to \_\_\_\_\_ free speech.
- (a) erroneous...eschew  
(b) ostensible...characterise  
(c) illicit...reconcile  
(d) recalcitrant...repress  
(e) elusive...contain
79. \_\_\_\_\_ by her children, Radha Devi ultimately agreed to sell the house.
- (a) Decimated (b) Importuned



- (c) Interpolated                      (d) Designated  
(e) apportioned
80. There was a \_\_\_\_\_ all about the palace, and the \_\_\_\_\_ concerned the security guards.  
(a) gift...distribution              (b) silence...quiet  
(c) tranquil...temper              (d) feast...circulation  
(e) commotion...quiet
81. Guilliano Benetton \_\_\_\_\_ a small neighborhood business into a worldwide chain of stores.  
(a) renovated                      (b) infused  
(c) parlayed                      (d) blessed  
(e) decimated
82. The football team was once \_\_\_\_\_ by injuries; of 11 members, only 5 were fit to play.  
(a) decimated                      (b) isolated  
(c) boycotted                      (d) heckled  
(e) ambushed
83. Displeased with the \_\_\_\_\_ of the novel, the writer abandoned the idea of a film to be made on his writings.  
(a) adaptation                      (c) transfer  
(d) transfusion                      (b) resurgence  
(e) imagination
84. Because of his indecisive nature, Mr Bhushan has a reputation for \_\_\_\_\_ .  
(a) impartiality                      (b) tenacity  
(c) prevarication                      (d) vacillation  
(e) wandering
85. The conspirators met \_\_\_\_\_ in order to plot a(n) \_\_\_\_\_ against the oppressive governance of Julius Ceaser.  
(a) clandestinely...revolt  
(b) wickedly...invocation  
(c) craftily...referendum  
(d) wittily...ban  
(e) aggressively...crime
86. Vinay is much too \_\_\_\_\_ in his writings: he writes a paragraph when a sentence should suffice.  
(a) benevolent                      (b) skilled  
(c) verbose                      (d) lucid  
(e) crafted
87. With one \_\_\_\_\_ motion, Rakesh disarmed his assailant.  
(a) swift                      (b) ponderous  
(c) superficial                      (d) boisterous  
(e) levitational
88. The patient put up with the pain \_\_\_\_\_ , neither wincing, nor whimpering when the surgeon made an incision to drain the pus of his abscess.  
(a) surprisingly                      (b) miserably  
(c) logically                      (d) stoically  
(e) enduringly
89. In relation to the interrelationships among a number of the Indo-Pakistani stalwarts treated in this compilation there is surely a certain amount of \_\_\_\_\_ in some of the essays presented here.  
(a) overlap                      (b) indulgence  
(c) exaggeration                      (d) subjectivity  
(e) complacency
90. Being an advocate of consumer rights, Sharad has spent much of his career trying to \_\_\_\_\_ the fraudulent claims of the businessmen of his hometown Patna.  
(a) reprove                      (b) debunk  
(c) immortalise                      (d) import  
(e) improve
91. The report was \_\_\_\_\_ since the information on which it was based was erroneous, but it was brilliantly presented.  
(a) intelligent                      (b) wonderful  
(c) worthless                      (d) verbose  
(e) elegant
92. Pretending not to notice the toys in the shop, Aryan the small boy, acted in a \_\_\_\_\_ manner.  
(a) doleful                      (b) nonchalant  
(c) convincing                      (d) ordinary  
(e) indulgent
93. As several shops have \_\_\_\_\_ across the street, the old directory is \_\_\_\_\_ .  
(a) relocated...obsolete  
(b) reversed...enticing  
(c) transferred...dismantled  
(d) vanished...beautiful  
(e) transferred...upto date
94. The \_\_\_\_\_ room in this apartment has not been used for a long time.  
(a) derelict                      (b) contractual  
(c) bereaved                      (d) crowded  
(e) interpolated

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95. Salman the superstar, felt that certain incidents in his life were too \_\_\_\_\_ to be divulged.  
(a) intriguing (b) derivative  
(c) private (d) rudimentary  
(e) incremental
96. Distressed at an increasing \_\_\_\_\_ for books, Amrita, the famous novelist has turned to painting.  
(a) disregard (b) imagination  
(c) panacea (d) prominence  
(e) derelict
97. The bank is negotiating with Group 4 security to devise a system to provide \_\_\_\_\_ security to account holders.  
(a) accurate (b) prompt  
(c) reliable (d) tough  
(e) proactive
98. As the rate of life expectancy has increased due to tremendous progress in medical science, the over-population problem has \_\_\_\_\_.  
(a) aggravated (b) minimised  
(c) distorted (d) encouraged  
(e) unfazed
99. The story of the novel, *The Deranged*, is very \_\_\_\_\_. It shows how a man cut off from the world for a long time becomes a mad man.  
(a) absorbing (b) irritating  
(c) controversial (d) useless  
(e) derived
100. Although Agatha is arguably as good a mystery writer as Grundy, she is clearly far less \_\_\_\_\_ than Grundy, having written only six books in comparison to Grundy's sixty.  
(a) prolific (b) equivocal  
(c) verbose (d) gripping  
(e) astronomical
101. Being cynical, Ashish was reluctant to \_\_\_\_\_ the \_\_\_\_\_ of any kind act until he had ruled out all possible secret, uncharitable motives.  
(a) acknowledge...wisdom  
(b) accept...unselfishness  
(c) endure...loss  
(d) witness...outcome  
(e) uncover .... outcome
102. A golden rule which should always be followed by an investor is that: never invest on sentiment or on a tip; look for stocks with promising \_\_\_\_\_ potential for growth.  
(a) fast (b) long-term  
(c) higher (d) quick  
(e) string
103. At the world's finest educational institutes, only students with the \_\_\_\_\_ to succeed are selected.  
(a) luck (b) drive  
(c) resources (d) experience  
(e) reliable
104. Jamshedji Tata, the founder of the Tata Group in India, knew that only dedication and \_\_\_\_\_ could ensure that the customer gets the very best.  
(a) commitment (b) money  
(c) perception (d) supervision  
(e) perception
105. Parveen fascinated the world with her beauty and her charm, and her life mixed public spectacle with private anguish; her tragic death \_\_\_\_\_ a flood of grief on every continent.  
(a) brought (b) prompted  
(c) called (d) managed  
(e) revoked
106. As Shyam \_\_\_\_\_ retirement, he became more intelligent and active.  
(a) awarded (b) withdrew  
(c) derived (d) neared  
(e) recollected
107. As a steadfast \_\_\_\_\_ of our right to liberty time, Mishra had few \_\_\_\_\_.  
(a) defender...equals (b) opponent...enemies  
(c) follower...enemies (d) advocate...defenders  
(e) leader...unequals
108. A careful \_\_\_\_\_ of the premises revealed some useful clues.  
(a) autopsy (b) incarceration  
(c) examination (d) incineration  
(e) emphases
109. Almost everyone was \_\_\_\_\_ by the cheerful, lively sound of the dance music.  
(a) revived (b) tired

- (c) fired (d) bored  
(e) withdrawn
110. The \_\_\_\_\_ of the aircrash could have been avoided if more safety \_\_\_\_\_ had been taken.  
(a) sad event ..preservers  
(b) disaster...reservations  
(c) scientist...measures  
(d) tragedy...precautions  
(e) aftermath...steps
111. They were disappointed to see the armed guards. It \_\_\_\_\_ them from doing anything disruptive.  
(a) inspired (b) prevented  
(c) encouraged (d) irritated  
(e) encouraged
112. The \_\_\_\_\_ politician thought that all bureaucrats should be polite to him.  
(a) insolent (b) merciless  
(c) civilised (d) docile  
(e) amateur
113. The newspaper accused the politician of \_\_\_\_\_ for making promises he knew he could not \_\_\_\_\_.  
(a) revulsion...condone  
(b) liability...improve  
(c) impunity...reprise  
(d) hypocrisy...fulfill  
(e) forgery...overcome
114. Paula was \_\_\_\_\_ as a child, accepting without a question, everything she was told.  
(a) reticent (b) taciturn  
(c) recalcitrant (d) credulous  
(e) impatient
115. Cautioned by an anonymous phone call that an explosion was \_\_\_\_\_, the anti bomb police squad \_\_\_\_\_ the building immediately.  
(a) expected...filled  
(b) ubiquitous...purged  
(c) imminent ... evacuated  
(d) eminent..checked  
(e) eminent...entered
116. The route between the two cities has always been known to wind its \_\_\_\_\_ way through steep mountain passes and coarse terrain.  
(a) easy (b) smooth  
(c) elusive (d) tortuous  
(e) trajectory
117. As there were not enough seats to \_\_\_\_\_ so many people at the venue of the address, they had to put up a big tent outside.  
(a) entertain (b) ascertain  
(c) welcome (d) accommodate
118. This \_\_\_\_\_ old stone farmhouse has been a landmark since before the Independence.  
(a) fragile (b) sturdy  
(c) ramshackle (d) flimsy  
(e) rickety
119. The Chief Minister was \_\_\_\_\_ in his commitment to \_\_\_\_\_ the rise of crime and unemployment among his constituents.  
(a) uncertain...staunch (b) headstrong...stem  
(c) faltering...identity (d) firm...uphold  
(e) sturdy...counter
120. Sahil's clear \_\_\_\_\_ of the situation kept the meeting from breaking up into \_\_\_\_\_.  
(a) idea...humor  
(b) notion...anarchy  
(c) understanding...chaos  
(d) wit...tumult  
(e) report ... tumult
121. In the past, the coach had always viewed Kapil's ideas with \_\_\_\_\_, but today he surprised the team by enthusiastically \_\_\_\_\_ his proposal.  
(a) disdain ... rejecting  
(b) empathy ... considering  
(c) objectivity ... forgetting  
(d) skepticism ... adopting  
(e) temerity ... dissuading
122. The embarrassed host felt that the uninvited guest's rude comments and offensive jokes were \_\_\_\_\_.  
(a) steadfast (b) reactionary  
(c) intolerable (d) partisan  
(e) alarming
123. The celebrated trainer's \_\_\_\_\_ for helping his trainees to learn and achieve their goals was highly \_\_\_\_\_.  
(a) propensity ... commendable  
(b) distinction ... enigmatic  
(c) predilection ... reprehensible  
(d) derision ... admissible  
(e) decisiveness ... desired

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124. A few decades ago, \_\_\_\_\_ about gender roles made it somewhat difficult for a woman to study veterinary science, but today, female veterinarians are quite \_\_\_\_\_ .
- (a) diatribes ... affluent  
(b) preconceptions ... prevalent  
(c) Mindsets ... poor  
(d) lectures ... negligent  
(e) analysis ... prominent
125. Greg Chappell was impressed by the \_\_\_\_\_ of the youthful Railways team.
- (a) ardor (b) corpulence  
(c) languor (d) impertinence  
(e) turbulence
126. In the plots of most Bollywood movies, there is/are a character/s with \_\_\_\_\_ intentions, whose primary role is to try to \_\_\_\_\_ the handsome hero in his noble mission.
- (a) furtive ... abet (b) malevolent ... thwart  
(c) unsavory ... depict (d) inappropriate ... derail  
(e) benevolent ... obstruct
127. After a natural spring was discovered in the arid region, the family's old, abandoned farm was quickly \_\_\_\_\_ into a profitable private business, centered around a state-of-the-art well that \_\_\_\_\_ valuable water.
- (a) turned ... expiates  
(b) configured ... manipulates  
(c) transformed ... emanates  
(d) expropriated ... eradicates  
(e) transpired ... exhaled
128. The young boy's \_\_\_\_\_ attempts to explain to his girlfriend why he had failed to show for their movie date did little to ease her \_\_\_\_\_ feelings.
- (a) impassioned ... disconsolate  
(b) veracious ... vacuous  
(c) unbelievable ... gluttonous  
(d) chronic ... vicarious  
(e) immeasurable ... vacuous
129. For some politicians, charm is a mere \_\_\_\_\_ adopted to get votes and \_\_\_\_\_ criticism.
- (a) prerequisite ... distort  
(b) affectation ... alleviate  
(c) tool ... inflict  
(d) ruse ... condone  
(e) contender ... earn
130. Although the food in the hostel mess was barely \_\_\_\_\_, after six months, the residents of the hostel had become \_\_\_\_\_ to it.
- (a) edible...immune (b) edible...inured  
(c) palatable... immune (d) palatable ... inured  
(e) affordable ... attuned
131. During childhood and adolescence, individuals acquire habits that are \_\_\_\_\_ to good health: which include having a sedentary lifestyle, frequently eating fatty and fast foods, and developing poor sleep patterns.
- (a) dangerous (b) harmful  
(c) inimical (d) unsuitable  
(e) despicable
132. Divyansh's disciplined and \_\_\_\_\_ study habits resulted in his earning numerous honors and awards which also included an academic scholarship.
- (a) painstaking (b) sedulous  
(c) unhealthy (d) taciturn  
(e) pecuniary
133. The old miser's \_\_\_\_\_ did him little good when he died without heir or friend, and all his precious money was \_\_\_\_\_ to the state.
- (a) frugality ... escheated  
(b) miserliness ... ordained  
(c) exemplariness ... given  
(d) frugality ... ordained  
(e) indulgence ... willed
134. To most modern day readers, the language in Shakespeare's plays seems obscure and inaccessible, lacking the \_\_\_\_\_ of modern day authors.
- (a) elegance (b) impertinence  
(c) perspicuity (d) perceptibility  
(e) diligence
135. Unlike the other photojournalists, Rochelle despised the \_\_\_\_\_ nature of the newspaper business because she craved \_\_\_\_\_ .
- (a) permutable .. habitude  
(b) flexible...chaos  
(c) permutable...chaos  
(d) flexible...stable  
(e) heinous ... posterity

**Exercise 3**

**CLOSE TESTS**

**Test 1**

I shall here take leave to .....1.....a brief argument much .....2.....at a few years ago when it was still .....3.....to consider Hegel a greater philosopher than Plato. Abbreviating it, I repeat it, because I believe in it yet today, when Hegel (for causes unconnected with pure right and wrong) has gone somewhat out of .....4.....for a while.

As the tale, then, is told by Plato, in the tenth book of *The Republic*, one Er, the son of Arminius, a Pamphylian, was slain in .....5.....; and ten days afterwards, when they collected the dead for burial, his body alone showed no .....6.....of corruption. His relatives, however, bore it off to the .....7.....pyre; and on the twelfth day, lying there, he returned to life, and he told them what he had seen in the other world. Many wonders he related concerning the dead, for example, with their rewards and .....8.....: but what had impressed him as most wonderful of all was the great spindle of Necessity, reaching up to Heaven, with the planets .....9.....around it in graduated whorls of width and spread: yet all .....10.....and so timed that all complete the full circle punctually together. 'The Spindle turns on the knees of Necessity; and on the rim of each .....11.....sits perched a Siren who goes round with it, hymning a single note; the eight notes together forming one .....12.....'

Now, as we have the divine word for it — upon two great .....13.....hang all the law and the prophets, so all religions, all philosophies, hang upon two steadfast and faithful beliefs; the first of which Plato would show by the above .....14.....

- |                   |                   |
|-------------------|-------------------|
| (a) Sneered,      | (b) Recapitulate, |
| (c) Parable,      | (d) Funeral,      |
| (e) Revolving,    | (f) Punishments,  |
| (g) Fashion,      | (h) Taint,        |
| (i) Battle,       | (j) Harmony,      |
| (k) Commandments, | (l) Concentric,   |
| (m) Whorl,        | (n) Fashionable.  |

**Test 2**

What sacred .....1.....did inspire  
 My .....2.....in childhood with a hope so strong?  
 What .....3.....force moved my desire  
 To expect new joys beyond the .....4....., so young?

Felicity I knew  
 Was out of view,  
 And being here alone,  
 I saw that .....5.....was gone  
 From me! *For* this  
 I thirsted absent bliss,  
 And thought that sure beyond the seas,  
 Or else in something .....6.....at hand —  
 I knew not yet (since naught did please  
 I knew) my Bliss did stand.  
 But little did the .....7.....dream  
 That all the treasures of the world were by:  
 And that .....8.....was so the cream  
 And .....9.....of all which round about did lie.  
 Yet thus it was: the Gem,  
 The Diadem,  
 The Ring enclosing all  
 That stood upon this earthly ball,  
 The .....10.....Eye,  
 Much wider than the sky,  
 Wherein they all included were,  
 The glorious Soul, that was the King  
 Made to possess them, did appear  
 A small and little thing!

- |                |              |
|----------------|--------------|
| (a) instinct,  | (b) Soul,    |
| (c) secret,    | (d) seas,    |
| (e) happiness, | (f) near,    |
| (g) infant,    | (h) himself, |
| (i) crown,     | (j) Heavenly |

**Test 3**

Now the other and second great belief is, that the Universe, the .....1....., cannot be apprehended at all except as its rays converge upon the eye, brain, soul of Man, the .....2.....: on you, on me, on the tiny percipient centre upon which the immense cosmic circle focusses itself as the sun upon a burning-glass — and he is not shrivelled up!

- |                |                |
|----------------|----------------|
| (a) macrocosm, | (b) microcosm, |
|----------------|----------------|

**Test 4**

Other nations have received their laws from conquerors; some are indebted for a constitution to the suffering of their .....1.....through revolving centuries. The people of this country, alone, have formally and .....2.....chosen a government for themselves, and with open and

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uninfluenced consent, bound themselves into a social compact. Here, no man .....3.....his birth or wealth as a title to honorable distinction, or to sanctify ignorance and vice, with the name of hereditary authority. He who has most .....4.....and ability to promote public .....5....., let him be the servant of the public. This is the only line of distinction drawn by nature. Leave the bird of night to the .....6.....for which nature intended him, and expect only from the eagle to brush the clouds with his wings and look .....7.....in the face of the sun.

- |                  |               |
|------------------|---------------|
| (a) zeal         | (b) boldly    |
| (c) obscurity    | (d) ancestors |
| (e) felicity     | (f) proclaims |
| (g) deliberately |               |

### Test 5

Ye darkeners of counsel, who would make the property, lives, and religion of millions depend on the evasive .....1.....of .....2.....parchments; who would send us to antiquated charters of uncertain and .....3.....meaning, to prove that the present generation are not bound to be victims to cruel and unforgiving .....4....., tell us whether our pious and generous ancestors .....5.....to us the miserable privilege of having the .....6.....of our honesty, industry, the fruits of those fields which they purchased and bled for, wrested from us at the will of men over whom we have no .....7..... Did they .....8.....for us that, with .....9.....arms, we should expect that justice and mercy from brutal and inflamed invaders which have been denied to our supplications at the foot of the throne?

- |                |                     |
|----------------|---------------------|
| (a) contract   | (b) contradictory   |
| (c) musty      | (d) check           |
| (e) folded     | (f) rewards         |
| (g) despotism  | (h) interpretations |
| (i) bequeathed |                     |

### Test 6

Were we to hear our character as a people .....1.....with indifference? Did they promise for us that our .....2.....and patience should be insulted, our coasts harassed, our towns .....3.....and plundered, and our wives and offspring exposed to nakedness, hunger, and death, without our feeling the resentment of men, and exerting those powers of self-preservation which God has given us?

No man had once a .....4.....veneration for Englishmen than I entertained. They were dear to me as .....5.....of the

same parental trunk, and .....6.....of the same religion and laws; I still view with respect the remains of the Constitution as I would a lifeless body which had once been .....7.....by a great and heroic soul. But when I am aroused by the din of arms; when I .....8.....legions of foreign assassins paid by Englishmen to imbrue their hands in our blood; when I tread over the .....9.....bodies of my countrymen, neighbors, and friends; when I see the locks of a .....10.....father torn by savage hands, and a .....11.....mother, clasping her infants to her bosom, and on her knees imploring their lives from her own slaves, whom Englishmen have .....12.....to treachery and murder; when I .....13.....my country, once the seat of industry, peace, and plenty, changed by Englishmen to a theater of blood and misery, Heaven forgive me if I cannot root out those passions which it has ...14.....in my bosom, and .....15.....submission to a people who have either ceased to be human, or have not virtue enough to feel their own .....16.....and servitude!

- |                   |                |
|-------------------|----------------|
| (a) behold,       | (b) greater,   |
| (c) branches,     | (d) meekness,  |
| (e) demolished,   | (f) venerable, |
| (g) wretchedness, | (h) ridiculed, |
| (i) feeble,       | (j) partakers, |
| (k) implanted,    | (l) behold,    |
| (m) allured,      | (n) feeble,    |
| (o) animated,     | (p) uncoffined |

### Test 7

Men who content themselves with the .....1.....of truth, and a display of words talk much of our .....2.....to Great Britain for protection. Had she a single eye to our advantage? A .....3.....of shopkeepers are very seldom so interested. Let us not be so .....4.....with words! the .....5.....of her commerce was her object. When she defended our .....6....., she fought for her .....7....., and convoyed our ships loaded with wealth, which we had acquired for her by our .....8..... She has treated us as .....9.....of burden, whom the lordly masters .....10.....that they may carry a greater load. Let us inquire also against whom she has protected us? Against her own .....11.....with whom we had no quarrel, or only on her account, and against whom we always readily exerted our wealth and strength when they were required. Were these Colonies backward in giving assistance to Great Britain, when they were called upon in 1739 to aid the

.....12.....against Cartagena? They at that time, sent three thousand men to join the British army, although the war commenced without their consent.

- |                 |                 |
|-----------------|-----------------|
| (a) industry,   | (b) cherish,    |
| (c) extension,  | (d) enemies,    |
| (e) nation,     | (f) customers,  |
| (g) coasts,     | (h) semblance,  |
| (i) expedition, | (j) obligation, |
| (k) amused,     | (l) beasts.     |

**Test 8**

But the last war, it is said, was purely American. This is a vulgar .....1....., which, like many others, has gained .....2.....by being confidently repeated. The ...3...between the courts of Great Britain and France related to the limits of Canada and Nova Scotia. The controverted .....4.....was not claimed by any in the Colonies, but by the crown of Great Britain. It was therefore their own .....5..... The .....6.....of a right which England had, by the treaty of Utrecht, of trading in the Indian country of Ohio, was another cause of the war. The French seized large quantities of British manufactures and took possession of a fort which a company of British merchants and factors had erected for the security of their commerce. The war was therefore .....7.....in defense of lands claimed by the Crown, and for the protection of British .....8..... The French at that time, had no quarrel with America, and, as appears by letters sent from their .....9.....to some of the Colonies, wished to remain in peace with us.

- |                         |                   |
|-------------------------|-------------------|
| (a) commander-in-chief, | (b) property,     |
| (c) quarrel,            | (d) waged,        |
| (e) dispute,            | (f) infringement, |
| (g) territory,          | (h) credit,       |
| (i) error               |                   |

**Test 9**

Sir, there are two ....1.....which have a powerful influence in the affairs of men. These are ambition and avarice — the love of .....2.....and the love of .....3..... Separately, each of these has great force in prompting men to action; but, when united in view of the same object, they have, in many minds, the most .....4.....effects. Place before the eyes of such men a post of honor, that shall, at the same time, be a place of profit, and they will move .....5.....and .....6.....to obtain it. The vast number of such places it is that renders the British government so .....7..... The

struggles for them are the true source of all those .....8.....which are .....9.....dividing the nation, distracting its councils, hurrying it sometimes into .....10.....and mischievous wars, and often compelling a submission to .....11.....terms of peace.

- |                  |              |
|------------------|--------------|
| (a) fruitless    | (b) heaven   |
| (c) factions     | (d) earth    |
| (e) power        | (f) violent  |
| (g) perpetually  | (h) money    |
| (i) tempestuous  | (j) passions |
| (k) dishonorable |              |

**Test 10**

And of what kind are the men that will strive for this profitable .....1....., through all the bustle of .....2....., the heat of contention, the infinite mutual abuse of parties, tearing to pieces the best of characters? It will not be the wise and moderate, the lovers of peace and good order, the men fittest for the trust. It will be the bold and the violent, the men of strong passions and .....3.....activity in their selfish pursuits. These will thrust themselves into your government and be your rulers. And these, too, will be mistaken in the expected happiness of their situation, for their .....4.....competitors, of the same spirit, and from the same motives, will perpetually be .....5.....to distress their administration, .....6.....their measures, and render them odious to the people.

- |                  |                   |
|------------------|-------------------|
| (a) endeavoring, | (b) vanquished,   |
| (c) thwart,      | (d) cabal,        |
| (e) preeminence, | (f) indefatigable |

**Test 11**

WHAT is the sum of .....1.....science? Compared with the .....2.....universe and with .....3.....time, not to speak of infinity and eternity, it is the observation of a mere .....4....., the experience of an .....5.....Are we .....6.....in founding anything upon such data, except that which we are obliged to found upon them — the daily rules and processes .....7.....for the natural life of man? We call the discoveries of science .....8.....; and truly. But the sublimity belongs not to that which they .....9....., but to that which they suggest. And that which they suggest is, that through this material glory and beauty, of which we see a little and imagine more, there speaks to us a being whose nature is akin to ours, and who has made our hearts capable of such converse. Astronomy has its practical uses, without

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which man's .....10.....would scarcely rouse itself to those speculations; but its greatest result is a .....11.....of immensity pervaded by one informing mind; and this revelation is made by astronomy only in the same sense in which the .....12.....reveals the stars to the eye of the astronomer.

Science finds no law for the thoughts which, with her aid, are ministered to man by the starry skies. Science can .....13.....the hues of sunset, but she cannot tell from what urns of pain and .....14.....its pensiveness is poured. These things are felt by all men, felt the more in proportion as the mind is higher. They are a part of human nature; and why should they not be as sound a basis for .....15.....as any other part? But if they are, the solid wall of .....16.....law melts away, and through the whole order of the material world pours the influence, the personal influence, of a spirit .....17.....to our own.

If they could not show a Newton as we show an ape, or a Newton's discoveries as we show the feats of apish cunning, it was because Newton was not a mere intellectual power, but a moral being, laboring in the service of his kind, and because his discoveries were the reward, not of sagacity only, but of virtue. We can imagine a mere organ of vision so constructed by omnipotence as to see at a glance infinitely more than could be discovered by all the Newtons, but the animal which possessed that organ would not be higher than the moral being.

Reason, no doubt, is our appointed guide to truth. The limits set to it by each dogmatist, at the point where it comes into conflict with his dogma, are human limits; its providential limits we can learn only by dutifully exerting it to the utmost. Yet, reason must be impartial in the acceptance of data and in the demand of proof. Facts are not the less facts because they are not facts of sense; materialism is not necessarily enlightenment; it is possible to be at once chimerical and gross.

- |                   |                    |
|-------------------|--------------------|
| (a) philosophy    | (b) instant        |
| (c) corresponding | (d) comprehensible |
| (e) point         | (f) telescope      |
| (g) material      | (h) explain        |
| (i) pleasure      | (j) revelation     |
| (k) intellect     | (l) warranted      |
| (m) sublime       | (n) reveal         |
| (o) physical      | (p) necessary,     |
| (q) conceivable.  |                    |

**ANSWER KEY**

**Exercise 1**

- |          |          |          |          |          |
|----------|----------|----------|----------|----------|
| 1. (c)   | 2. (a)   | 3. (c)   | 4. (d)   | 5. (c)   |
| 6. (b)   | 7. (a)   | 8. (c)   | 9. (a)   | 10. (d)  |
| 11. (b)  | 12. (a)  | 13. (c)  | 14. (a)  | 15. (b)  |
| 16. (c)  | 17. (b)  | 18. (b)  | 19. (b)  | 20. (d)  |
| 21. (d)  | 22. (c)  | 23. (d)  | 24. (c)  | 25. (d)  |
| 26. (a)  | 27. (a)  | 28. (a)  | 29. (b)  | 30. (b)  |
| 31. (d)  | 32. (a)  | 33. (b)  | 34. (c)  | 35. (b)  |
| 36. (c)  | 37. (c)  | 38. (a)  | 39. (b)  | 40. (a)  |
| 41. (b)  | 42. (b)  | 43. (c)  | 44. (a)  | 45. (c)  |
| 46. (a)  | 47. (c)  | 48. (d)  | 49. (a)  | 50. (d)  |
| 51. (a)  | 52. (a)  | 53. (a)  | 54. (d)  | 55. (d)  |
| 56. (a)  | 57. (a)  | 58. (c)  | 59. (b)  | 60. (c)  |
| 61. (b)  | 62. (d)  | 63. (d)  | 64. (c)  | 65. (a)  |
| 66. (b)  | 67. (a)  | 68. (b)  | 69. (b)  | 70. (a)  |
| 71. (a)  | 72. (c)  | 73. (a)  | 74. (c)  | 75. (b)  |
| 76. (a)  | 77. (c)  | 78. (d)  | 79. (b)  | 80. (b)  |
| 81. (c)  | 82. (a)  | 83. (a)  | 84. (d)  | 85. (a)  |
| 86. (c)  | 87. (a)  | 88. (d)  | 89. (a)  | 90. (b)  |
| 91. (c)  | 92. (b)  | 93. (a)  | 94. (a)  | 95. (c)  |
| 96. (a)  | 97. (c)  | 98. (a)  | 99. (a)  | 100. (a) |
| 101. (b) | 102. (b) | 103. (b) | 104. (a) | 105. (b) |
| 106. (d) | 107. (a) | 108. (c) | 109. (a) | 110. (d) |
| 111. (b) | 112. (a) | 113. (d) | 114. (d) | 115. (c) |
| 116. (d) | 117. (d) | 118. (b) | 119. (b) | 120. (c) |
| 121. (d) | 122. (c) | 123. (a) | 124. (b) | 125. (a) |
| 126. (b) | 127. (c) | 128. (a) | 129. (b) | 130. (d) |
| 131. (c) | 132. (b) | 133. (a) | 134. (c) | 135. (a) |

**Exercise 3**

**Test I**

- |         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 1. (b)  | 2. (a)  | 3. (n)  | 4. (g)  | 5. (i)  |
| 6. (h)  | 7. (d)  | 8. (f)  | 9. (e)  | 10. (l) |
| 11. (m) | 12. (j) | 13. (k) | 14. (c) |         |

**Test II**

- |        |        |        |        |         |
|--------|--------|--------|--------|---------|
| 1. (j) | 2. (g) | 3. (e) | 4. (i) | 5. (c)  |
| 6. (h) | 7. (b) | 8. (f) | 9. (d) | 10. (a) |

**Test III**

- |        |        |
|--------|--------|
| 1. (a) | 2. (b) |
|--------|--------|



**Test IV**

- 1. (d)    2. (g)    3. (f)    4. (a)    5. (e)
- 6. (c)    7. (b)

**Test V**

- 1. (h)    2. (c)    3. (b)    4. (g)    5. (i)
- 6. (f)    7. (d)    8. (a)    9. (e)

**Test VI**

- 1. (h)    2. (d)    3. (e)    4. (b)    5. (c)
- 6. (j)    7. (o)    8. (a)    9. (p)    10. (f)
- 11. (n)    12. (m)    13. (l)    14. (k)    15. (i)
- 16. (g)

**Test VII**

- 1. (h)    2. (j)    3. (e)    4. (k)    5. (c)
- 6. (g)    7. (f)    8. (a)    9. (l)    10. (b)
- 11. (d)    12. (i)

**Test VIII**

- 1. (i)    2. (h)    3. (e)    4. (g)    5. (c)
- 6. (f)    7. (d)    8. (b)    9. (a)

**Test IX**

- 1. (j)    2. (e)    3. (h)    4. (f)    5. (b)
- 6. (d)    7. (i)    8. (c)    9. (g)    10. (a)
- 11. (k)

**Test X**

- 1. (e)    2. (d)    3. (f)    4. (b)    5. (a)
- 6. (c)

**Test XI**

- 1. (o)    2. (d)    3. (q)    4. (e)    5. (b)
- 6. (l)    7. (p)    8. (m)    9. (n)    10. (k)
- 11. (j)    12. (f)    13. (h)    14. (i)    15. (a)
- 16. (g)    17. (c)





## PREVIOUS YEAR QUESTIONS FROM CAT

13

### CAT 1996

**Directions for Questions 1 and 2:** *In each of the following sentences, a part of the sentence is left unfinished. Beneath each sentence, four different ways of completing the sentence are indicated. Choose the best alternative among the four.*

1. \_\_\_\_\_, the more they remain the same.
  - (a) The more the merrier
  - (b) The less the dynamism
  - (c) The more things change
  - (d) The more pronounced the transformation
2. The stock market is probably\_\_\_\_\_. And the way the market has been plunging says a lot about investor's confidence.
  - (a) the best barometer to assess the sentiment of the public.
  - (b) an ideal indication of the health of public sentiment.
  - (c) the least imperfect mechanism for judging the quantity of the sentiment of the public.
  - (d) the best indicator of public sentiment.

### CAT 1997

1. \_\_\_\_\_ that in this apparent mess, two things need not be interfered with.
  - (a) It is important
  - (b) It is of cardinal importance
  - (c) It should be urgently understood
  - (d) It cannot be emphasised
2. The highest reward for a man's toil is not what he gets for it, but what \_\_\_\_\_
  - (a) he makes out of it.
  - (b) he gets for others

- (c) he has overcome through it.
  - (d) he becomes by it.
3. Wines that yield a good commercial profit\_\_\_\_\_ in the same limited areas of France as now.
    - (a) seem to have been produced.
    - (b) appear to have a remarkable semblance
    - (c) bear a significant similarity in terms of production to those grown
    - (d) appear to have been similarly produced

### CAT 1998

**Directions for Questions 1 to 5:** *In each of the following sentences, part/parts of the sentence is/are left blank. Beneath each sentence, four different ways of completing the sentence are indicated. Choose the best alternative from among the four.*

1. In pursuance of their decision to resist what they saw as anti-labour policies, the company employees' union launched agitation to \_\_\_\_\_.
  - (a) show their virility
  - (b) reaffirm their commitment to the company
  - (c) bring down the government
  - (d) demonstrate their strength
2. The safest general characterisation of the European philosophical tradition as it has developed up to now, with all its diverse proponents, is that it consists of a \_\_\_\_\_ Plato.
  - (a) series of footnotes to
  - (b) set of prologues to
  - (c) collection of chapters on
  - (d) string of commentaries to
3. The interest generated by the soccer World Cup is \_\_\_\_\_ compared to the way cricket \_\_\_\_\_ the nation.

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- (a) milder, fascinates (b) lukewarm, electrifies  
(c) tepid, inspires (d) unusual, grips
4. No doubt, it was our own government but it was being run on borrowed ideas, using \_\_\_\_\_ solutions.  
(a) worn out (b) second hand  
(c) impractical (d) appropriate
5. The telephone symbolises that awkward \_\_\_\_\_ in all communication technologies; while it \_\_\_\_\_ to bring us together, it keeps us apart.  
(a) paradox, needs (b) irony, intends  
(c) paradox, tries (d) irony, wishes

**CAT 2000**

**Directions for Questions 1 to 5:** *In each of the following sentences, parts of the sentence are left blank. Beneath each sentence, four different ways of completing the sentence are indicated. Choose the best alternative from among the four.*

1. Though one eye is kept firmly on the \_\_\_\_\_, the Company now also promotes \_\_\_\_\_ contemporary art.  
(a) present, experimental  
(b) future, popular  
(c) present, popular  
(d) market, popular
2. The law prohibits a person from felling a sandalwood tree even if it grows on one's own land, without prior permission from the government. As poor people cannot deal with the government, this legal provision leads to a rip-roaring business for \_\_\_\_\_ who care neither for the \_\_\_\_\_ nor for the trees.  
(a) middlemen, rich  
(b) the government, poor  
(c) touts, rich  
(d) touts, poor
3. It will take some time for many South Koreans to \_\_\_\_\_ the conflicting images of North Korea, let alone to \_\_\_\_\_ what to make of their northern cousins.  
(a) reconcile, decide (b) understand, clarify  
(c) make out, decide (d) reconcile, understand
4. In these bleak and depressing times of \_\_\_\_\_ prices, non-performing governments and \_\_\_\_\_

\_\_\_\_\_ crime rates, Sourav Ganguly has given us Indians a lot to cheer about.

- (a) escalating, increasing  
(b) spiraling, booming  
(c) spiraling, soaring  
(d) ascending, debilitating
5. The manners and \_\_\_\_\_ of the nouveau riche is a recurrent \_\_\_\_\_ in the literature.  
(a) style, motif (b) morals, story  
(c) wealth, theme (d) morals, theme

**CAT 2002 (I)**

Von Neumann and Morgenstern assume a decision framework in which all options are thoroughly considered, each option being independent of the others, with a numerical value derived for the utility of each possible outcome the expected utility.(1)..... such a model reflects major simplifications of the way decisions are made in the real world. Humans are not to process information as quickly and effectively as the model assumes; they tend not to think (2) ..... as the model calls for, they often deal with a particular option without really assessing its (3) ..... and when they do assess alternatives, they may be externally nebulous about their criteria of evaluation.

1. (a) Regrettably (b) Firstly  
(c) Obviously (d) Apparently
2. (a) Quantitatively (b) Systematically  
(c) Scientifically (d) Analytically
3. (a) Implications (b) Disadvantages  
(c) Utility (d) Alternatives

**CAT 2002 (II)**

In a large company, (1) ..... people is about as common as using a gun or a switch-blade to (2) ..... an argument. As a result, most managers have little or no experience/of firing people, and they find it emotionally traumatic, as a result, they often delay the act interminably, much as an unhappy spouse will prolong a bad marriage. And when the firing is done, it's often done clumsily, with far worse side effects than are necessary.

Do the world-class software organizations have a different way of firing people? No; but they do the deed swiftly, humanely and professionally.

The key point here is to view the fired employee as a “failed product” and to ask how the process (3)..... such a phenomenon in the first place.

1. (a) dismissing (b) punishing  
(c) firing (d) admonishing
2. (a) resolve (b) thwart  
(c) defeat (d) close
3. (a) derived (b) engineered  
(c) produced (d) allowed

**CAT 2003**

1. The Internet is a medium where users have nearly \_\_\_\_\_ choices and \_\_\_\_\_ constraints about where to go; and what to do.  
(a) unbalanced, non-existent  
(b) embarrassing, no  
(c) unlimited, minimal  
(d) choking, shocking
2. The best punctuation is that of which the reader is least conscious; for when punctuation, or lack of it, \_\_\_\_\_ itself, it is usually because it \_\_\_\_\_.  
(a) obtrudes, offends (b) enjoins, fails  
(c) conceals, recedes (d) effaces, counts
3. The argument that the need for a looser fiscal policy to \_\_\_\_\_ demand outweighs the need to \_\_\_\_\_ budget deficits is persuasive. -  
(a) assess, minimise (b) outstrip, eliminate  
(c) stimulate, control (d) restrain, conceal
4. The Athenians on the whole, were peaceful and prosperous; they had \_\_\_\_\_ to sit at home and think about the universe and dispute with Socrates, or to travel abroad and \_\_\_\_\_ the world.  
(a) leisure, explore (b) time, ignore  
(c) ability, suffer (d) temerity, understand
5. This simplified \_\_\_\_\_ to the decision-making process is a must read for anyone \_\_\_\_\_ important real estate, personal, or professional decisions.  
(a) primer, maximising (b) tract, enacting  
(c) introduction, under (d) guide, facing
6. Physicians may soon have \_\_\_\_\_ to help paralysed people move their limbs by bypassing the \_\_\_\_\_ nerves that once controlled their muscles.  
(a) instruments, detrimental  
(b) ways, damaged  
(c) reason, involuntary  
(d) impediments, complex

7. Their achievement in the field of literature is described as \_\_\_\_\_; sometimes it is even called \_\_\_\_\_.  
(a) magnificent, irresponsible  
(b) insignificant, influential  
(c) significant, paltry  
(d) unimportant, trivial
8. From the time she had put her hair up, every man she had met had groveled before her and she had acquired a mental attitude toward the other sex which was a blend of \_\_\_\_\_ and \_\_\_\_\_.  
(a) admiration, tolerance  
(b) indifference, contempt  
(c) impertinence, temperance  
(d) arrogance, fidelity

**CAT 2004**

1. Early \_\_\_\_\_ of maladjustment to college culture is \_\_\_\_\_ by the tendency to develop friendship networks outside college which mask signals of maladjustment.  
(a) treatment, compounded  
(b) detection, facilitated  
(c) identification, complicated  
(d) prevention, helped
2. The British retailer, M&S, today formally \_\_\_\_\_ defeat in its attempt to \_\_\_\_\_ King’s, its US subsidiary, since no potential purchasers were ready to cough up the necessary cash.  
(a) admitted, acquire (b) conceded, offload  
(c) announced, dispose (d) ratified, auction
3. Companies that try to improve employees’ performance by \_\_\_\_\_ rewards encourage negative kinds of behaviour, instead of \_\_\_\_\_ a genuine interest in doing the work well.  
(a) giving, seeking  
(b) bestowing, discouraging  
(c) conferring, discrediting  
(d) withholding, fostering
4. A growing number of these expert professionals \_\_\_\_\_ having to train foreigners as the students

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end up \_\_\_\_\_ the teachers who have to then unhappily contend with no jobs at all or new jobs with drastically reduced pay packets.

- (a) resent, replacing (b) resist, challenging  
(c) welcome, assisting (d) are, supplanting

5. The \_\_\_\_\_ regions of Spain all have unique cultures, but the \_\_\_\_\_ views within each region make the *issue* of an acceptable common language of instruction an even more contentious one.  
(a) different, discrete (b) distinct, disparate  
(c) divergent, *distinct* (d) different, competing

**CAT Archives**

I. At that time, the White House was as serene as a resort hotel out of season. The corridors were \_\_[1]\_\_\_\_\_. In the various offices, \_\_[2]\_\_\_\_\_ gray men in waistcoats talked to one another in low-pitched voices. The only color, or choler, curiously enough, was provided by President Eisenhower himself. Apparently, his \_\_[3]\_\_\_\_\_ was easily set off; he scowled when he \_\_[4]\_\_\_\_\_ the corridors.

1. (a) striking (b) hollow  
(c) empty (d) white  
2. (a) quiet (b) faded  
(c) loud (d) stentorian  
3. (a) laughter (b) curiosity  
(c) humour (d) temper  
4. (a) paced (b) strolled  
(c) stormed (d) prowled

II. "Between the year 1946 and the year 1955, I did not file any income tax returns." With that [1] statement, Ramesh embarked on an account of his encounter with the Income Tax Department. "I originally owed Rs 20,000 in unpaid taxes. With [2] and [3], the 20,000 became 60,000. The Income Tax Department then went into action and I learned first hand just how much power the Tax Department wields. Royalties and trust funds can be [4]; automobiles may be [5] and auctioned off. Nothing belongs to the [6] until the case is settled."

1. (a) devious (b) blunt  
(c) tactful (d) pretentious  
2. (a) interest (b) taxes  
(c) principal (d) returns

3. (a) sanctions (b) refunds  
(c) fees (d) fines  
4. (a) closed (b) detached  
(c) attached (d) impounded  
5. (a) smashed (b) seized  
(c) dismantled (d) frozen  
6. (a) purchaser (b) victim  
(c) investor (d) offender

III. It was \_\_[1]\_\_\_\_\_, and the new sun sparkled gold across the ripples of a gentle sea. A mile from shore, a fishing boat \_\_[2]\_\_\_\_\_ the water, and the word for Breakfast Flock flashed through the air, till a crowd of a thousand seagulls came to \_\_[3]\_\_\_\_\_ the fight for bits of food. It was another busy day \_\_[4]\_\_\_\_\_.

But way off \_\_[5]\_\_\_\_\_, out by himself beyond boat and shore, Jonathan Livingston Seagull was practicing. A hundred feet in the sky, he lowered his webbed feet, lifted his beak, and strained to hold a painful hard twisting curve through his wings. The curve meant that he would fly slowly, and now he slowed until the wind was a whisper in his face, until the ocean stood \_\_[6]\_\_\_\_\_ beneath him. He \_\_[7]\_\_\_\_\_ his eyes in fierce concentration, held his breath, forced one single more inch of curve. Then his feathers ruffled, he stalled and fell.

1. (a) morning (b) twilight  
(c) dawn (d) mendicant  
2. (a) meandered (b) chummed  
(c) anchored (d) languished  
3. (a) dodge (b) lodge  
(c) nudge (d) vacillate  
4. (a) culminating (b) beginning  
(c) practicing (d) gainsaying  
5. (a) shore (b) scared  
(c) alone (d) brood  
6. (a) deep (b) akimbo  
(c) still (d) conspicuous  
7. (a) narrowed (b) widened  
(c) opened (d) decreed

**ANSWER KEY**

**CAT 1996**

1. (c) 2. (d)

**CAT 1997**

1. (a) 2. (d) 3. (a)

**CAT 1998**

1. (d) 2. (a) 3. (b) 4. (b) 5. (c)

**CAT 2000**

1. (b) 2. (d) 3. (a) 4. (c) 5. (d)

**CAT 2002 (I)**

1. (a) 2. (a) 3. (c)

**CAT 2002 (II)**

1. (c) 2. (a) 3. (d)

**CAT 2003**

1. (c) 2. (a) 3. (c) 4. (a) 5. (d)

6. (b) 7. (d) 8. (b)

**CAT 2004**

1. (c) 2. (b) 3. (a) 4. (a) 5. (b)

**CAT Archives – I**

1. (c) 2. (a) 3. (d) 4. (a)

**CAT Archives – II**

1. (b) 2. (a) 3. (d) 4. (d) 5. (b)  
6. (d)

**CAT Archives – III**

1. (a) 2. (a) 3. (a) 4. (b) 5. (a)  
6. (c) 7. (a)

F



## PARAGRAPH JUMBLES

**BLOCK 1: THEORY**

**BLOCK 2: LODS AND CAT QUESTIONS**



# SECTION 4

This section will help you in the following ways:

- In the chapter on Paragraph Jumbles (PJ), you would learn to identify the ten types of relationships on the basis of which you can identify the correct sequence of jumbled paragraphs. Along with that you would also get a huge number of practise questions and solved examples on all types of paragraph jumbles. This question types is very important for the CAT examination.
- In the chapter on PJ exercises, you would get a chance to practise two types of PJ questions.
- LODs and CAT paper exercises in Block II would help you to practise sentence completion questions.



F

**CHAPTER 14: PARAGRAPH JUMBLES**

**CHAPTER 15: PRACTICE EXERCISES ON PARAGRAPH JUMBLES**

In this block through the theory of paragraph jumbles you will learn:

1. The standard process of solving paragraph jumbles questions and
2. The nine types of logic structures used in paragraphs.

This is followed by an exercise of solved examples actually illustrating this entire process through step-by-step explanations of high quality PJ questions.

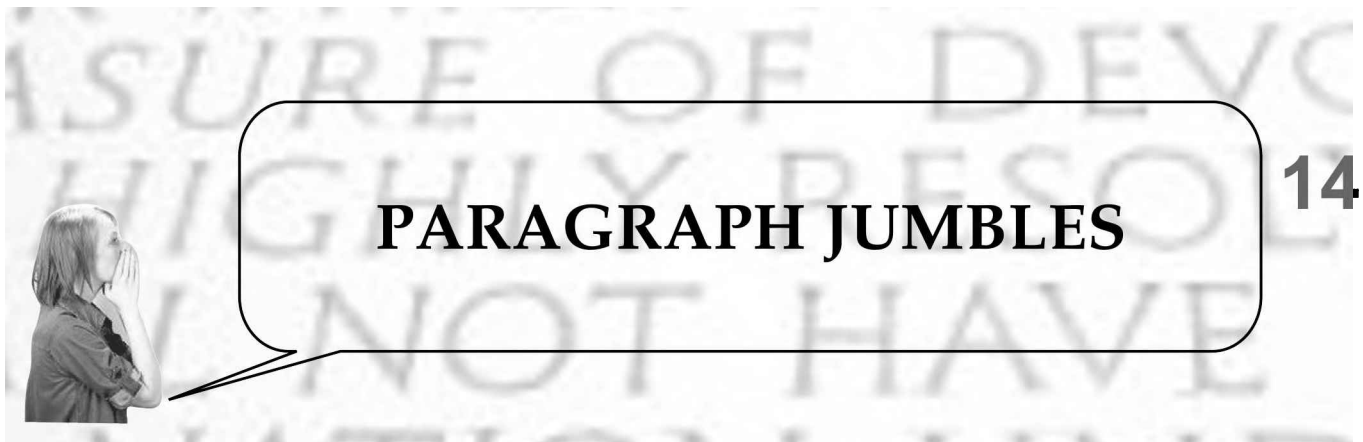
You are advised to go through the theory closely and use it to extend your basic understanding of language in all your reading activity.

Chapter 15 contains a practise exercise of 25 questions on this topic as a precursor to the solving of the exercises on the various difficulty levels on this topic. Take it as a test and see what kind of score you are getting in it to decipher how much basic work you need to do.



Block 1





Paragraph jumbles (PJ), as the name itself suggests, consist of sentences not arranged in a logical sequence. A choice of arrangement of the sentences is given from which the candidate has to choose the most logical sequence which would be the most appropriate for conveying the message of the passage. This is a test of the student's logical ability, his/her language interpretation ability, and depth in vocabulary. It also tests the student's comprehension abilities since the solving of a para jumble involves very often, the grasping of diverse messages from a wide range of topics.

Before you go through the specific theory of this chapter, make sure that you have completed the 'Ten Step Approach to Improving your Reading Skills' explained in Part I of this book.

Solving a question of this nature is both an art and a science. Art because it requires the specific usage of skills under various conditions and science because there are certain thumb rules that exist, which can be used effectively to improve one's ability to solve paragraph jumbles.

Needless to say, it helps if the student is an avid reader of various kinds of books and magazines. In general, the more diverse the exposure to different texts of varied nature in terms of subjects, authors, writing styles, etc. the better will be your ability to solve paragraph jumble questions. The student is advised to develop his reading habits in such a way that he incorporates varied subjects like philosophy, psychology, sciences, medicine, astronomy, metaphysics, management, finance, marketing, etc. Please re-read the portion about the process of improving reading habits given in the reading comprehension section of the book. This is a very important activity if you want to do well at paragraph jumbles. Before we move ahead, let us illustrate to you the importance of having wide reading habits. Consider the following example. Arrange the given sentences in the correct sequence:

**A.** He rung the doorbell.

- B.** Ramu's school bell rung at precisely 1:35 p.m.
- C.** He rushed home as he was very excited about the present waiting for him at home.
- D.** His mother opened the door.
- E.** He reached home at 5 minutes past two.

What is your answer?

Is it BCEAD? Most people reading this question will get it right. The reason—the topic described in the passage is so simple and the exposure to something like this so common that there is no strain on the mind. Most readers will be able to logically structure the sequence of events described in the paragraph jumble above. Hence, the chances of error will be remote, and will arise only if you were not focused enough while solving the passage.

Now consider this example:

- 1.** This book has grown out of an attempt to harmonize two different tendencies, one in psychology, the other in physics, with both of which I find myself in sympathy, although at first sight, they might seem inconsistent,
  - A.** They make psychology increasingly dependent on physiology and external observation, and tend to think matter as something much more solid and indubitable than mind.
  - B.** Their world consists of "events," from which "matter" is derived by a logical construction. Whoever reads, for example, Professor Eddington's "Space, Time and Gravitation" (Cambridge University Press, 1920), will see that an old-fashioned materialism can receive no support from modern physics.
  - C.** On the one hand, many psychologists, especially those of the behaviourist school, tend to adopt what is essentially a materialistic position, as a matter of method if not of metaphysics.

D. Meanwhile the physicists, especially Einstein and other exponents of the theory of relativity, have been making “matter” less and less material.

E. I think that what has permanent value in the outlook of the behaviourists is the feeling that physics is the most fundamental science at present in existence.

7. But this position cannot be called materialistic, if, as seems to be the case, physics does not assume the existence of matter.

- |          |          |
|----------|----------|
| 1. BECAD | 2. DBECA |
| 3. ADBCE | 4. CADBE |

Getting this correct will be a different kettle of fish. The reason—the topic is one where your exposure is much lower and this makes the structuring of the idea much more difficult. In the CAT and other aptitude tests, this is more likely to be the level of complexity of paragraph jumbles that you are likely to encounter. In case you are not exposed to ideas and writing of this level, you are likely to face a lot of difficulties while solving questions of this level.

Another important way through which diverse reading habits help is that it enhances the skills of finding clues and links within sentences—a skill which is very important to solve paragraph jumbles.

In order to understand the science of solving paragraph jumble questions, we need to first understand the reasons for the creation of paragraphs:

*The Cream of the Piece*

A paragraph is a collection of sentences and normally, is used to convey a concise idea within a larger idea structure of a passage. In general, paragraphs can be either top heavy or bottom heavy. A top heavy paragraph is one which conveys its main idea at the start of the passage—and then it tapers off in its content; while a bottom heavy paragraph has its main idea towards the end of the paragraph with the start of the paragraph being usually light in content. In our experience, top heavy paragraphs are much more common than bottom heavy paragraphs in general English writing.

**STANDARD PROCESS FOR SOLVING PARAGRAPH JUMBLE QUESTIONS**

A PJ question has to be solved using the following four step process, which occur automatically one after the other. One step leads to the next and so on:

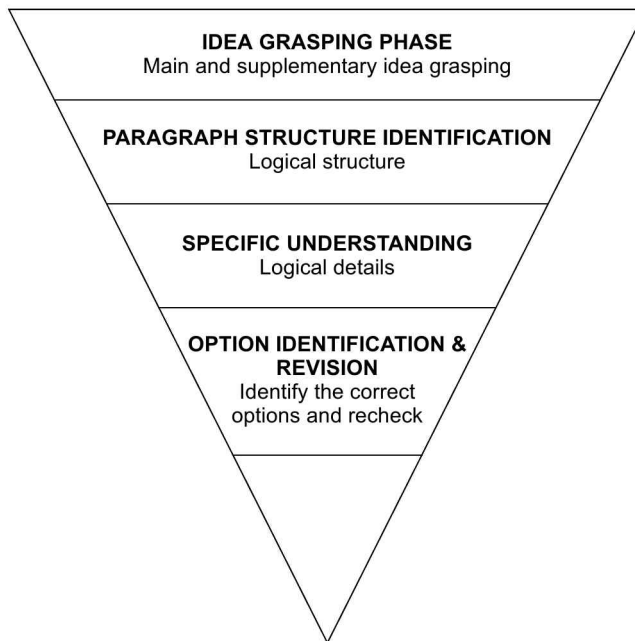


Fig. I4.1 The Inverted Triangle Method

**Step 1: Idea Grasping Phase**

In the **idea grasping phase**, the focus has to be on identifying the main and supplementary ideas which constitute the message being conveyed by the paragraph. This gives us a clear picture of the main and the supplementary themes running through the paragraph.

**Step 2: Paragraph Structure Identification Phase**

In the **paragraph structure identification phase**, try to identify the logical structure used in the paragraph. The seven structures of a paragraph are detailed below. Perhaps, this is the most critical phase of the solving process. A correct identification of the logical structure of the paragraph will ensure that you look for the correct clues in the next two phases of the solving process. During this phase, try to develop an inkling about the author’s tone and style of writing and try to discover the structure and style which the author uses to present his/her ideas.

**Step 3: Specifics Understanding Phase**

In the **specifics understanding phase**, we try to fit into the logical structure identified above, the minor details of the key words used. Identify the logical sequence of the sentences and also try to fill in the minor gaps in your understanding of the jumbled sequence.

### Step 4: Incorporation Phase

Finally, in the **incorporation stage**, integrate the ideas presented in the sentences in your own thought process and try to apply them in a structured logical string to test whether the chosen sequence conveys the idea or theme accurately to the reader.

Analyzing a sentence jumble to understand how it should be correctly constructed can be compared to dismantling a machine to understand how it was built. We may stop occasionally and reassemble parts of it to review what we just did and then proceed again to dismantle and assemble more of it. During this process, the understanding proceeds from the specific to the generic and vice-versa. The inverted triangle method aptly represents what we have just tried to explain.

## WHAT TO LOOK FOR WHEN YOU SOLVE PARAGRAPH JUMBLES

### The Nine Types of Structures used in Standard Writing within Paragraphs

There are certain standard structures used for the writing of paragraphs (in fact for the presentation of ideas). The following being the standard structures of paragraphs, they are also usually the dominant ideas or clues to look for in various types of paragraph jumble questions. (What you need to be clear about at the outset is that a single paragraph might use one or more of these types of writing.) These are:

- (1) Cause & Effect
- (2) Generic to Specific
- (3) Contrast
- (4) Parallelisms
- (5) Idea—Explanation/Elaboration
- (6) Chronological (based on the time dimension)
- (7) Action Sequence
- (8) Idea Transformation
- (9) Idea Reiteration

#### *The Cream of the Piece*

Notice the similarity between the theory of Paragraph Jumbles and that of Reading skills development in the first part of the book. Isn't it to be expected that these are almost the same categories as those given under the heading 'Idea Organization' under the reading skills development part of Part I of this book? It further goes to emphasize our constant advice—that the entire

English section (VA and RC) is based on your ability and skillfulness at reading. Hence, the best way to improve your scores in this section is to improve your reading skills.

A paragraph jumble question will normally exhibit one or more of the above types of writing within the paragraph.

Let us now take a closer look at each of the above types. While doing so, please take care to remember that these rules of paragraph jumbling are at best, thumb rules, i.e., they have to be applied flexibly. You will have to correlate multiple rules while trying to solve a single question. One of the most common reasons for mistakes is that students have a tendency of solving a question on the basis of one or two rules, where more apply. Just because one of these rules fits in, it does not mean that what it points to will be the answer. Typically, in a PJ question, the correct answer will be supported by more than one thumb rule. Let us now explore the different types of structures listed above, one by one:

**Type 1: The Cause & Effect Structure** As the name itself suggests, the cause and effect paragraph consists of two parts—the cause, leading to the effect.

The typical structure of this paragraph is:

**A, hence B or A causes B (where A and B are ideas such that A is the cause and B is the effect.)** Paragraphs of this nature will normally contain defining words like: hence, because, causes, leads to (for more key words refer to the chapter of sentence completion, where cause and effect is explained in the context of a single sentence.) These words will segregate the effect from the cause.

#### *The Cream of the Piece*

In cause-effect paragraphs, you will see the effect following the cause in most cases.

In other words, the cause precedes the effect. (Again, remember this is only a thumb rule and is not a rigid one. You will have to apply it using your own discretion and in the context of the overall writing style of the author.) Let us look at a few examples.



1. The governance of the Ashoka dynasty was amongst the most efficient of its time. **(Cause)**
2. It led to the elimination of crime and created a general feeling of security in the masses. **(Effect)**

**Type 2: Generic to Specific** In this structure of paragraph, the author talks about a generic idea and then backs it up with specific examples of the same. The flow of this type of paragraph is always from the general to the specific—the idea to the example.



1. Economic justice demands a diminution, if not a total abolition, of the proportion of the national income which goes to the recipients of rent and interest. (**generic statement**)
2. But when the holders of railway shares are given government stock to replace their shares, they are given the prospect of an income in perpetuity equal to what they might reasonably expect to have derived from their shares. (**Specific example**)

**Type 3: Contrast** As the name itself suggests, this is based on the contrast or opposite of one idea against another. In such presentations of ideas, there is a transformation from one point of view, to the opposite point of view. Typically, both the points of view are presented with equal force and the author does not give away his/her biases towards either of the opposite points of view.

This type of paragraph is often signified by a turnaround point between two parts of a paragraph. The turnaround point is signaled by words such as: but, on the other hand, as against, however, although, etc. These indicate a transformation from one point of view to the other.



1. In the late nineties, Brian Lara strode the cricket field like a colossus—an all conquering batsman who had few equals in the history of the game.
2. However, his presence was not enough to inspire his West Indian team mates, resulting in one of the worst periods of West Indian cricket coinciding with Lara's extraordinary artistry at the crease.

**Type 4: Parallelisms** In such kind of writing, you will come across two parallel points of view presented one after the other. Normally, you would find key words such as: likewise, similarly, just as, equally, in the same manner, etc.



1. The investigators directly assessed relations between racial attitudes and values and argued in favor of linkages to two clusters of values.

2. One of these clusters, individualism, corresponds to the Protestant ethic values emphasized in discussions of symbolic racism.
3. The other cluster, communalism, which emphasizes concern about community and the well being of others, has been neglected by theorists of symbolic racism, as has the idea that these values' conflicting implications for racial attitudes produce ambivalence on the part of white Americans.

(In the above sentence sequence, statements 2 & 3 are talking about parallel concepts, one after the other.)

**Type 5: Idea-Explanation/Elaboration/Completion**

One sentence will present an idea and then it is either explained in detail or elaborated (expanded) or completed in the subsequent sentence/s.



- I (a) I was lucky.  
(b) The bus driver applied the brakes a meter or two away from my car.
- II (a) The theory of the legitimate use of force in human affairs, where a government exists, seems clear.  
(b) Force should only be used against those who use force against others, or against those who will not respect the law in cases where a common decision is necessary and a minority are opposed to the action of the majority.

**Type 6: Chronological (Based on the Time Dimension)**

As the name itself suggests, successive sentences will be demarcated on the basis of the time dimension. Normally, successive sentences will take you further along in time (although you might also have paragraphs which go back and forth in time). All action sequences have chronological sequences involved. However, chronology is not just used to illustrate action sequences.




1. Sigmund Freud, the oldest child of a second marriage of Jacob Freud, the Jewish owner of a small cloth mill in the little Austrian town of Freiberg, was born on 6 May 1856.
2. Owing to the changes brought about in weaving by the industrial revolution, in 1860, Jacob Freud moved to Vienna and there set up as a cloth merchant.




**Type 7: Action Sequence** Action sequences depict a set of actions, logically connected to each other. (The example used above where Ramu goes back home from school, would qualify as a typical action sequence.) Note, that in normal circumstances, the action sequence will have a chronological sequence involved.

**Type 8: Idea Transformation** In this presentation, a concept is introduced in the first sentence and the following sentence draws from that concept (in fact it directly refers to it) and presents a new dimension associated with the concept. Note, that the key difference between this type and the idea-elaboration type is that the latter elaborates and explains the idea introduced in the initial part of the sequence, while this type uses the idea presented in the start of the sentence sequence and portrays a totally different dimension to it.


Considered the following examples. The ‘component parts’ referred to are used in two different contexts.

- 
1. If this sense of humanity came into being in the course of evolutionary history, then it must have component parts, and they in turn, must be identifiable.
  2. It is my conviction that we are beginning to identify these components, that we can see the gradual emergence of humanness in our evolutionary history.

**Type 9: Idea Reiteration** Sentence sequences which use this structure of argumentation will start of by giving a point of view, followed by one or more sentences reiterating the fact. Consider, the following example:

- 
- I (a) Sachin was one of the best batsmen of his time.  
(b) In fact, he was so good that his team hardly ever lost a match.
  - II (a) By definition, any model necessarily abstracts from and simplifies reality.  
(b) But the model of competitive equilibrium is a travesty of reality.


**Type 10: Question–Answer** As the name itself suggests, in such sentence sequences, the answer to a question follows the question.

- 
1. What was this dreadful little book?
  2. Its name in Italian is Il Principe, in English, The Prince.


Now go through the following real life Paragraph Jumble questions to get a feel of how to apply the above principles in real time problem solving. These examples will illustrate to you the above points in ample details.

### SOLVED EXAMPLES

**Directions:** *The sentences given in each question, when properly sequenced, form a coherent paragraph. Each sentence is labelled with a letter. Choose the most logical order of sentences from among the given choices to construct a coherent paragraph.*

- 
1. In the twentieth century, John Maynard Keynes has been the most important scholar working in the tradition of the classical political economists.
    - A. But his interest, like theirs, was in the analysis of the great issues of his day, the greatest of which in the inter-war period was not growth but unemployment, a problem so acute at the time that in desperation, the Germans turned to Hitler and to fascism.
    - B. The very future of Western democracies was placed at risk.
    - C. Keynes was concerned not just to understand unemployment intellectually, but to put forward practical suggestions as to how the problem could be solved.
    - D. This does not mean that he agreed with everything they wrote.
  6. He believed fervently that, for all its faults, Western liberal democracy offered the best hope for the world, and he saw himself working to save it.
 

1. DCBA	2. BACD
3. BCDA	4. DABC



In the above paragraph, the starting sentence is already defined. The sentence sequence **1DA** is using a **double contrast** — a kind of flip flop argument. Statement D opposes (**contrasts**) the idea of 1, while statement A again **contrasts** the opposition of D. In this question, recognizing this structure is sufficient to get to the correct answer, which is 4.

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A similar structure of argumentation (**using a double contrast**) can be used in diverse situations. Consider the following examples:



- I.
  1. In the 1990s, Sachin, one of the greatest batsmen of all time, dominated cricket like never before.
  2. This does not mean that he always performed in every innings of his.
  3. But his mere presence was enough to strike fear and awe in the minds of all bowlers in the opposition.
- II.
  1. The Indian economy is on a growth path never experienced before.
  2. This does not mean that all the problems inherent to the Indian economy over the past half century have been eradicated.
  3. But, there is a definite movement towards alleviating these problems.



In fact, as a student trying to improve your language ability, you should recognize that all language used today operates on standard structures such as these. Having as wide an exposure to these nuances will help you develop an internal instinct towards identifying these structures. You should try to develop your perception on these dimensions as you develop your reading habits.

Coming back to the question above, the sentence sequence AB is using a **cause and effect structure**. The effect of the future of Western democracies being placed at risk was **caused** by the Germans turning to Hitler and fascism.



- A. A transplant from my younger brother, Philip, effectively gave me a second life.
- B. Feeling that whatever years I now had ahead of me were a bonus, I initiated the exploration of the western shore of Lake Turkana.
- C. I was lucky.
- D. Following our first tentative prospecting came remarkable finds, some of them technically stunning, some emotionally thrilling.
- E. The discoveries were worth waiting for, as I shall recount.
  1. EDCAB
  2. ABDCE
  3. BCDEA
  4. CABED



In the above question, the sentence sequence CA uses an **idea-elaboration structure**, while from A to B it is a **cause and effect** sentence sequence. Sentence sequence ED is also in the form of an idea elaboration, where E introduces the idea of the discoveries, while D elaborates the same.



1. For centuries, philosophers have dealt with aspects of humanness, of humanity. But, surprisingly, there is no agreed-upon definition of the quality of humanness.
  - A. It is my conviction that we are beginning to identify these components, that we can see the gradual emergence of humanness in our evolutionary history.
  - B. But if this sense of humanity came into being in the course of evolutionary history, then it must have component parts, and they in turn, must be identifiable.
  - C. Those who tried to define humanness found themselves moulding Jell-O: it kept slipping through the fingers.
  - D. It hardly seemed necessary, partly because it appeared so obvious: humanness is what we feel about ourselves.
6. I am therefore perplexed by, and impatient with, a popular alternative view that is championed by several scholars.
  1. ABCD
  2. DCBA
  3. BCDA
  4. CBDA



In the above question, the key sentence sequence is the BA sequence, which is in the form of an **idea** transformation, since B introduces the concept of the component parts, while A refers to **these** components in a different context altogether. Hence, the correct answer is 2.



- A. Economists see the world as a machine.
- B. A very complicated one perhaps, but nevertheless a machine, whose workings can be understood by putting together carefully and meticulously, its component parts.
- C. A lever pulled in a certain part of the machine with certain strength will have regular and predictable outcomes elsewhere in the machine.

- D. The behaviour of the system as a whole can be deduced from a simple aggregation of these components.
- |         |         |
|---------|---------|
| 1. ABDC | 2. ABCD |
| 3. ACBD | 4. ADBC |

The sentence sequence AB is in the form of an **idea elaboration**, while the sentence sequence DC is in the form of **generic to specific**. Hence, the correct answer is 1.



1. The benefits of growth are plain to see.
- A. But in recent decades, some people have begun to question the foundations of classical and orthodox economics on the question of growth, asking whether its benefits are being wisely used and distributed and, at a more fundamental level, whether its costs, particularly in environmental terms, do not outweigh the benefits.
- B. What may be termed the Green critique of growth is powerful.
- C. More precisely, the word 'critique' should appear in the plural, for there are a number of quite different dimensions to it.
- D. No single source of intellectual authority exists within the movement, and environmentalism embraces many different strands of opinion.

6. All of them require, in different ways and with different degrees of intensity, alterations in behaviour and in the priorities which as a society, we attach to the various outcomes.
- |         |         |
|---------|---------|
| 1. ABCD | 2. BCDA |
| 3. CDAB | 4. DBCA |



The sentence sequence 1A represents a contrast while the sentence sequence BCD represents an **idea elaboration**. Hence, the correct answer is 1.



1. "We have many bones to show you," promised Kamoya as we unpacked the belly of the plane.
- A. I joked, and we all laughed at the improbable prospect.
- B. "You will like the hominids."
- C. I knew I would.
- D. "Skeletons?"

6. With evening upon us, we drank beer by the mess tent; the darkness fell quickly, as it always does this close to the equator.
- |         |         |
|---------|---------|
| 1. BCDA | 2. BDCA |
| 3. BACD | 4. BCAD |



The joke referred to in A is obviously referring to the question "Skeletons?" The structure used in DA is an **idea completion**. Hence, DA is one sentence sequence. Although that is enough to give us an answer, the sentence sequence BC is another one in the **idea completion** format. Option (1) is correct.



- A. Competitive advantage is not something which falls from the skies like manna from Heaven.
- B. However, according to orthodox economic theory, this should not happen, since if any single firm were able to gain an advantage at any point in time, competitive forces would rapidly ensure that this state of affairs would be purely temporary.
- C. It has to be created and earned, but once earned, it can be used to ensure a position of enduring dominance.
- D. Economic competition between companies, particularly large ones, bears a strong resemblance to this military world.
- |         |         |
|---------|---------|
| 1. ABDC | 2. BCDA |
| 3. BCAD | 4. DACB |



The sentence sequence AC is one where the idea (competitive advantage) is elaborated, while CB uses a structure of a **contrast**. The sentence D can only come before the sequence ACB, since it is an introduction sentence, drawing a parallel from the military world (which must have been talked about before this sentence sequence). Hence, option (4) is correct.



- A. Contemporary orthodox economics is isolated.
- B. And its methodology, despite the pretensions of many of its practitioners, is isolated from that of the physical sciences, to whose status it none the less aspires.
- C. It is isolated from its roots in the late eighteenth and early nineteenth centuries, when economists were by no means afraid to theorise, but did so purely to illustrate and understand the great practical issues of the day.

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D. Its method of analysis is isolated from the wider context of society, in which the economy operates, and which Adam Smith believed to be of great importance.

1. ADCB
2. BDCA
3. CDBA
4. ACDB



The sentence sequence ACDB is an obvious case of **idea elaboration**. Hence 4.



- A. Fear of destitution is not a motive out of which free creative life can grow, yet it is the chief motive which inspires the daily work of most wage-earners.
- B. The hope of possessing more wealth and power than any man ought to have, which is the corresponding motive of the rich, is quite as bad in its effects; it compels men to close their minds against justice, and to prevent themselves from thinking honestly on social questions, while in the depths of their hearts they uneasily feel that their pleasures are bought by the miseries of others.
- C. Then a great fear would be removed from the lives of the many, and hope would have to take on a better form in the lives of the few.
- D. The injustice of destitution and wealth alike, ought to be rendered impossible.

1. ABCD
2. BDAC
3. BCDA
4. ABDC



The sentence sequence AB uses a **parallelism** between the two motives of working ('Fear of destitution' for the poor and 'the hope of possessing more wealth and power than any man ought to have' for the rich). DC uses a **cause and effect** structure, where C is the effect of the cause of rendering impossible the injustice of destitution and wealth.) Hence, the answer will be 4.



- A. Few men seem to realise how many of the evils from which we suffer are wholly unnecessary, and they could be abolished by a united effort within a few years.
- B. With goodwill, generosity, intelligence, these things could be brought about.
- C. If a majority in every civilised country so desired, we could, within twenty years, abolish

all abject poverty, quite half the illness in the world, the whole economic slavery which binds down nine tenths of our population; we could fill the world with beauty and joy, and secure the reign of universal peace.

D. It is only because imagination is sluggish, and what always has been is regarded as what always must be.

1. CDBA
2. ACDB
3. BCDA
4. BDCA



The sentence sequence AC uses an **idea elaboration** structure. B obviously has to come later than C in the paragraph since the 'these things' referred to in it are defined in sentence C. (Note: 'These things' in sentence C refer to the abolition of poverty, and of half the illnesses in the world, removal of economic slavery and the consequential filling of the world with beauty and joy.) The sentence D does not quite fit in, however, its placement becomes a non issue due to the options available. The correct answer is obviously option 2.



- A. Thus, while not in any way seeking to deny the existence of serious poverty and hardship in many developing economies, present accounting conventions underestimate their per capita incomes precisely because they do not take account of economic activity which takes place outside the market.
- B. In a subsistence economy, a great deal of food production, for example, will never be bought and sold in the market, but is consumed by the community in which it is produced.
- C. Its value is therefore, not reflected in the national accounts of these economies.
- D. In developing economies, a far higher proportion of total transactions takes place within the household compared to those in the money economy.

1. DBCA
2. DBAC
3. DCAB
4. DABC



Sentence D introduces the idea, while BC is an example of the idea. Hence, the **idea example** structure operates in DBC. Further, A is an **idea completion sentence**, completing the sentence sequence in DBCA.



- A. But this point is so obvious that it needs no elaboration.
- B. I am not prepared to maintain that economic justice requires an exactly equal income for everybody.
- C. It would be utterly absurd to maintain that the men who inherit great wealth deserve better of the community than those who have to work for their living.
- D. Economic injustice is perhaps the most obvious evil of our present system.
- E. Some kinds of work require a larger income for efficiency than others do; but there is economic injustice as soon as a man has more than his share, unless it is because his efficiency in his work requires it, or as a reward for some definite service.
- |          |          |
|----------|----------|
| 1. ABCDE | 2. DCBEA |
| 3. CDBAE | 4. BACDE |



In the above question we see a mixture of two levels of **idea elaboration** (as seen in the sentence sequence DC as also in BE). Further, the sentence sequence BE follows up the idea introduced and elaborated in DC.) Thus, the correct option is 2.

— *The Cream of the Piece* —

**Tips for solving PJ questions**

The following techniques would be of further help to you in focussing on:

- Finding the starting sentence:** One of the keys to solving a question correctly is the location of the starting sentence. Very often, a paragraph jumble question will get solved only by identifying the starting sentence. In the context of the types of sentence sequences used in writing paragraphs, the starting sentence can be identified as the first part of one of the ten types. (For example, the cause will mostly be the starting sentence in a typical cause and effect sentence structure. Similarly, the starting idea in a sentence sequence involving a contrast is likely to be the starting sentence of the paragraph.)
- Locating the “topic sentence”:** Mostly, one of the sentences in a paragraph will introduce the main topic of the paragraph. This sentence will give us the key to the entire paragraph. Very often, the topic sentence might be the clue to the first

sentence of the passage, but that is not an absolute rule.

- Finding the general theme:** Finding the general theme or main idea from the jumbled sentences may require some skill, but careful reading can reveal which idea is the central or the main one, and can be found if it is most frequently used or when most of the other sentences relate to it.
- Finding logical relationships:** Once you have found the general theme, you should relate the ideas and opinions found in the sentences and place them in a logical sequence. You can look for the interrelation of ideas in the sentences to form a whole. Supporting facts, words or phrases that signal emphasis or a shift in thought, and the relation of one idea to another—for example, the cause and effect relationship, help in finding the logical relationship and thus give clues about the structure of the paragraph.
- Finding the concluding sentence:** The concluding sentence will normally wind up the argument, without leaving any loose ends.

**A PRACTICAL GUIDE TO PARAGRAPH JUMBLES PROBLEM SOLVING**

Let us now analyze all the above points with the help of the following solved CAT questions, to make the whole theory very clear.

Consider the following question:



- What does the state do in a country where tax morality is very low?
  - It tries to spy upon the tax payers.
  - It investigates income sources and spending patterns.
  - Exactly what the tax authorities tries to do now even if inconsistently.
  - It could also encourage people to denounce to the tax authorities, any conspicuously prosperous neighbours who may be suspected of not paying their taxes properly.
- The ultimate solution would be an Orwellian system.
 

(a) BACD	(b) DBAC
(c) ABCD	(d) DCBA

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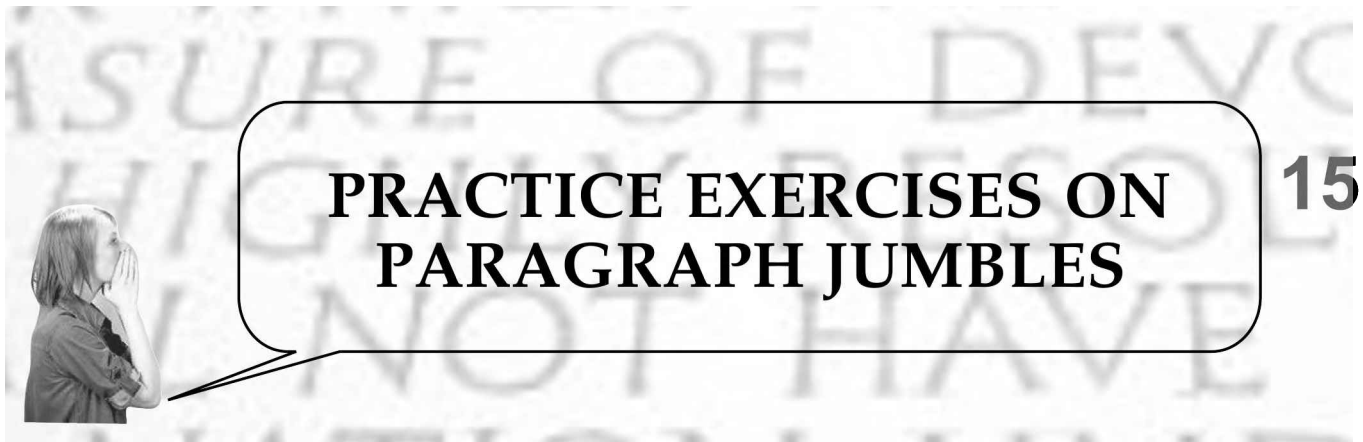
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As is seen in the above question, we know that the government here is seeking to solve the problem of tax evasion & looking at the options available for doing so. So the first thing to look for in this jumble is either the starting or the finishing sentence, as we know that the general theme is tax evasion.

Keeping that in mind, the sentence 'D', starting with "it could also.....", shows that this sentence is not the first as it talks of other options of solving the problem before it. The use of the word 'also' here shows that there are other sentences before it. Similarly the sentence 'C', starting with the word "Exactly", also illustrates that it is trying to corroborate a fact previously talked about. So that leaves us with only 'A' or 'B' as the starting sentences. Since spying is the aim of the government and the sentence 'B' directly extends the answer given in 'A', it is the more

logical option as the first sentence in the paragraph. This is followed by sentence 'B', which is just an illustrative restatement of statement 'A' and which is corroborated by sentence 'C', finally ending with sentence 'D', which has to be the last sentence since the paragraph ends with the mention of the "Orwellian system" which was largely about people supplying information to the authorities about others. So ABCD is the correct answer.

Here, it is important to note that if you had good reading habits, you might have been aware of the Orwellian system and would have thus been able to logically solve the jumble faster and more accurately due to your prior knowledge of the subject than a student who has not been reading widely. This again strengthens our previous emphasis on varied reading and its usefulness.



### TYPE I

*The first line[A] of each question is fixed. Arrange the other four lines in a logical sequence.*

#### Question 1:

- A. As the recession deepens, people across the ideological spectrum declare that capitalism has failed.
  - B. Yet, recessions are not aberrations of capitalism but an intrinsic part of it.
  - C. A bust is an occasion for cleaning out deadwood and failed experiments, and re-inventing capitalism.
  - D. Almost every economic news report carries Countries in recession words like 'crisis' and 'disaster'.
  - E. Markets create boom and bust cycles, arising from human tendencies to swing from euphoria to fear and back.
- (a) ECDB                      (b) EDCB  
(c) DBEC                      (d) BECD  
(e) DCEB

#### Question 2:

- A. Two decades ago, economist Jerry Muller chronicled never-ending predictions of the demise of capitalism, by its friends as well as foes.
- B. The Great Depression of the 1930s provoked further predictions of capitalism's demise.
- C. Lenin harboured similar illusions: his 1916 book was titled Imperialism: the Last Stage of Capitalism.
- D. In the 1850s, Karl Marx claimed capitalism was dying.
- E. Rosa Luxemburg wrote in *The Accumulation of Private Capital* (1913), "Though imperialism is the historical method prolonging the career of capitalism, it is also a sure means of bringing it to a swift conclusion."

- (a) DECB                      (b) CBDE  
(c) CDBE                      (d) DEBC  
(e) DCEB

#### Question 3:

- A. Building new towns is the key to raising productivity of the Indian economy as well.
  - B. Expensive real estate makes education and health care costly as well.
  - C. This jacks up the cost of quality healthcare and education, and these higher costs feed into business costs, affecting India's competitiveness in the global marketplace.
  - D. Right now, artificial shortage of urban land has put a premium on the cost of real estate.
  - E. Office rentals, hotel accommodation, land for factories, all these cost the earth and add to the cost of the goods and services emerging from these expensive sites of production.
  - F. Hospitals and schools in urban areas will find that upwards of 50 per cent of their capital cost is accounted for by real estate.
- (a) DECBF                      (b) BCDEF  
(c) DCEFB                      (d) DEBFC  
(e) CBEFD

#### Question 4:

- A. In other words, instead of more "reservations", with the resentment that breeds, let us make it easier for minorities to join the police.
- B. Unless young people from minorities see that the police service offers real career opportunities and a good quality of life in the workplace; they will not overcome their negative perceptions.

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- C. In India, the promotion of minority police personnel at senior and middle levels and using them as visible symbols of the police force would constitute a powerful model to the minority community.
- D. The fact that, in many Western countries, there are several officers from the visible minorities now at senior officer rank, sends a powerful message to these communities.
- E. But let's not stop with recruitment; we also need to focus on the retention and progression of minority officers.
- (a) EBCD                      (b) EBDC  
(c) DCEB                      (d) DBCE  
(e) ECDB

### Question 5:

- A. So when fear happens, just become totally aware and don't get identified with that thought.
- B. You feel insecure because you have a concept of what is security and from that concept you are seeing life.
- C. Anything that does not fit that concept makes you insecure.
- D. With wordless awareness, just watch.
- E. This is called objective watching.
- F. This watching will not allow the previous fears to have a snowballing effect.
- (a) DFECB                      (b) DFCBE  
(c) DFEB                      (d) CDEFB  
(e) CDBFE

### Question 6:

- A. I'm a huge fan of Vikas Swarup's novel, one of the most delightful reads I've enjoyed in years.
- B. He's rescued by a female lawyer who gets him to tell his life story and explain how he, an uneducated slum kid, knew the answers to such difficult questions.
- C. But he has retained the novel's structure and premise, and Danny Boyle has brought its spirit alive in a way that I believe even Swarup would appreciate.
- D. Screenwriter Simon has changed pretty much all of Swarup's stories, introduced a romantic element and even re-baptised the hero.

- E. It's about an orphan boy called Ram Mohammed Thomas who is about to win a TV quiz show based on *Kaun Banega Crorepati* and is arrested on suspicion of having got that far by cheating.
- F. Ram then tells a number of stories, each of which explains how he knew what he happened to know.
- (a) EBFDC                      (b) EDEBC  
(c) CEDBF                      (d) FEBCD  
(e) ECDFB

### Question 7:

- A. According to Defence Secretary Gotabaya Rajapaksa, the troops close to PTK, the last remaining LTTE-held town at that time, passed on information about the two aircraft even before the radars detected them.
- B. The Tiger craft flew over Mannar and Wilpattu en route to Colombo. It was their normal route. The troops would have captured the LTTE planes within days, and the LTTE had acted before they lost the craft on the ground."
- C. The Defence Ministry said each aircraft was loaded with explosives weighing 215 kg and added that the pilots failed to drop any bomb.
- D. He said: "The LTTE may have used a straight road in their last stronghold for taking off as the outfit had lost all the airstrips to the troops during the past few months.
- E. There was no explanation as to how the two light-wing aircraft managed to make their way from PTK to the heart of the national capital and come within metres of their purported targets.
- (a) CDEB                      (b) CDBE  
(c) DBCE                      (d) DBEC  
(e) CBDE

### Question 8:

- A. Over a span of less than two years, some have been displaced at least a dozen times and are haunted by memories of sleepless nights spent in bunkers, constant bombardment and an uncertain future.
- B. The worst nightmare for them was the possibility of forcible recruitment of their young boys and girls by the Tigers as the military began to corner them from mid-2008.



- C. Reporters who visited the village heard horror tales of innocent citizens caught in the crossfire.
- D. Every one of the 500-odd families in the village has gone through more or less the same trauma.
- E. The choice before them was the known devil, the Tigers, and the unknown deep sea, the military.
  - (a) CEBD                      (b) CEDB
  - (c) CBED                      (d) CDBE
  - (e) CBDE

**Question 9:**

- A. US President Barack Obama made a significant commitment to reversing the previous president's attitude towards combating climate change earlier this week.
- B. The California regulations would force automakers to reduce vehicle emissions by a third by 2016, four years before new federal standards take effect.
- C. The move would increase fuel efficiency by as much as eight miles per gallon.
- D. If, as expected, California receives permission from the EPA to move ahead, it would mean that both US and other automakers would have to produce cars that are more fuel-efficient than current models.
- E. He directed the Environmental Protection Agency (EPA) to reconsider allowing the state of California to set stricter fuel-emission standards on vehicles than federal limits.
  - (a) BCDE                      (b) EDCB
  - (c) EDBC                      (d) ECBD
  - (e) CDEB

**Question 10:**

- A. Under the US Clean Air Act, the state of California is allowed to petition the federal government for a waiver to set its own stricter standards for tailpipe emissions and fuel economy.
- B. Thirteen states have joined California in applying to the EPA, while three others have said that they will impose the standards if the waiver is granted.
- C. The move has not been popular with American carmakers, who successfully argued to the Bush administration that rising standards would cripple the industry.

- D. Other states can choose to adopt California's standards or stick with federal rules.
- E. That accounts for nearly half the country's auto market, thus forcing car manufacturers worldwide to conform to stricter standards.
  - (a) BDCE                      (b) DBEC
  - (c) DCBE                      (d) DBCE
  - (e) CDBE

**Question 11:**

- A. Indians and Pakistanis are the same people.
- B. The idea of India is stronger than the Indian, and the idea of Pakistan weaker than the Pakistani.
- C. Why then have the two nations moved on such divergent arcs over the last six decades?
- D. India has progressed into a modern nation occasionally hampered by backward forces. Pakistan is regressing into a medieval society with a smattering of modern elements.
- E. Multi-religious, multi-ethnic, secular, democratic India was an idea that belonged to the future; one-dimensional Pakistan was a concept borrowed from the fears of the past.
  - (a) CBED                      (b) CBDE
  - (c) DECB                      (d) DBCE
  - (e) EDCB

**Question 12:**

- A. As the country copes with the aftermath of the horrors of Mumbai, the hard work of reconstruction, of rebuilding—of reimagining our country has begun.
- B. The victims of the killers were from every faith, and Indians of every religion have stood united in their anger and determination.
- C. And yet it was just the weekend before the attacks that the PM had urged senior police officers not to widen "the fault lines in our society" and to act to "restore the faith of the people—especially those belonging to religious and ethnic minorities and the weaker sections—in the impartiality and effectiveness of the police."
- D. One genuine cause of satisfaction must be that there was no demonisation of our Muslim minority, which the terrorists must have hoped to provoke.

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E. His words reflected a real conundrum: the general public feels it is not adequately protected against the random violence of terrorists, but every pro active policing effort seriously alienates India's largest minority community.

- (a) DCBE                      (b) DEBC  
(c) EDBC                      (d) DBCE  
(e) BCDE

### Question 13:

- A. Instead, we saw the majority of Sikhs stay loyal to their country, as a largely Sikh police force, led by a charismatic Sikh officer, K.P.S. Gill, ably combated the minority of Sikh terrorists, while the Indian state orchestrated a democratic political process which brought elected Sikh leaders to power in Punjab.
- B. Obviously, we cannot infuse a significant number of Muslims into these forces overnight.
- C. There are well-known historical and sociological reasons that explain why Muslims are under-represented in the country's police forces, the Central Reserve Police and crucial gendarmeries like UP's Provincial Armed Constabulary.
- D. There is absolutely no reason why a similar approach cannot work with the Muslim community, the overwhelming majority of whom are proud and loyal Indians.
- E. To do so we must start by getting more Muslims into the security forces.
- (a) DEBC                      (b) DECB  
(c) EDCB                      (d) ECB D  
(e) CDEB

### Question 14:

- A. The one advantage that people of peace have over war-mongers is numbers.
- B. You can be as private or outspoken as you wish.
- C. But those around you will know that you are for peace.
- D. If enough people turned into peacemakers, war could end.
- E. When the time is right and enough people participate, critical mass can change the world.
- F. The programme for peacemakers asks you to follow a specific practice every day of the week. It takes only a few minutes.

- (a) EDBCF                      (b) DCBEF  
(c) DEBCF                      (d) DEFBC  
(e) BCEFD

### Question 15:

- A. The film will be released in India, both in its original bilingual version and in a version dubbed in Hindi, in January.
- B. There is even a scene involving human excrement that is both revolting and hilarious. But this is not, despite all of that, an exercise in the pornography of poverty.
- C. Slum life is depicted with integrity and dignity, and with a joie de vivre that transcends its setting.
- D. It was filmed in large part with small hand-held digital cameras on location in Dharavi and in the Juhu slums, and the mounds of garbage, the cesspits, the overflowing drains are all very present.
- E. It is easy to see why this movie would appeal to international cinegoers in a way that a bleaker film like *City of Joy* could not.
- F. One fair warning to Indian viewers: its depiction of Indian poverty and slum life is searingly real.
- (a) FDBEC                      (b) FDBCE  
(c) EFDBC                      (d) EBDCF  
(e) CBEFD

### Question 16:

- A. I saw the film in New York with an audience made up largely of Indian expatriates.
- B. Danny Boyle reacted to that charge by pointing out that his Scottish characters in *Trainspotting* were also conniving, unprincipled and ruthless, and that he happened to like to depict people like that.
- C. And the film's hero, played by the teenage British Indian actor Dev Patel with a look that combines intensity and expressiveness and yet seems utterly genuine, is as sincere a protagonist as you could hope to find.
- D. In the enthusiastic discussion that followed, only one person reacted negatively, saying that the film seemed to show all Indians as conniving, unprincipled and ruthless, and that the only compassionate people in the film were a pair of white tourists who give Jamal some money.

E. Something tells me that most Indian viewers will take this in stride—we live in a land largely devoid of larger-than-life heroes, and we have learned to take human beings as they are, which is to say, as grossly imperfect.

- (a) DBEC                      (b) DCEB  
(c) EDCB                      (d) BCED  
(e) EDCB

**Question 17:**

- A. She was undergoing treatment for pneumonia at the time, when the radiologist had raised an alarm and sent her to a cardiologist.  
B. Even in my dazed state, I remember wondering how it was at all possible that a well-built woman like Angel could shrink to half her size within a day of being in hospital.  
C. It was absurd, insane.  
D. Within an hour, she was in hospital and our carefree, happy little world came crumbling down like a house of cards.  
E. The bony woman lying helplessly in that sterile hospital room with strange machines blinking around her wasn't my Angel at all.

- (a) DBEC                      (b) DBCE  
(c) DECB                      (d) DEBC  
(e) CBED

**Question 18:**

- A. Lead researcher Eden King says that a study has revealed that people, who support diversity programs, have changing attitudes in times of economic strife.  
B. "The reality is, diversity programs and disadvantaged groups may be the first to go in times of economic uncertainty.  
C. This causes real problems for people of socially disadvantaged groups," she says.  
D. King points out that competition for fewer jobs and resources often increases tension among workers, and may especially affect minority groups.  
E. The study also suggests that those in hiring positions may be less likely to hire a minority job applicant in an economic downturn, she adds.

- (a) EBCD                      (b) EDBC

- (c) DCBE                      (d) DCEB  
(e) CBED

**Question 19:**

- A. But the problem is that politics has power; religion has only love, peace and the experience of the divine.  
B. Religion has no mundane power like nuclear weapons and atom bombs and guns; its dimension is totally different.  
C. It is just like a beautiful rose flower: its beauty, poetry, its dance makes life worth living, gives life meaning and significance.  
D. Politics can easily interfere with religion; and it has been interfering all along, to such an extent that it has destroyed many religious values which are absolutely necessary for the survival of humanity and life on this Earth.  
E. Religion is not a will to power; religion is a search for truth. And the very search makes the religious man humble, simple, innocent.

- (a) DBCE                      (b) EDCB  
(c) DBEC                      (d) BDEC  
(e) DCBE

**Question 20:**

- A. Sufism is among the easiest and a unique path to achieve ultimate flowering.  
B. The association of the master is satsang , and the world of the master is satnam or the only scripture.  
C. Thus, the entire edifice of the Sufi path rests on the Master.  
D. It is not a religion but the way... It is the art and science of correct living through a systematic understanding and following of austerities.  
E. This path has three pillars which form the basis: Meditation; master and the remembrance; Zikr qulb or repeating the remembrance at the heart centre; tasubbre sheikh or remembrance of the master and marakba or meditation.

- (a) DCBE                      (b) DECB  
(c) CEDB                      (d) DEBC  
(e) CBED

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### Question 21:

- A. The word Master does not refer to a specific person.
  - B. As an individual you cannot see beyond your understanding.
  - C. And as you are, you cannot envision a master.
  - D. This is the state of spiritual awareness.
  - E. This is the reason the masters appear from time to time to manifest that state of awareness, the light absolute and the path laid down by other masters.
- (a) DBCE                      (b) DECB  
(c) BCDE                      (d) CBED  
(e) CEDB

### Question 22:

- A. As a novelist myself, I wondered about the changes made to the book on its way to the screen.
  - B. In particular, novels can afford to digress in ways that the attention span of movie audiences cannot accept: a film requires one clear over-arching narrative, fewer characters to keep straight, and a common thread from beginning to end.
  - C. But some of the changes were arguably unnecessary: I lamented, in particular, the loss of *Ram Mohammed Thomas* and his mongrelised *Amar-Akbar-Anthony* exemplifying of Indianess.
  - D. But above all, Danny Boyle's *Slumdog Millionaire* is the work of an artist at the peak of his powers.
  - E. Some I could understand; cinema and novels are distinct art forms, and what works well in one medium does not necessarily translate well into the other.
  - F. I hope that people will both read the book and see the movie to savour the differing strengths of Swarup's original premise and Danny Boyle's transcreation of it.
- (a) EDCBF                      (b) DCEBF  
(c) EBCFD                      (d) CFEDB  
(e) CFBDE

### Question 23:

- A. It was time for Tina's annual art show 'Harmony' and Jaya did the honours of inaugurating the same.
- B. Giving Tina all the support she needed was her camera-shy husband Anil her son Jai and her mother-in-law Kokilaben.

- C. And of course, supporting the show and Tina's tireless efforts were a huge number of art lovers and her friends and well-wishers.
  - D. Reema Jain met Jaya warmly, and the two spent some time talking. Adi Godrej and Harsh Goenka made time out for Tina, and congratulated her on her efforts.
  - E. Devieka and her mother took a round of the gallery as did the other guests that included Gulshan Grover, Siddharth Jaideep and Seema Mehrotra and Gauri.
  - F. Joining Jaya was her son Abhishek, looking cool in his crop cut and a black jacket with jeans. But what was cooler was the way he embraced Tina with a warm hug.
- (a) FBCDE                      (b) FCBDE  
(c) EDCBF                      (d) DFEBC  
(e) DBCEF

### Question 24:

- A. The space shuttle and its crew of seven blasted off Sunday just as the sun was setting.
  - B. NASA is thrilled to see Discovery finally on its way.
  - C. That's because Discovery needs to be gone from the space station before a Russian rocket lifts off to put a fresh crew at the space station March 26.
  - D. The shuttle is carrying a final set of solar wings for the space station that the astronauts will install.
  - E. A hydrogen leak Wednesday scrapped the first launch attempt. Before that, valve concerns kept postponing the flight that was originally scheduled to launch in mid-February.
  - F. Because of the delays, the mission has been shortened by a day and one of four spacewalks has been dropped.
- (a) BDCEF                      (b) BDECF  
(c) DBEFC                      (d) DBECF  
(e) EDCBF

### Question 25:

- A. However, following the collection of evidence and material used by the attackers, and their subsequent verification by the forensic laboratories, the charge sheet puts down, officially and conclusively, what has been reported in the media and stated by officials in the past three months.

- B.** In doing so, it debunks conspiracy theories such as the one that Anti-Terrorism Squad chief Hemant Karkare was killed by some “other” groups because of his investigations into the September 29, 2008, Malegaon blast case.
- C.** Investigating officials said they put together the charge sheet on the basis of the evidence collected from the boat, that the terrorists hijacked the five targeted sites and approximately 150 eyewitness accounts.
- D.** For instance, it categorically states that the men came from Pakistan, and that it was the LeT that planned and executed the attack.
- E.** It details the sequence of events and the entire operation in each location.
- (a) DECB                      (b) DEBC  
(c) DCEB                      (d) DBEC  
(e) CBDE

**TYPE II**

*The first line[A] and last line [F] of each question are fixed. Arrange the other four lines in a logical sequence.*

**Question 1:**

- A.** The estimate on the number of civilians has been a matter of debate for over six months.
- B.** The government contested both these figures as vastly exaggerated and estimated the number to be 75,000.
- C.** Neutral observers are now veering round to the view that the government figure appears more reliable.
- D.** The United Nations and other international agencies projected a figure of 2.5 lakhs.
- E.** The LTTE has consistently maintained that the figure is above four lakhs.
- F.** It is improbable for more than a lakh people to be present in LTTE-controlled territory, which is shrinking with every passing day.
- (a) EDCB                      (b) EDBC  
(c) BCED                      (d) DEBC  
(e) BEDC

**Question 2:**

- A.** First, take five minutes to meditate for peace.

- B.** Allow them to radiate from your stillness out into your body.
- C.** Bring into your mind anyone against whom you have a grievance and let it go.
- D.** Close your eyes.
- E.** Put your attention on your heart and inwardly repeat the words: peace, harmony, laughter, love.
- F.** Then introduce the intention of peace in your thoughts. After a few moments of silence, repeat this prayer: let me be loved, happy and peaceful; let my friends, my perceived enemies, all beings in the world be happy, loved, and peaceful too.
- (a) CBED                      (b) CDEB  
(c) EBDC                      (d) DEBC  
(e) DBEC

**Question 3:**

- A.** India is fast losing its low-cost position. In Mumbai, executive compensation levels for the financial sector are higher than in London, rental costs are above those in New York and electricity is dearer than in Tokyo.
- B.** The software sector will have to aspire to be the poet, not just the scribe. Indian exports of its own software, or licensing of its own intellectual property (IP), amounted to only about \$450 million in the year ending March 31, 2007.
- C.** Increasingly, Indian companies will have to do more with their intellectual resources.
- D.** As Azim Premji, chairman of Wipro, mentioned, in the crucial IT sector, cost arbitrage is one entry point but the continued growth of the sector will have to be based on quality.
- E.** Indian companies will need to evolve from their low-cost position.
- F.** This is a tiny fraction of India’s IT service exports. India’s IT sector must go beyond “renting out IQ and start creating IP” if it is to compete in the face of ever-rising costs.
- (a) BDCE                      (b) EDCB  
(c) DBCE                      (d) ECDB  
(e) BCDE

**Question 4:**

- A.** The Defence Ministry proudly proclaimed that the two LTTE-improvised, Czech-manufactured Zlin-

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143 aircraft were brought down by anti-aircraft fire within an hour of their detection.

- B. The body of the second pilot was found near the wreckage of the aircraft at Katunayake.
- C. The air raids surprised political and diplomatic circles in Colombo, considering that on the day of the air raids the LTTE was confined to an area of less than 100 sq km.
- D. Incidentally, the air raids coincided with the visit of Sir John Holmes, U.N. Under-Secretary-General for Humanitarian Affairs and Emergency Relief Coordinator, for a first-hand assessment of the crisis triggered by the war.
- E. The first craft crashed into the rear of the building housing the Inland Revenue Department, opposite the Air Force headquarters, killing the pilot and two persons in the building, three storeys of which were damaged, and injuring 45, including two airmen.
- F. In the course of his interaction with the media, Sir John hinted at efforts by neutral parties to reach a settlement between the LTTE and the government for safe passage for the trapped civilians.
  - (a) EBCD
  - (b) CDEB
  - (c) BECD
  - (d) EBDC
  - (e) CDBE

### **Question 5:**

- A. The political head of the LTTE, B. Nadesan, urged the international community to affect a ceasefire and initiate a political solution as a priority rather than insist that the LTTE lay down arms.
- B. There is no evidence to suggest that the LTTE is concerned about the safety and welfare of civilians in the war zone.
- C. The government is not prepared on the ground to deal with the internally displaced.
- D. In an appeal to the heads of the co-chair countries, he said: "When a permanent political solution is reached for the Tamil people, with the support and the guarantee of the international community, the situation will arise where there will be no need for the arms of the LTTE."
- E. The Sri Lankan government dismissed it as "hilarious."

F. Samarasinghe told the Human Rights Council in Geneva on March 3 that over 36,000 people trapped in the Wanni had managed to escape the LTTE and flee the theatre of conflict.

- (a) BCDE
- (b) EDBC
- (c) CBED
- (d) DEBC
- (e) DECB

### **Question 6:**

- A. However, the ground realities are far from satisfactory.
- B. However, at the moment only one camp, which can accommodate 500 families, is ready. The rest are housed in schools and other public buildings.
- C. To give one example, minutes away from the model village, several hundred people are housed in a school.
- D. The government has been talking for months about its preparedness to accommodate the displaced in temporary camps.
- E. A group of foreign and local media personnel who were flown in to the government "model village" on the outskirts of Vavuniya returned with the impression that the government was simply not geared to meet the gigantic task.
- F. The visiting journalists were taken to the school after they insisted on looking at least one other facility. Each classroom in the school is packed with at least 40 persons. Their belongings are kept on benches along the walls.
  - (a) BCDE
  - (b) EDBC
  - (c) BCED
  - (d) DEBC
  - (e) EDCB

### **Question 7:**

- A. The government is working on a project close to the model camp to create facilities to accommodate more people.
- B. Informed sources suggest that shortage of funds is a serious hurdle.
- C. The authorities are not sure how long it will take to complete the facility.
- D. There is no clarity at the moment on how long the people will stay in the camps.

- E. On paper, the government is gearing up to accommodate 200,000 displaced people.
- F. The government's argument is that it will take time to rebuild infrastructure and remove landmines before the people can return to their original places.
  - (a) BCDE
  - (b) BDCE
  - (c) CEBD
  - (d) CEDB
  - (e) CBDE

**Question 8:**

- A. Given that the Indian armed forces have an overwhelming dependence on Russian defence equipment, the news that Russia has grounded its entire fleet of MiG-29 aircraft due to structural defects and subsequently found a large percentage unsafe to fly is ominous.
  - B. And in a larger context, this is the latest in a series of developments over the past few years that suggest it is time for India to diversify its sources of defence equipment.
  - C. Russia's defence manufacturing base is facing shortfalls in capabilities and capacities, leading to contract deadline overruns and increased costs, as seen repeatedly in the case of the Gorshkov.
  - D. The immediate implications for India are worrying. The IAF operates over 60 of the aircraft and is in the midst of procuring 45 more to fly off the much-delayed Admiral Gorshkov and indigenous Cochin-built carriers.
  - E. Poor quality and a lack of spare parts only worsen the situation, as do its moribund R&D facilities which compel it to rely on technology dating back to the 1970s and 1980s
  - F. India's ambitious plans to upgrade its military technology and the changing profile of its requirements mean that it can no longer afford to persist with a strategy that depends on Russia as its primary supplier.
    - (a) CEBD
    - (b) DBCE
    - (c) BDCE
    - (d) CEDB
    - (e) DBEC
- ics of using embryonic stem cells to heal the sick hasn't deterred US President Barack Obama from making a new policy announcement.
- B. By issuing an executive order on March 9, Obama has reversed George W Bush's policy that no federal funding would be available to promote research in human embryonic stem cells.
  - C. Stem cells are undefined cells present in adults; they are also found in abundance in embryos and umbilical cord blood.
  - D. Though all stem cells have the potential to heal—because they can be coaxed to grow into specific kinds of tissues or organs with cloning technology—it is embryonic stem cells that have greater potential on account of their ability to grow into virtually any body part.
  - E. Will the US Congress now allow taxpayers' money to be used for human embryo experiments involving their creation and destruction, overturning the legislative ban it has been renewing every year since 1996?
  - F. That's why researchers prefer to work with embryonic stem cells that have greater scope than adult stem cells with their limitations.
    - (a) BEDC
    - (b) CDBE
    - (c) EBCD
    - (d) BECD
    - (e) BCDE

**Question 10:**

- A. Embryonic stem cells are controversial because the embryos are discarded once the cells are extracted from them. Critics object to creation of embryos for the purpose of harvesting their cells.
- B. Researchers are sourcing these to-be-discarded embryos for stem cells, and not creating new ones for the purpose.
- C. The other objection is that the technology could be used in human reproductive cloning.
- D. However, given the growth of infertility treatments and with more people opting for assisted reproductive techniques, fertility clinics end up with more embryos than they require.

**Question 9:**

- A. Obama allows federal funding for stem cell research in the US. The controversy in America over the eth-

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- E. Fears of reproductive cloning—as opposed to therapeutic cloning—are unfounded, too, since the US, like most countries, expressly prohibits it.
- F. The Indian Council of Medical Research has laid down guidelines on stem cell research, following a proposal to set up a national apex committee for this purpose.
- (a) DBCE                      (b) BDCE  
(c) CEDB                      (d) CEBC  
(e) DBEC

### **Question 11:**

- A. Giving a new twist to probe into Mumbai attacks, Pakistan is now alleging that there were “elements in India” who helped carry out the strikes and wants its investigators to be provided access to them.
- B. In what could further delay the prosecution of Mumbai attackers, the paper said Pakistan is also seeking DNA samples of the terrorists involved in the strikes and more information about contacts made by them through the internet.
- C. In its report, Pakistan has sought results of DNA tests on Ajmal Kasab and the nine other attackers killed by Indian security forces so that these could be matched with their family members, if any, in Pakistan, the sources said.
- D. “There is a strong realisation in Pakistani security agencies that without the help of elements in India, the Mumbai crime could have not been committed,” official sources were quoted as saying by the Dawn newspaper on Tuesday.
- E. Pakistan’s investigation report into the Mumbai attacks, which was reviewed on Monday at a meeting of the Defence Committee of the Cabinet chaired by Prime Minister Yousuf Raza Gilani, would be sent to New Delhi in a couple of days, the paper quoted these officials.
- F. Pakistan wants information about weapons used by the terrorists and details of mobile phone calls made by them and taped by Indian security agencies.
- (a) BCDE                      (b) EDCB  
(c) DBEC                      (d) DECB  
(e) CBDE

### **Question 12:**

- A. Pakistan also wants information regarding IP addresses from which emails were sent to attackers by the alleged perpetrators, the sources said.
- B. An FIR would be registered in a “couple of days” and this would also make the contents of the Pakistani report public, the paper said quoting sources.
- C. It wants India to provide details about people who were reportedly killed by the terrorists when they illegally entered the country’s territorial waters.
- D. The government has described the information provided by India as “insufficient” to reach a logical conclusion and to bring the perpetrators to justice.
- E. The Pakistan government on Monday decided to register a case against the perpetrators of the Mumbai attacks to bring them to justice in accordance with Pakistani laws.
- F. An official statement issued on Monday said further queries would soon be sent to India.
- (a) CEBC                      (b) BDEC  
(c) CEDB                      (d) EDBC  
(e) CBDE

### **Question 13:**

- A. This is not the only fallout of switching to bio-fuels.
- B. Obama’s new energy plan, which backs a greater use of ethanol, could worsen the situation.
- C. In the US, government subsidies have ensured that nearly 30 million tonnes of maize have been diverted for the production of ethanol.
- D. Many American farmers are also switching to maize production from other crops.
- E. Several studies have found evidence of a link between spiraling food prices and increased acreage for crops used to produce bio-fuel.
- F. This has led to an increase in global food prices, particularly of wheat.
- (a) CDEB                      (b) EBDC  
(c) DCEB                      (d) EBCD  
(e) EDBC

### **Question 14:**

- A. The current situation does not warrant such large-scale diversion of land and resources to produce bio-fuels.



- B. Given the global recession, there is little likelihood of oil prices soaring soon. So there is no immediate need to rush to substitute oil.
- C. From a peak of \$147 a barrel last year, oil prices are now below \$40.
- D. The electric car is an innovation that could significantly cut down the world's dependence on oil.
- E. Instead the world should be looking at developing long-term replacements for fossil fuels.
- F. What we need is more research to make electric cars that can run longer on a single charge and are also competitively priced.
  - (a) BCDE                      (b) EDCB
  - (c) CBED                     (d) CDEB
  - (e) BCDE

**Question 15:**

- A. But Obama, while acknowledging that Detroit's auto majors would see the move as an added burden on an ailing industry in the short term, made clear that the way forward was to embrace green technology.
- B. Such political commitment to fight climate change seems lacking in India. Attempts to set fuel emission standards have been stymied by inter-agency squabbling on exactly how such norms should be set.
- C. It was only with the recent intervention of the Prime Minister's Office that a consensus was reached.
- D. Fuel economy regulations will go some way in reducing India's import bill since we import 78 per cent of our oil.
- E. In doing so, he has sent a clear signal that his administration is prepared to act on climate change even in the face of opposition from interest groups such as the car industry.
- F. The government should follow Obama's example and act quickly to fight climate change and cut oil imports.
  - (a) DEBC                      (b) EBDC
  - (c) EBCD                     (d) DBCE
  - (e) ECDB

**Question 16:**

- A. Why does the institution of the arranged marriage survive in India in this day and age? The India I am talking about in this case includes the educated

middle class, where the incidence of arranged marriages continues to be high and more importantly, is accepted without any difficulty as a legitimate way of finding a mate.

- B. Twenty years ago, looking at the future, one would have imagined that by now, the numbers of the arranged marriage types would have shrunk and the few remaining stragglers would be looked down upon as belonging to a somewhat primitive tribe.
- C. The answer lies partly in the elastic nature of this institution, and indeed most traditional Indian customs that allows it to expand its definition to accommodate the needs of modernity.
- D. So today's arranged marriage places individual will at the heart of the process; young men and women are rarely forced to marry someone against their wishes.
- E. But this is far from being so.
- F. The role of the parents has moved to that of being presiding deities, with one hand raised in blessing and the other hand immersed purposefully in the wallet.
  - (a) BEDC                      (b) BECD
  - (c) CDBE                     (d) CDEB
  - (e) CBDE

**Question 17:**

- A. The arranged marriage of today is more clearly manufactured but it also offers a more certain outcome.
- B. In the West, the curiously antiquated notion that it is the prerogative of the man to propose marriage makes for a situation where the promise of marriage is tantalisingly withheld by one of the concerned parties for an indefinite period of time.
- C. Indeed, going by Hollywood movies, it would appear that to mention marriage too early in a relationship is a sure way of scaring off the man.
- D. So we have a situation where marriage is a mirage that shimmers on the horizon frequently, but materialises rarely.
- E. Online matrimonial sites are full of young professionals seeking matches on their own, knowing that what is on the table here is not a date but the promise of marriage.

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F. The mating process becomes a serial hunt with the man doing the pursuing to begin a relationship and the woman taking over the role in trying to convert it into something more lasting.

- (a) EBCD                      (b) CDEB  
(c) EBDC                      (d) DEBC  
(e) DBEC

**Question 18:**

- A. At a more fundamental level, the idea that romantic love is the most suitable basis for a long-term relationship is not as automatic as it might appear.
- B. For a long time, in a lot of cultures, and even now in some, marriage too is a relationship we do not personally control.
- C. This view of marriage works best in contexts where the idea of the individual is not fully developed. People live in a sticky collective and individuality is blurred.
- D. Marriage is the only significant kinship tie that we enter into by choice.
- E. We don't choose our parents, our relatives or our children—these are cards that are dealt out to us.
- F. A young Saraswat Brahmin boy, earning in four figures was sufficient as a description and one such person was broadly substitutable with another.
- (a) BCDE                      (b) DBCE  
(c) BDEC                      (d) DEBC  
(e) CEDB

**Question 19:**

- A. As the role of the individual increases and as dimensions of individuality get fleshed out in ever newer ways, marriage must account for these changes.
- B. In contexts where communities fragment and finding mates as a task devolves to individuals, romance becomes a natural agent of marriage.
- C. For, the greater emphasis on the individual has also meant that personal needs and personal growth come to occupy a privileged position in every individual's life.
- D. The trouble is that while the device works very well in bringing people together, it is not intrinsically equipped to handle these individuals over time.

E. The idea of romance makes the coming together of individuals seem like a natural event. Mutual attraction melts individuals together into a union.

F. Falling in love becomes infinitely easier than staying in it as individuals are no longer defined primarily by the roles they play in marriage.

- (a) EBCD                      (b) EBDC  
(c) DCEB                      (d) ECBD  
(e) BCDE

**Question 20:**

- A. So we have a situation where people fall in and out of love more often, making the idea of romance as a basis of marriage not as socially productive as it used to be.
- B. In a world where our present has become a poor indicator of our future, the idea of arranging marriages continues to hold charm.
- C. Of course, the arranged marriage has its own assumptions about what variables make this contract work and these too offer no guarantees.
- D. It keeps the headiness of romance at bay, and recognises that romance and the sustenance of a socially constructed long-term contract like marriage do not necessarily converge.
- E. Romantic love seeks to extend the present while the arranged marriage aims at securing the future.
- F. Whether it is cloaked in tradition as it is in India or in modernity as it is elsewhere, the institution of marriage needs some help.
- (a) CBED                      (b) EDCB  
(c) DEBC                      (d) BCED  
(e) EDBC

**Question 21:**

- A. The Indian state was founded on equality and equity: political equality through democracy, religious equality through secularism, gender equality, and economic equity
- B. India, therefore, saw land reforms and the abolition of zamindari. Pakistan has been unable to enforce land reforms.
- C. India and Pakistan were alternative models for a nation-state. Time would determine which idea had the legs to reach a modern horizon.

- D. Economic equality is a fantasy, but without an equitable economy that works towards the elimination of poverty there cannot be a sustainable state.
- E. The two strands within Pakistan's DNA began to slowly split its personality.
- F. The father of the nation, Mohammed Ali Jinnah, thought he had produced a child in his own image, but his secular prescription was soon suppressed.
- (a) DBCE                      (b) BDEC  
(c) DBEC                      (d) BDCE  
(e) CBDE

**Question 22:**

- A. After some debate, the first Constitution in 1956 proclaimed Pakistan as an "Islamic" state.
- B. The principal institutions of state, and the economy, remained largely in the control of the secular tendency until, through racist prejudice, arrogance and awesome military incompetence it was unable to protect the integrity of the nation.
- C. No one cared (or dared) to examine what it might mean.
- D. The crisis of 1969–1971, and the second partition of the subcontinent, which created a Muslim-majority Bangladesh out of a Muslim-majority Pakistan, forced Pakistan to introspect deeply about its identity.
- E. It was an uneasy compromise.
- F. Perhaps the last true secularist of this Islamic state was the Western-Oriented-Gentleman Zulfikar Ali Bhutto, who came to power in 1971, preached emancipation from poverty and did not mind a spot of whisky in the evening.
- (a) BDEC                      (b) CEBC  
(c) ECBD                      (d) ECDB  
(e) CDBE

**Question 23:**

- A. If it had been only a question of an individual's excesses Zia's death could have been a swivel moment for the restoration of the pre-Zia era, particularly since his successor was Benazir Bhutto
- B. There are now over 20,000 of them, with perhaps two million students, most (not all) of them controlled by extremists.

- C. The children of Gen Zia are now threatening Islamabad. Sometimes a simple fact can illuminate the nature of a society.
- D. Worse, prompted by thoughtless advice, Benazir engineered the rise of the Taliban and helped it conquer Kabul.
- E. But in the quarter century since his sudden death by mid-air explosion, no one in Islamabad has had the courage to change the curriculum or challenge the spread of the madrassas.
- F. During the 2005 earthquake, male students of the Frontier Medical College were stopped by religious fanatics—their elders—from saving girls from the rubble of their school building.
- (a) EDCB                      (b) EBDC  
(c) BDEC                      (d) DCEB  
(e) DBCE

**Question 24:**

- A. For six decades, power in Pakistan has teetered between military dictatorship and civilian rule.
- B. Men like Baitullah Mehsud, Mangal Bagh and Maulana Faziullah are a very different breed from the mullahs who have already been coopted and corrupted by the system.
- C. When the credibility of civilians was exhausted the people welcomed the army; when the generals overstayed their welcome, the citizen returned to political parties.
- D. How long before the poor and the middle classes turn to the theocrats waiting to take over? The state has already handed over a province like Swat to Islamic rule.
- E. Pakistan is facing a dangerous moment, when the credibility of both the military and politicians seems to have ebbed beyond recovery.
- F. They have a supplementary query which resonates with the street and the village after 9/11: why is Pakistan's army fighting America's war against fellow Muslims?
- (a) DBCE                      (b) CEBC  
(c) DBEC                      (d) CEBC  
(e) BCDE

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**Question 25:**

- A. We could also take a leaf out of Britain's book in what they do to combat racism within the police, as well as enhance cross-cultural knowledge, offering training courses to white officers that include a 'long weekend' spent living with a minority family.
- B. But we must acknowledge the grave risk to the national fabric of any community being alienated from the police.
- C. Of course India is not Britain, and no foreign ideas can simply be imported wholesale into our country.
- D. Britain is far from perfect—as the current discrimination case filed by Deputy Commissioner Tariq Ghafoor suggests—but many Hindu policemen, especially in Gujarat and the suburbs of Mumbai, would benefit immeasurably by spending a few days in a Muslim mohalla.
- E. Let's face it: if our police are not properly and continuously trained in minority relations, the current problems will continue
- F. Our police forces must reflect the diversity of India. Such a policy would be the "other side of the coin" to a tough security policy which is indispensable to

reassure the common urban resident, terrorised by the bomb blasts, that the Government can keep them safe.

- (a) DEBC
- (b) DECB
- (c) CBED
- (d) BCED
- (e) BDEC

**ANSWER KEY**

**Type I**

- 1. (c)    2. (a)    3. (d)    4. (b)    5. (c)
- 6. (a)    7. (d)    8. (b)    9. (c)    10. (b)
- 11. (a)    12. (d)    13. (b)    14. (d)    15. (b)
- 16. (a)    17. (d)    18. (b)    19. (c)    20. (d)
- 21. (a)    22. (c)    23. (a)    24. (c)    25. (b)

**Type II**

- 1. (b)    2. (d)    3. (b)    4. (a)    5. (d)
- 6. (b)    7. (c)    8. (b)    9. (d)    10. (a)
- 11. (c)    12. (a)    13. (d)    14. (c)    15. (c)
- 16. (b)    17. (a)    18. (d)    19. (b)    20. (b)
- 21. (a)    22. (c)    23. (b)    24. (d)    25. (b)

**CHAPTER 16: LEVEL OF DIFFICULTY—I**

**CHAPTER 17: LEVEL OF DIFFICULTY—II**

**CHAPTER 18: LEVEL OF DIFFICULTY—III**

**CHAPTER 19: PREVIOUS YEAR QUESTIONS FROM CAT**

The following chapters (16 to 18) contain Exercises on Paragraph Sentence Completion on varying levels of Difficulty.

You are required to solve each level of difficulty and try to find out the major sources of error for you—

Is it due to your lack of understanding the information contained in an individual sentence

Or

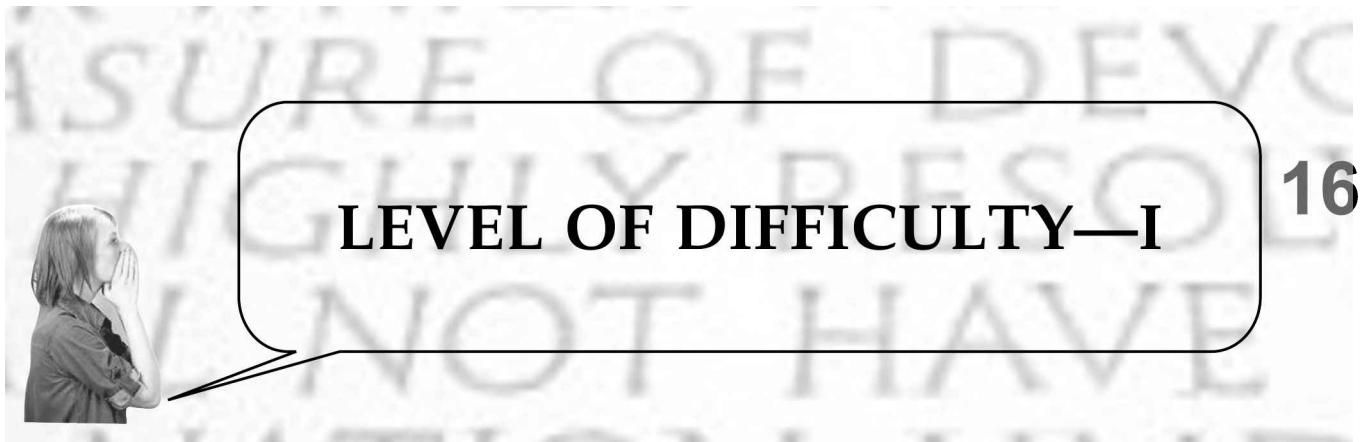
Is it due to your inability to understand the relationships between various sentences within a paragraph?

Based on this analysis, you would need to get back to the drawing board and work on improving your ability to solve such questions—either by working on your ability to comprehend sentences or your ability to identify relationships between sentences and within paragraph—something that can be called your paragraph comprehension ability.



Block II





## LEVEL OF DIFFICULTY—I

16

1. (A) God has managed the amazing feat of being worshipped and invisible at the same time.  
(B) Millions of people might describe him as a white bearded father figure sitting on a throne in the sky, but none could claim to be an eyewitness.  
(C) Although it doesn't seem possible to offer a single fact about the Almighty that would hold up in a court of law, somehow the vast majority of people believe in God—as many as 96 percent, according to some polls.  
(D) This reveals a huge gap between belief and what we call everyday reality.  
(E) We need to heal this gap.  
(a) ABCDE                      (b) BCDEA  
(c) ABDEC                      (d) CABDE  
(e) BADCE
2. (A) This result was all the more astonishing when it was discovered that the person doing the praying didn't have to know the patient personally, or even know their names.  
(B) Seriously ill patients in hospitals were divided into groups, some being prayed for, while others were not.  
(C) A striking example that there is a reachable place beyond material reality, and that is prayer.  
(D) In all cases, best medical care was still given, yet it became evident that the prayed-for group seemed to recover better.  
(E) Beginning more than twenty years ago, researchers devised experiments to try to verify whether prayer had any efficacy.  
(a) ECBAD                      (b) CEBDA  
(c) EADCB                      (d) CBEDA  
(e) ABCDE
3. (A) A snail's neurons pick up signals from the outside worlds so slowly, for example, that events any faster than three seconds would not be perceived.  
(B) In other words, if a snail was looking at an apple, and I quickly reached in and snatched it away, the snail would not be able to detect my hand.  
(C) It would "see" the apple disappear before its very eyes.  
(D) In the animal kingdom some nervous systems are much faster than ours and others much slower.  
(E) In the same way, quantum flashes are millions of time too rapid for us to register, so our brains play a trick on us by "seeing" solid objects that are continuous in time and space, the same way that a movie seems continuous.  
(a) DABCE                      (b) DEABC  
(c) DACBE                      (d) EDABC  
(e) ACBDE
4. (A) A person is neither the product of just her environment nor just her genetic make up.  
(B) Let me give an example.  
(C) A child is born with a talent for music, which then gets nurtured through continuous training in a conducive atmosphere.  
(D) The transactional model of child development helps to resolve the split between nature and nurture.  
(E) Rather it is the complex interaction between the two that is key.  
(a) BCDAE                      (b) DAEBC  
(c) ADBCE                      (d) ADEBC  
(e) EABCD
5. (A) At first, you think of it as just a matter of growing bigger.

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- (B) There is nothing in the world more fascinating than watching a child grow and develop.
- (C) Then, as the infant begins to do things, you may think of it as “learning tricks”.
- (D) In some ways, the development of each child retraces the whole history of the human race, physically and spiritually, step by step.
- (E) But, it’s really more complicated and full of meaning than that.
- (a) BACED (b) DABCE  
(c) ACBDE (d) DACBE  
(e) ABCDE
6. (A) On the one hand, we can trivialize the word by applying it to virtually any human activity.
- (B) On the other hand, we can ignore or reject the significance of the original meaning of the term and replace it with a technical definition, such as “conceptual analysis” or “the methodology of science”.
- (C) Like all expressions, however it is subject to two kinds of distortion.
- (D) The word ‘philosophy’ is of Greek origin and means literally, “love of or friendship for wisdom.”
- (E) This simple linguistic fact shows us at once that philosophy is an intrinsic expression of human nature.
- (a) CABDE (b) ABCDE  
(c) DCABE (d) DECAB  
(e) ACBDE
7. (A) Some books, nevertheless, offer “inside stuff” or “tricks” which they claim will enable you to beat the test.
- (B) This is not to say that the CAT is “beatable”.
- (C) Although the CAT is a difficult test, it is a very learnable test.
- (D) You probably have already realized this.
- (E) There is no bag of tricks that will show you how to master it overnight.
- (a) ABCDE (b) CBEDA  
(c) CABED (d) BACED  
(e) ADBCE
8. (A) Its aim was to remove from dance, any external associations, so that the dancers could concentrate on pure movement and pure pattern.
- (B) Abstract dance was the name of a specific style of ballet, devised in the 1920s and developed at the bahaus.
- (C) Ballroom dancing, for example, is concerned with the pleasure the movement and pattern-making give to the dancers, and not with some external ‘programme’.
- (D) In the wider sense, a great deal of dance is ‘abstract’.
- (a) DBAC (b) BADC  
(c) BDCA (d) BDAC  
(e) ABCD
9. (A) In those countries where the ideals of liberty and equality have received the greatest devotion, and particularly in America, the political constitution has been framed with the precise object of making impossible too great a concentration of power.
- (B) A philosophy that emphasizes the likeness of all men will be averse from recognizing those exceptional qualities in any individual which place him so clearly above his fellows that he may justly claim to lead and influence them.
- (C) A different though related strand of thought is equalitarian.
- (D) Further, when circumstances make it necessary for a particular individual to display qualities of leadership in a very high degree, his position is under constant and bitter attack on the score of dictatorship, and it is necessary for him to conceal his qualities, consciously, behind a façade of ‘ordinariness’.
- (a) CBAD (b) CABD  
(c) CDAB (d) DCAB  
(e) DCBA
10. (A) It has removed many of the material obstacles to the pursuit of the good life from the majority of mankind in those countries at a high level of technical development.
- (B) But it has exposed us to new dangers, not the obvious dangers of new weapons of destruction, but the much more serious ones of a purely materialist view of life.
- (C) The growth of science and technology has conferred obvious and immense benefits upon the community.



- (D) It has also, as we too often forget, made possible new and daring adventures of the mind  
 (a) CADB                      (b) ABDC  
 (c) ACBD                      (d) CDBA  
 (e) ABCD
11. (A) There are manifest dangers in the persuasive aspect of leadership.  
 (B) It is alarming, for example, to reflect how great a part the power to speak well has acquired in an age of broadcasting.  
 (C) It is quite possible for men to feel that they are freely giving their allegiance to a leader, when actually they are simply slaves of his techniques of propaganda.  
 (D) At its lowest, the technique of persuasion may involve all those devices of suggestion and propaganda which are so freely available to the unscrupulous in a scientific age.  
 (a) ABDC                      (b) ACBD  
 (c) CDBA                      (d) ADBC  
 (e) DABC
12. (A) The leader should possess high intelligence.  
 (B) The reasons for this frequent neglect of intelligence as a prerequisite of leadership are complex.  
 (C) It is certainly true to say that this is more commonly underrated than any other aspect of leadership.  
 (D) There is first, a very general misunderstanding of such a phrase as ‘of very high intelligence.’  
 (a) ABCD                      (b) ACBD  
 (c) DABC                      (d) DBAC  
 (e) CABD
13. (A) As with everybody else, the guard was ordered to go through the metal detector.  
 (B) Before doing so, he handed his M-16 rifle to security personnel, along with other items such as handcuffs and a torch.  
 (C) The guard shift was rotating, and a guard in full uniform, was in line in front of him.  
 (D) When returning from a business trip, my father approached a security checkpoint at the airport.  
 (E) When the guard went through the machine, an alarm went off and he was inspected with a hand-held wand which detected a Swiss army knife inside one of his pockets.  
 (a) DCABE                      (b) DBCAE  
 (c) DCAEB                      (d) BCAED  
 (e) ABCDE
14. (A) He required, for instance, that all cars be parked ‘about a meter’ away from the others cars.  
 (B) I had a very organized commanding officer when I was in the army.  
 (C) Once he called me over and pointed out a car that was parked less than ‘about a meter’ away from the other cars.  
 (D) I told him that the vehicle in question was owned by Captain Jorge, well known for his ill temper and feared by those above and below him in rank.  
 (E) The commander thought for a few minutes and ordered: “Tell everyone to align their cars according to Captain Jorge’s”.  
 (a) ABDCE                      (b) BACDE  
 (c) DCABE                      (d) EBADC  
 (e) ABCDE
15. (A) She had made her last trip to Canada.  
 (B) Five years later, she surprised me when she phoned to say she had booked a flight and was coming to visit.  
 (C) My mother, who lives in Germany, visited my family in Canada every year.  
 (D) But at age 80, she informed us that the 16 hours of travelling was too much for her.  
 (E) I asked her what, at age 85, had made her change her mind  
 (a) CDBAE                      (b) CDABE  
 (c) CEDAB                      (d) ABECB  
 (e) DACBE
16. (A) On one of our walks, three lads cycled past.  
 (B) I am short and stocky with grey hair and beard  
 (C) My dog was also short and stocky and had grey hair.  
 (D) I heard one of them say, “That’s a strange one.”  
 (E) The second boy agreed, exclaiming, “Yes—It’s all grey and fluffy.”  
 (a) ADCEB                      (b) CADEB  
 (c) BCAED                      (d) DCABE  
 (e) BCDAE

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17. (A) Easy or not, etiquette is important.  
(B) There's a reason for doing things the way we do them—we just have no idea what it is.  
(C) I had to interrupt my cell phone call to tell him off.  
(D) I was trying to explain this the other night to my children—Matt, 15, and Becky, 11—who, I'm ashamed to say, have been allowed to develop less-than perfect manners, especially at the table.  
(E) At this particular family dinner, I caught Matt buttering his baked potato with his finger.  
(a) ABCDE (b) ABDEC  
(c) BCDAE (d) BDACE  
(e) ABECD
18. (A) Not a plastic tray or all-you-can-eat dessert bar in sight.  
(B) Becky, whose idea of great dining is to graze the free sample aisle at cafes, immediately had questions.  
(C) The Restaurant was amazing.  
(D) A distinguished-looking waiter with an elegant accent presented our menus.  
(E) "How can they charge this much for food?"  
(a) CDABE (b) ADCBE  
(c) EDBCA (d) CADEB  
(e) ABCDE
19. (A) A trainee was standing guard inside a room when he heard a pounding on the door and the order "Let men in!"  
(B) Through the window, he saw the uniform of an officer and immediately opened the door.  
(C) He quickly realized his mistake when the officer yelled, "Airman! Why didn't you check for my authority to enter?"  
(D) Guards in air force basic training must check all IDs.  
(E) Thinking fast, the airman replied, "Sir, you'd have got in anyway."  
(a) DABCE (b) DBACE  
(c) DBECA (d) DAEBC  
(e) DCABE
20. (A) Peggy Conlon was 15 when her mum, dad and 14 siblings moved to a big house in Adelanto, a tiny town in California's high southern desert.  
(B) School lunches were packed assembly-line style; baths taken in shifts in the bathroom— younger kids before bed, older kids in the morning.  
(C) Life was all about directing traffic and as the oldest child, Peggy was the chief traffic monitor.  
(D) In addition to the Conlon brood, there were cats, dogs, chickens, rabbits and a pony.  
(E) Dinner was set on a 3.5 metre long dining table her father had made from a church door.  
(a) ADEBC (b) AEBCD  
(c) ABECD (d) CABDE  
(e) ABCDE
21. (A) There in the soap-scented air and the glare of neon, they sorted, washed, dried, and folded up to 20 loads of clothes.  
(B) That's when Mary would talk to her daughter about helping others and her dreams for the future.  
(C) Every Friday night, from the time she was eight, Peggy and her mother, Mary, loaded the family station wagon with dirty clothes and drove to a Laundromat.  
(D) When they were finally done at about 1 am, they'd head to an all night coffee shop for hot fudge sundaes and a rare quiet time together.  
(E) Diapers were always a big item.  
(a) CADEB (b) CBDAE  
(c) CAEDB (d) BCADE  
(e) BACDE
22. (A) I lived with my grandparents until I left home at 16.  
(B) She worked and did very well, but she still needed the support her parents provided, and we lived with them in New York for many years.  
(C) So all three of them, my mum, Ondrea Smith, and my grandparents Eugene and Ellen Griffith—raised me.  
(D) Don't get me wrong; my mum was around too,  
(E) But she was a single parent and had me when she was just 21.  
(a) AEDCB (b) ADEBC  
(c) CADEB (d) ACDED  
(e) ABCDE

23. (A) He had been a paramedic in the army in World War II, and when I lived with him, he worked for the post office.  
 (B) He was from a west Indian family, and people from the west Indies are known for their frugality—like the work 300 jobs and spend no money.  
 (C) I'd see him leave every morning, go to work and come home at night.  
 (D) Then he'd do things like fix his own car. And instead of relaxing, he'd be out patrolling the neighborhood, making sure it was safe for his family.  
 (E) My grandfather looked like a big Buddha, and his overall vibe was jolly, like Santa.  
     (a) EBCAD                      (b) ECBAD  
     (c) EBACD                    (d) CDABE  
     (e) EABCD
24. (A) When I say tough, I mean she was the kind of person that didn't want to be kissed or hugged, but she would show you all the love in the world.  
 (B) My grandmother—she was generous, but she was tough.  
 (C) They let the employees have certain stuff, damaged goods.  
 (D) She used to bring little race cars and other toys home to me every day.  
 (E) Talk about a kid being blessed, and God has been looking out for me from the beginning: My grand mother worked in a toy factory!  
     (a) EDCAB                      (b) BAECD  
     (c) BCAED                    (d) EDABC  
     (e) BDAEC
25. (A) The man shook his head and pointed to a stage close to my wife, where the pianist was sitting at a grand piano, cheerfully playing away.  
 (B) As the negotiations were completely new to her, she had to focus her full attention on the discussion.  
 (C) She was invited by some customers to discuss business in a well-known tavern.  
 (D) The background music bothered her greatly, so when the waiter was passing her table, she asked if he could turn the music down.  
 (E) My wife had just been appointed bank manager of a local branch.  
     (a) ECBDA                      (b) EBCDA  
     (c) BCDAE                    (d) BCDEA  
     (e) DAEBE
26. (A) He insisted we check again, and again the deckhand found nothing out of order.  
 (B) When the man called a third time, I sent the deckhand directly to his cabin.  
 (C) I sent a deckhand to check the lifeboat and called the guest back to say nothing had been found.  
 (D) During my work, handling the front desk of a cruise ship, a passenger called to say he'd spotted a stowaway in a lifeboat when he'd glanced out of his cabin window.  
 (E) The deckhand soon called to assure me there was no need for alarm: The guest had been reporting on his own reflection in the window.  
     (a) EBACD                      (b) DCBAE  
     (c) DCABE                    (d) DBACE  
     (e) EABCD
27. (A) Their son, Matthew, a Navy meteorologist, was assigned there.  
 (B) Michael Flocco veered into the driveway of his home and dashed from his truck.  
 (C) The stocky sheet-metal worker had rushed back from a construction site nearby to join his wife, Sheila, after learning of the terrorist attack on the Pentagon.  
 (D) Michael found Sheila sitting on the couch sobbing.  
 (E) It was almost 10:30 am on Tuesday, September 11, 2001.  
     (a) BECAD                      (b) BDECA  
     (c) BEDCA                    (d) DACEB  
     (e) BAECD
28. (A) Handsome in his tuxedo.  
 (B) Lanky at his high school prom.  
 (C) Matthew with the striped kitten—had he been five?  
 (D) At ten—smiling in his yellow soccer jersey.  
 (E) Throughout the TV replays of the collapsing Trade Towers, Michael's glance shifted from one framed photo to the next.

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- (a) ECDBA                      (b) ABCDE  
(c) ECBDA                      (d) DABCE  
(e) DAEBE
29. (A) Matthew was always the kid with his head in the clouds, the stars, the sky.  
(B) With high marks, and great moves on the sports field, his dream had been an athletic scholarship, but an injured elbow and a bad rotator cuff got in the way.  
(C) So Matthew enlisted in the Navy.  
(D) By fourth standard, Matthew was bored with cartoons on TV, and his dad often returned from work to find him lying on the floor, absorbed in the blue and red curves of the cold fronts and low-pressure systems swirling across the weather channel maps.  
(E) He hoped to go to college, even though the family's savings would not stretch far.  
(a) DABEC                      (b) DACEB  
(c) ADEBC                      (d) DAEBE  
(e) EABDC
30. (A) The couple have diametrically opposite approaches to investing.  
(B) Lynn, 58, is a believer in mutual funds and has "a bit of a gambler's streak" that's made her a successful investor.  
(C) That could have been the case for Lynn and George Wick.  
(D) According to financial planner Michael Banwell, antagonism can arise when couples have different investing styles, especially when there are concerns there won't be enough money to retire with.  
(E) George, 12 years her senior, has always put cash into FDs and left it there.  
(a) DACBE                      (b) DCABE  
(c) EBADC                      (d) ECABD  
(e) ABCDE
31. (A) With her friends crowded round, she opened a package to find ...a dictionary and a thesaurus.  
(B) "She was forever looking for a dictionary and didn't have one," he says, "but it was obvious I didn't get it right."
- (C) On her 25<sup>th</sup> birthday, Maria Nicozzi got a gift from her boy friend, Thomas that she'll never forget.  
(D) For his part, Thomas, who went on to become Maria's husband despite the gift, had carefully considered what to get her.  
(E) "I felt it should have been something more substantial and romantic." She says.  
(a) CDBEA                      (b) CAEDB  
(c) CBAED                      (d) CEABD  
(e) DCABE
32. (A) Once it was installed, however, I realized that the new chair's enormous flowers, so playful in the furniture store, overwhelmed the muted stripes of our downstairs wallpaper.  
(B) "It's a little loud, Isn't it?" my husband asked cautiously.  
(C) While I was expecting our fifth child, I chose a chair at a discount furniture store to replace a dog-eared, stuffing-spitting relic.  
(D) In fact, the sight of the chair in the living room made my teeth hurt.  
(E) "It's shouting," I agreed glumly.  
(a) ABECD                      (b) BAECD  
(c) CABED                      (d) CBAED  
(e) ABCDE
33. (A) You can't change public perception by force.  
(B) So we start making films where violence is not the only solution, like Hero and the next film I plan to make.  
(C) When you get older, you start to think, What can we give to the younger audience.  
(D) But we are so used to watching heroes use violence to stop violence.  
(E) When I was young, I didn't know if the violence was bad or good, so I just did the action — good guy kills bad guy.  
(a) ECDBA                      (b) BDAEC  
(c) ECDBA                      (d) EDCBA  
(e) EABCD
34. (A) I really did quit once when I was nine years old)  
(B) My coach came to my home every week and just cut my hair, brought a book or food and didn't talk about training.

- (C) He tried to make me feel guilty.  
 (D) Children think of quitting many times.  
 (E) My foot was broken, and I trained for three days before I decided I didn't want to.  
     (a) DABCE                      (b) DBACE  
     (c) DAEB                      (d) AEBCD  
     (e) BACDE
35. (A) In obstructive sleep apnea, tissue in the throat relaxes during sleep, collapsing—and closing off—the airway.  
 (B) Worse, he routinely stopped breathing. Tests at a sleep clinic yielded a quick diagnosis: sleep apnea.  
 (C) Then his weight ballooned and his blood pressure soared.  
 (D) Along with the weight gain, Currie, a 55-year-old radio announcer, developed a snoring problem, his wife informed him.  
 (E) Roger Currie quit smoking ten years ago.  
     (a) EDCBA                      (b) ECBDA  
     (c) ECDBA                      (d) EABDC  
     (e) EBCDA
36. (A) The result: an epidemic of fatigue that's ratcheting up stress at work and road rage among motorists, and is literally aging us before our time.  
 (B) Some of us may need the attention of professionals; others have to make more time for sleep in their schedules.  
 (C) People are sleeping less today and snoring more, tossing and turning and eyeing the clock, praying for dawn.  
 (D) Either way, quality sleep should be a priority.  
 (E) It's a shame, since scientists have made great strides in treating almost every type of sleep disorder often without medication and with great rates of success.  
     (a) EBDCA                      (b) EBDAC  
     (c) CAEBD                      (d) CADEB  
     (e) ACBED
37. (A) Van Cauter then tested the volunteers on insulin resistance, a measure of how well the body processes blood sugar.  
 (B) Van Cauter recently monitored 27 sleepers between the ages of 23 and 42 in their homes.  
 (C) One group slept just over five hours on weeknights; the other eight.  
 (D) The greater one's resistance, the greater his risk of diabetes.  
 (E) The results were astonishing. The shorter sleepers had 50 per cent more insulin resistance than the longer sleepers.  
     (a) BACDE                      (b) BCADE  
     (c) CADBE                      (d) CADEB  
     (e) BDACE
38. (A) "Mum's been murdered," his brother said in a shaky voice.  
 (B) It was a burglary gone awry.  
 (C) On New Year's Day, 1996, psychologist Everett Worthington's phone rang.  
 (D) Two youths had broken in, and she had surprised them.  
 (E) She was killed with a crowbar.  
     (a) CABDE                      (b) CDBAE  
     (c) ABDEC                      (d) CDBEA  
     (e) ABCDE
39. (A) The role of Western values in contemporary Indian society is a subject on which I have pondered for years.  
 (B) Moreover, various stakeholders of our company—employees, investors, customers and vendors—come from across the globe.  
 (C) An organization is representative of society, and some of the lessons that I have learnt from the West regarding values are, I think, applicable to us as a nation.  
 (D) I come from a company that is built on strong values.  
 (E) In dealing with them over the years, I have come to appreciate several aspects of the West's value system.  
     (a) ABDEC                      (b) ADBEC  
     (c) DBECA                      (d) DBCAE  
     (e) ABCDE
40. (A) Indian culture has deep-rooted family values.  
 (B) Unfortunately, our attitude towards the community is very different from our attitude towards the family.

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- (C) Although we keep our homes spotlessly clean, when we go out we do not think twice before littering.
- (D) Parents make enormous sacrifices for their children; children consider it their duty to take care of aged parents.
- (E) And marriage is held to be a sacred union with husband and wife bonded for life.
- (a) AEBCD (b) ACBED  
(c) DEBCA (d) ADEBC  
(e) DABCE
41. (A) "To play great music," he said, "you must keep your eyes on a distant star."
- (B) Eleven years old, I was taking a violin lesson with Georges Enesco, my teacher, in his Paris studio.
- (C) At the time, I took this to mean, simply, "Give your very best to every piece."
- (D) A deep-chested, powerful man with a rugged, gentle face, Enesco looked at me across the violin he held under his chin, and shook his bow.
- (a) BACD (b) BDAC  
(c) DACB (d) DACB  
(e) ACBD
42. (A) I felt the truth of it when I visited Rock-feller Institute.
- (B) They were as dedicated as monks in a 14<sup>th</sup> century monastery, yet their lives were being fulfilled because their eyes were on the star.
- (C) Here a scientist worked with quite absorption developing antibiotics; there, another investigated a possible cure for tuberculosis; a third studied the effects of too much sugar in the blood.
- (D) You don't have to be a musician to benefit from my teacher's wisdom.
- (a) CBAD (b) ACDB  
(c) DACB (d) DABC  
(e) ABCD
43. (A) They learned that if they brought the kid in, they could get another \$5.
- (B) The first time I went onstage with my father, I was five years old, and we were at a hotel in New York.
- (C) My mother was being paid \$5 as his pianist, and he got \$15 to perform comedy and sing.
- (D) I sang, "Brother, Can You Spare a Dime?"
- (a) DCBA (b) ADBC  
(c) BCAD (d) BADC  
(e) DABC
44. (A) I did everything—conducting the orchestra, monologue, mime, audience participation, playing instruments, dancing, singing, production numbers, incredible bits and pieces and wild physicality.
- (B) My mum and dad came back to the dressing room, and I said, "How was it, Dad?"
- (C) Whew! I did a show in Vegas years later, in 1980, the best two hours and 20 minutes I ever had onstage.
- (E) He said, "It wasn't bad for an amateur."
- (a) DBAC (b) BCDA  
(c) CABD (d) BDCA  
(e) BADC
45. (A) When a man is his son's hero, it's about the best thing that God gave us on this planet.
- (B) I can see it now with my son Anthony, who's been traveling with me and documenting my work.
- (C) I was doing a lecture recently.
- (D) And he was out in the audience with a camera, and I caught his face, that twinkles for a second, where his eyes said to me, that's my dad.
- (a) ABCD (b) ACBD  
(c) BACD (d) CBAD  
(e) DABC
46. (A) On the one hand, I want very much for someone else to clean our house, as neither I nor my husband, Ed, has shown any aptitude for it.
- (B) No one but me, for instance, should have to clean up the dental floss heaped like spaghetti near the wastebasket where I toss it each night, never catching on that floss is not something that can be thrown with a high degree of accuracy.
- (C) On the other hand, I'd feel guilt inflicting such distasteful drudgery on another human being.
- (D) Have always wanted and not wanted a cleaning person.

- (a) DACB                      (b) CBAD                      (c) BCAD                      (d) BDAC  
 (c) CABD                      (d) ABDC                      (e) ABCD  
 (e) BADC
47. (A) “Are you all right?” I asked, as I helped her to her seat. “That turbulence was as bad as it gets.”  
 (B) Flying in the summer in the US means one thing: turbulence.  
 (C) I was working as a flight attendant when we hit a patch of very rough air just after a young teenager, obviously on her first flight, had entered the bathroom.  
 (D) After the bumps had subsided, she exited the bathroom, a look of sheer terror etched on her face.  
 (E) “So that’s what it was,” she said, “I thought I’d pushed the wrong button.”  
 (a) DAEBC                      (b) BCDAE  
 (c) AEBDC                      (d) CADBE  
 (e) ABCDE
48. (A) And when it happens on rare occasions that we “cheat” death, we believe just for a moment, in immorality.  
 (B) Today scientists are tempting fate in ways never before imagined, as they demystify the secrets of longevity.  
 (C) We human beings are the only animals capable of contemplating our own demise.  
 (D) We mourn, we memorialize, we philosophize and we pray.  
 (a) DACB                      (b) DCBA  
 (c) CDAB                      (d) ABCD  
 (e) ABCD
49. (A) An expert in the genetics of aging, she believes that altering genes to extend life span may not be far off.  
 (B) Campisi is a senior molecular biologist at one of America’s top research centers.  
 (C) Piles of papers rise from the floor like unsteady chimneys, some nearly as tall as four-foot ten scientists.  
 (D) In her basement office, Judith Campisi sits on the edge of a chair and speaks with wide-eyed enthusiasm, usually reserved for first-year graduate students.  
 (a) DCBA                      (b) DBCA
- (c) BCAD                      (d) BDAC  
 (e) ABCD
50. (A) Paying the cable bill had been on my to-do list, but somehow it hadn’t been paid in well, let’s just say a number of months.  
 (B) As I handed over the cheque, I mumbled my apologies and berated myself for my oversight.  
 (C) I was packing the paper into my briefcase when the doorbell rang.  
 (D) It was a bill collector from the local cable-TV company.  
 (E) Shouldn’t have been home that afternoon eight years ago, but I had forgotten a term paper and was close to missing the 3pm deadline.  
 (F) After all, I was a student of library science, and keeping track of papers was supposed to be my specialty.  
 (a) ECDBAF                      (b) CDBAFE  
 (c) ECDABF                      (d) CDBFEA  
 (e) CBADEF
51. (A) If you’re like me, your toughest decisions will come in your reference files.  
 (B) My personal rule of thumb is that if I haven’t used a piece of information for two years, I get rid of it.  
 (C) Of course, it’s a law of nature that whenever you finally get rid of something, you will always need it the very next day.  
 (D) I recommend going through your files once a year, discarding information that is old or out-of-date.  
 (a) DBAC                      (b) DABC  
 (c) CBAD                      (d) BADC  
 (e) ABCD
52. (A) I placed my new treadmill in the middle of our family room to encourage myself to use it.  
 (B) “No one,” Julia replied in her most convincing tone. “Not even my mum.”  
 (C) My children knew they were not to touch it, but their friends often gravitated to it.  
 (D) Months after I bought the treadmill, I knew I had been remiss in my fitness plan but didn’t realize how much until my five-years-old daughter Julia had her friend Makenzie over to play.

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- (E) From a nearby room I heard Julia say, "That's Mummy's treadmill, and no one is allowed to use it."  
(F) "No one?" asked her friend.  
(a) ACDFBE (b) ACDBFE  
(c) ACDEFB (d) DCAFBE  
(e) ABCDEF
53. (A) Wasting little time, he started T.T. Pond Company and began commercially marketing the product.  
(B) A druggist by profession and a businessman in the making, he was amazed by the curative powers of an extract made using the witch hazel shrub.  
(C) 1907 proved to be a major turning point, with the addition of Ponds Cold Cream, legendary classic even today.  
(D) T.T. Pond did not imagine the success his little trip during 1846 to a remote Indian settlement in upstate New York would create.  
(E) It was called thus because of the cooling effect evaporation caused on the skin.  
(a) DBACE (b) DBCEA  
(c) ABCDE (d) ACBDE  
(e) ADBCE
54. (A) Nunes is taking me down Transpanteneria Highway, a 150-kilometer ribbon of red dirt and 127 plank bridges, that runs south from Pocone to Porto Jofre.  
(B) They used soil from alongside the highway, leaving trenches filled with water and fish that attract other animals in abundance.  
(C) As a result, the Transpantaneira Highway may offer the greatest wildlife show on earth.  
(D) The engineers who built this raised the surface about four meters from then surrounding terrain to keep it dry during the rainy season.  
(a) DBAC (b) DBCA  
(c) ADBC (d) BCAD  
(e) BACD
55. (A) Strutting and vaguely comic, two female rheas head for nests where their two males guard the eggs with menacing looks.  
(B) My host, cattle rancher Jose Tocqueville de Carvalho Neta, says that the rheas will occasionally rearrange the eggs in the nest.  
(C) The Ostrich-like birds are here in front of the Campo Neta Lodge, a five-room Mexican farm house in the middle of the Pantanal.  
(D) "This happens so they will not take the sun in only one position."  
(a) ABCD (b) ACBD  
(c) ADCB (d) ABDC  
(e) CABD
56. (A) But, transportation is difficult and the Pantanal is little known outside of Brazil.  
(B) The people who live here have their fingers crossed.  
(C) Because if ecotourism doesn't work, an alternative is waiting.  
(D) There are now some 60-tourist facilities here, most of them small and locally owned  
(E) Worldwide, the jury is still out on the idea of ecotourism and the Pantanal has become a testing ground  
(a) EDABC (b) DAEBC  
(c) ECBAD (d) EDCBA  
(e) ABCDE
57. (A) Carolina Coelho sits up in her saddle, turns 90 degrees and points to a stately umbauba tree.  
(B) "Toucans feed on the eggs and nestling of other birds," my guide says.  
(C) "So they make a lot of enemies"  
(D) Shading my eyes with my hand, I still can't see the creature until it flies off with a dozen smaller birds in pursuit.  
(E) "Toucan," she says.  
(a) ADBCE (b) AEDBC  
(c) ACDEB (d) ADECB  
(e) ABCDE
58. (A) The subject has two half ping-pong balls taped over his eyes and wears headphones that emit a roar of static—he is in a sensory cocoon, a uniform field of light and sound.  
(B) This is so he can pick up psychic signals without distraction.  
(C) On the top floor of the psychology department building at Edinburgh University, Professor



- Robert Morris and his team are performing an experiment.
- (D) You read that right: psychic signals.  
 (a) CABD                      (b) BCDA  
 (c) ABCD                      (d) DABC  
 (e) ADBC
59. (A) On a cold day in Tornato I meet Professor James Alcock at York University, one of the most widely respected skeptics.  
 (B) “I have a lot of respect for the leading parapsychologist I know personally,” he says.  
 (C) Alcock has spent decades analyzing the procedures used by parapsychologists and advising on how to make them watertight.  
 (D) “In a few cases, we’ve gone through the same research report and independently come up with the same flaws, usually statistical errors.”  
 (a) ABCD                      (b) ACBD  
 (c) DCBA                      (d) DCAB  
 (e) ADBC
60. (A) He has set up the James Randi Educational Foundation to challenge believers to prove their statements about paranormal abilities.  
 (B) If someone chases will-o’-the-wisps like speaking with the dead, it subverts them from things that could really help them.  
 (C) So if the paranormal consists of nothing more than occasionally being able to sense that someone is staring at us, does it matter if science accept the parapsychologists’ results or not.  
 (D) Randi is adamant it does.  
 (a) BACD                      (b) ACDB  
 (c) DCBA                      (d) BCDA  
 (e) ABCD
61. (A) Four-year-old Evan Petropoulos has a serious infection.  
 (B) So it might be tough to comprehend why the little guy is giggling like a maniac.  
 (C) The infection has swollen Evan’s right eye shut and put him in considerable pain.  
 (D) He’s in the hospital with an IV in his arm.  
 (a) ACDB                      (b) CBAD  
 (c) BDAC                      (d) ADCB  
 (e) DABC
62. (A) Using humour to ease pain and help healing is no laughing matter to a growing number of doctors, nurses and health care workers.  
 (B) We all know that it feels great to engage in a good laugh, but a small yet significant body of research suggests that the ability to see life from the lighter side may be medicinal.  
 (C) And even help diabetics control their blood sugar.  
 (D) Studies have hinted that humour can alleviate allergy symptoms, increase pain tolerance, bolster the disease-fighting immune system, reduce the risk of stroke and heart attack.  
 (a) ADCB                      (b) ADBC  
 (c) ABDC                      (d) DACB  
 (e) ABCD
63. (A) That’s where Jennifer Lopez, the daughter of Puerto Rican immigrants, got her start, singing and dancing in neighborhood shows in New York City.  
 (B) She’s dressed all in white—squeaky-clean running shoes and velour track suit she designed herself, with a “J. Lo” insignia over the breast.  
 (C) She’s come a long way from the Kips Bay Boys & Girls Club.  
 (D) Today she’s in Vancouver, filming *An Unfinished Life*, in which she teams up with Robert Redford.  
 (a) DBCA                      (b) ADBC  
 (c) CDAB                      (d) CADB  
 (e) ABCD
64. (A) Wandering along the streets of New York city, my daughters and I stop at shoe stores wherever we happen to be.  
 (B) This is their choice, these women who as little girls teetered around the house balancing like cranes in my mother’s high heels.  
 (C) I sit on a bench and wait while they try on shoe after shoe, readjusting their positions in the mirror, eyes down cast, considering their feet.  
 (D) “So?” one of them will ask me. “What do you think of these?”  
 (a) ADBC                      (b) DBCA  
 (c) ABCD                      (d) DCBA  
 (e) CABD

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65. (A) And long before anyone in my class had heard of ballroom dancing, my mother played swing music on the gramophone in the living room, took me in her arms and taught me how.  
(B) By age 12, after a series of operations, I could walk unaided.  
(C) By the time I was seven, my mother had moved on to tennis, which she decided I could play while wearing black galoshes over my brown orthopedic shoes.  
(D) When I turned 15, she signed me up for dancing school with boys.  
(a) CABD (b) CBDA  
(c) CDAB (d) CBAD  
(e) CDBA
66. (A) If my husband, Ed, had his way, you could pop by our place any given night and see me sitting in bed, struggling to hold my head up under the weight of a night-vision headset.  
(B) Ed is an early-to-sleep sort of chap, who'll announce around 8 pm "just going to change into my pajamas and read for a while."  
(C) Once he becomes horizontal, however, it's pretty much over.  
(D) This makes it difficult for yours truly, for I really do read in bed, including the part where you turn the page and read a second one and then a third one.  
(a) BACD (b) ACBD  
(c) BCAD (d) ABCD  
(e) ADBC
67. (A) We call it Pillow Mountain.  
(B) I roll over in the middle of the night and find myself suffocating against a towering mound of goose down.  
(C) I offered to stop eating in bed if Ed would agree to wean himself from his need for multiple pillows.  
(D) A married couple can best be defined as a unit of people whose sleep habits are carefully engineered to keep each other awake.  
(a) DABC (b) DCBA  
(c) ABCD (d) ACBD  
(e) ADBC
68. (A) It's that rare state when it seems you can do no wrong.  
(B) You know the feeling.  
(C) Maybe you're playing tennis and every shot is landing right where you aim it.  
(D) Or perhaps solutions to those gnarly work problems are coming to you so easily that you wonder why they seemed insurmountable before.  
(E) Why is it that sometimes you fire on all cylinders and at other times you can't even start the engine?  
(F) For most of us, these moments of visions and high performance are too rare.  
(G) The answer may be this: You're at your best when you get your mind out of the way.  
(a) BACDFEG (b) FEGBAC  
(c) CDEGFBA (d) AFEGBAC  
(e) ABCDEFG
69. (A) Every bit of his well-muscled arms is covered with tattoos.  
(B) Today Kent Lindahl is the father of two children, has finished college, and is working towards a degree in psychotherapy.  
(C) Yet fragments of his past will always haunt him.  
(D) With his intelligent eyes, neatly trimmed beard and wire-rimmed glasses, Lindahl looks like a professor—until he rolls up his sleeves.  
(a) BDCA (b) BCDA  
(c) DCBA (d) DBCA  
(e) ABCD
70. (A) Amberry teaches professional basketball players how to shoot free throws and has produced an instructional book and video.  
(B) The key, he says, is to become mentally absorbed in a physical routine, which clears the head of negative ideas, such as missing the shot.  
(C) "You can't have an extraneous thought in your mind when you make that free throw," says Amberry.  
(D) Refocusing the mind to eliminate the buzz and the static of everyday thought, according to a new book by Dr Herbert Benson, has powers beyond the basketball court.  
(a) ACBD (b) ABCD

- (c) CABD                      (d) CBDA  
(e) BACD
71. (A) So she took her dog, Elsie Mae, for a stroll on the beach near her home in California.  
(B) Of course, some people seem to know intuitively that the best way to cope with a problem can be to walk away from it.  
(C) Artist and graphic designer Lisa Gizara, 43, was struggling to come up with a fresh advertising idea for one of her clients, a computer company.  
(D) She took a few more steps, and saw an image: Michelangelo’s “Creations of Adam,” which features the famous detail of God’s and Adam’s fingers nearly touching.  
(E) As they tromped across the sand, suddenly a phrase popped into Gizara’s head: “Get connected.”  
    (a) DACEB                      (b) EDCBA  
    (c) CDAEB                      (d) BCAED  
    (e) ABCDE
72. (A) Benson believes that when you “break the train of everyday thought”—a phrase he repeats like a mantra—your body increases production of a gas molecule called nitric oxide (not to be confused with nitrous oxide, or laughing gas).  
(B) Scientists once thought nitric oxide, or NO, was merely a toxin.  
(C) It’s a component of cigarette smoke, for example.  
(D) But in the late 1980s, researchers learned that the gas is made in the human body and plays a role in a range of physiological processes, such as controlling blood pressure.  
    (a) ACBD                      (b) ABCD  
    (c) BDCA                      (d) BCDA  
    (e) DABC
73. (A) Many of his colleagues told him he was wasting his time and would ruin his career.  
(B) But Benson went on to become a pioneer in the now-nourishing field known as mind-body medicine, which explores how our thoughts and feelings contribute to disease.  
(C) Benson has grown accustomed to skepticism about his work.  
(D) Trained as a cardiologist at Harvard Medical School, Benson began in the 1960s to study how stress affects physical well being, then considered a radical idea.  
    (a) CDAB                      (b) CBAD  
    (c) CDBA                      (d) CABD  
    (e) BACD
74. (A) To the soundtrack of cicadas and the wind in the leaves, Abrams repeated the motions, over and over, until her brain and body went on autopilot.  
(B) “It’s a very Zen kind of thing.”  
(C) She would sit in the night air for hours, slowly rocking the treadle of a spinning wheel with her feet and guiding the fibres with sweeping motions of her arm.  
(D) Consider Charlene Abrams, who spent every free evening in the summer of 1994 on the front step of her home, spinning yarn.  
(E) “You get into this almost altered state,” says Abrams, 43, a software engineer.  
(F) “Sitting there spinning, my mind wanders and goes wherever it needs to go.”  
    (a) ABCDEF                      (b) ACFBED  
    (c) DCABEF                      (d) DACBEF  
    (e) FABEDC
75. (A) And then suppose you pushed the ‘Reverse’ button and took a trip in the opposite direction—journeying into the dim recesses of the past.  
(B) Just suppose you could clamber aboard a Time Machine and press the ‘Forward’ button.  
(C) You might just land right into your favorite period of history.  
(D) Z..a.Ap..Would you hurtle forward through a blinding flash of days and nights, months and years—even long centuries—perhaps, to land into an alien world of the future...?  
(E) A world that will be a marvel of technology.  
    (a) CDABE                      (b) CBADE  
    (c) BDEAC                      (d) BDECA  
    (e) DABCE
76. (A) Could you think of a world without time?  
(B) It all sounds too good to be true, or even practical for that matter, does it not?  
(C) To be able to play on endlessly without being told that it was time to go home...

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- (D) For a world without time would probably be a totally chaotic place to live in, where everything happened all at once—a kind of topsy-turvy land!
- (E) Imagine what it would be like not to have to tumble out of bed to the shrill buzz of the morning alarm and to hurry to catch the school bus!
- (a) AECBD                      (b) AECDB  
(c) CDBAE                      (d) ECBDA  
(e) DECBA
77. (A) It covers 1, 86,000 miles per second.  
(B) This means you would zoom more than seven times around the world in one second!  
(C) Light travels at an enormous speed, faster than anything else we know.  
(D) The distance will be about 58, 80,000,000,000 miles. This distance is called a light year.  
(E) It has a speed more than 5, 00,000 times faster than the Concorde. Now calculate how far light will travel in a year.  
(a) CEABD                      (b) CEDAB  
(c) CABDE                      (d) CABED  
(e) CBADE
78. (A) Small distance, such as the length and breadth of this book, are measured in centimeters or inches.  
(B) Even millions or billions of miles would not be enough to express these immense distances. We need an altogether different unit for measuring them.  
(C) However, sizes and distance in the universe are too vast to be measured in terms of any of these units.  
(D) Bigger distances are measured in meters or feet, while still bigger distances are measured in terms of any of these units.  
(E) The stars of our galaxy whirl together in space in a gigantic spiral, so vast that ordinary words for describing hugeness just cannot describe this.  
(a) ABCDE                      (b) ADBEC  
(c) ADCBE                      (d) ADCEB  
(e) AEBCD
79. (A) In ancient times, man had a very simple picture of the universe.  
(B) He believed that the sun, moon, stars, and planets were small objects that moved round the earth.  
(C) The universe was taken to be a great dome overhead having glittering lights.  
(D) Below, in the centre of all creation, lay the vast, flat, immovable earth, around which everything else moved.  
(a) ABCD                      (b) ABDC  
(c) ACBD                      (d) ACDB  
(e) CABD
80. (A) Then the earth turned green and joyful, the birds sang and flowers bloomed. And then came the blazing, hot summer when the earth became parched and dry, and everything dried up.  
(B) The cold, windy winter when man huddled before a fire to keep himself warm was followed by spring.  
(C) The monsoons provided some solace from the heat. And leaves fell off the trees in autumn before winter came once again.  
(D) This cycle of seasons covered about 365 days or a whole year.  
(E) It is likely that the change in seasons gave birth to the idea of the year.  
(a) EBACD                      (b) BACDE  
(c) EDBAC                      (d) CABED  
(e) ABCDE
81. (A) At night it disappears altogether from our sight.  
(B) It is *we* who have moved!  
(C) Just as it appeared to our ancestors, the sun seems to us to rise in the east and journey across the vast archway of the sky before setting in the west.  
(D) This movement does not actually happen, but appears to do so.  
(E) The sun at night is in exactly the same place as it was during the day.  
(a) CEABD                      (b) CADBE  
(c) CABED                      (d) CADEB  
(e) BCEAD
82. (A) The shadow clock was a clever invention, although not a very accurate timekeeper.

- (B) It was a fairly simple device, consisting of a straight base placed in an east to west direction, on which stood a crosspiece.
- (C) This crosspiece was placed at the east end of the base in the morning, and shifted to the west end in the afternoon.
- (D) As the sun's rays fell on the crosspiece, it cast its shadow on the base.
- (E) This was marked by a scale of six time divisions, so intervals of time could be measured.
- (a) ABCDE                      (b) ABECD  
(c) ABCED                     (d) CABED  
(e) DACBE
83. (A) If the water level fell to the next mark, it showed that the clock had run for two hours.
- (B) In this way, as marks were exposed, the time could be read.
- (C) To start the clock, the vessel was filled to the brim with water. As the water ran out through the hole in the bottom, the level of water in the vessel kept falling.
- (D) The water-clock was actually a basin shaped, stone vessel with a small hole at the bottom. Its inner walls were marked with divisions to show the hours, so the 'clock' was easy to read.
- (E) When the water level dropped to the first mark on the walls, it indicated that the clock had been running for one hour.
- (a) DEACB                    (b) DECAB  
(c) DCBEA                    (d) DCEAB  
(e) DBCEA
84. (A) The ancient Greek philosopher Plato invented an ingenious alarm clock by fitting a siphon (a bent tube used to transfer liquids from one vessel to another) to a water-clock.
- (B) Plato effectively used this device to summon his pupils for classes at the unearthly hour of 4 a.m..
- (C) Since this had to be set six hours beforehand, Plato probably did not get much sleep himself as he set about adjusting it!
- (D) As soon as the water was level with the top of the siphon, it ran down a tube into a vessel below so quickly that the air in it was compressed, and escaped through a pipe with a piercing whistle.
- (E) It is not likely that they could have continued to sleep once their alarm clock went off.
- (a) ABDEC                    (b) ADBEC  
(c) ABCDE                    (d) ADBCE  
(e) ACBED
85. (A) When the sand has run through from one glass vessel to the other, the egg is hardboiled.
- (B) Today, if you want to boil an egg for three minutes and you have an egg-timer or three minute sandglass, you cannot really go wrong.
- (C) Start the sand 'clock' as soon as you have dropped the egg into boiling water in the fire.
- (D) But if you are impatient and do not wait for the sand to run right through, you will have to eat a rather 'gooey' egg.
- (E) If, on the other hand, the egg keeps boiling after the sandglass has run through, you will have to chew a very hard-boiled egg indeed!
- (a) BAECD                    (b) BECAD  
(c) BCADE                    (d) BADCE  
(e) BACED
86. (A) It was taken from the French word *Cloche* which means a bell.
- (B) French was widely spoken by the English upper classes, and many English words were 'borrowed' from it.
- (C) In fact, even before mechanical clocks existed, churches and monasteries rang bells to tell the common folk that it was time for prayers.
- (D) Bells were, therefore, associated with clocks in those early days of mechanical timekeeping.
- (E) The word 'clock' or 'cloch' as it was called in Middle English, goes back to this time.
- (a) EABDC                    (b) BACDE  
(c) EABCD                    (d) EACDB  
(e) CABDE
87. (A) With the twentieth century, time had to be much more exact.
- (B) After all, it had to keep pace with the new science and technology that was sweeping the modern world.
- (C) Even one-hundredth of a second mattered in fields like astronomy.
- (D) Accuracy no longer meant keeping time to the half minute or even second.

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- (a) ABDC                      (b) ABCD  
(c) DCBA                      (d) DCAB  
(e) DABC
88. (A) These were really our earliest calendars.  
(B) They simply used sticks with crude notches in them to count the days, or strings with knots in them to keep a record of so many full moons or even seasons.  
(C) In those far-off days, there were no fancy calendars like the one you have hung up in your room to keep track of the year.  
(D) They probably called a number of days so many 'dawns' or 'suns'.  
(E) Ancient tribes used a dawn-to-dawn reckoning to count the days.  
(a) EDCAB                      (b) EDCBA  
(c) CEDBA                      (c) CAEDB  
(e) ABCDE
89. (A) Every calendar welcomes the first day of the year as the 'NEW YEAR'. This is one of the oldest and gayest customs of mankind, and is celebrated the world over.  
(B) New Year's day is a great time for parties and reunions that ring out the old year and ring in the new one.  
(C) It is a time to make New Year 'resolutions' as well, though these are soon forgotten!  
(D) In the bigger cities of the world, many people collect in a big square to welcome the New Year. They greet each other and embrace each other.  
(E) In London, Trafalgar Square is the traditional gathering place, while Times Square is popular in New York.  
(a) ABCED                      (b) ADECB  
(c) ABCDE                      (d) BCDEA  
(e) AEBCD
90. (A) At sixteen, Mamie was something of a knock-out.  
(B) She had wide blue eyes, a pert nose, soft brown hair worn long with a dip over her high forehead, and one of the most infectious smiles around.  
(C) As the prettiest Doud girl, she drew many young men to the house on Saturday afternoons and Sunday evenings, when they would gather around the piano to sing.  
(D) All this was coupled with a gaiety of personality, an honesty and a directness that were most appealing.  
(a) DCBA                      (b) ACDB  
(c) CDAB                      (d) ABDC  
(e) DABC
91. (A) He was about to receive an honorary degree of Doctor of Laws.  
(B) In 1948, he would assume the presidency of Columbia.  
(C) Precisely at four o' clock on a snow February afternoon in 1947, Dwight David Eisenhower, in full military uniform, walked down the aisle in the great rotunda of Law Memorial Library at Columbia University in New York City.  
(D) In 1945, he had returned in triumph from Europe, where he had served as Supreme Commander of the Allied Expeditionary Forces.  
(a) CDAB                      (b) BDAC  
(c) ACBD                      (d) CABD  
(e) ABCD
92. (A) After all, he was only a soldier and a poor boy, and everybody felt he was marrying above his 'class'.  
(B) and...people felt she could have done a good deal better.  
(C) "The Douds were well off financially,"  
(D) When the engagement of Dwight David Eisenhower and Mamie Doud was announced in Denver, neighbours were astounded at Mamie's choice.  
(a) ABDC                      (b) DCBA  
(c) ACBD                      (d) CBDA  
(e) ABCD
93. (A) At the end of their lives, it could truly be said that they loved each other more than on the day they first met.  
(B) Yet the steadfast devotion and mutual respect of the general and his lady carried them through the travails of World War II and on to the triumphs of the White House.  
(C) Ike and Mamie had no such misgivings as they took their vows—or throughout their warm and loving marriage of almost fifty-three years.

- (D) Innumerable army-ordered separations, the tragic loss of their first son, and the rumors on two continents of Ike's involvement with another woman were almost devastating.
- (E) The way was not always smooth.
- (a) ABECD                      (b) CEDBA  
(c) CDEBA                      (d) BCADE  
(e) ABCDE
94. (A) Mother Morag not only saw them, she deliberately came up to her cell to watch them—her window overlooked the road—but this was not Dilbury, England, not the mists and freshness of the downs.
- (B) There, the first sound was the bird chorus, especially larks; here, the first sound was cawing of crows.
- (C) Early every morning of each racing season, Mother Morag, Reverend Mother of the Sisters of our lady of poverty, saw the string go by, a line of horses, brown, bay, chestnut—worst of all colors—in the heat; now and again a roan, or a dappled gray.
- (D) In winter, there was mist, but it swirled above arid dust, because this was Calcutta, India, and the string was not Michael Traherne's—Michael, friend of royalty and other famous owners—it was John Quillan's, he who had defiantly chosen to drop out.
- (a) CBAD                      (b) ABDC  
(c) BACD                      (d) CABD  
(e) ABCD
95. (A) They had to wait in the outer kitchens, among squalid washing up, shouting, horseplay.
- (B) The night round was hard, not only on the sisters but on Solomon and Gulab.
- (C) Solomon often had to stand for half an hour—some restaurants seemed to take pleasure in keeping the sisters waiting—and in the cold-weather months, Solomon and Gulab shivered.
- (D) The sisters, too, often met with contempt.
- (a) BCAD                      (b) ADCB  
(c) DCBA                      (d) BADC  
(e) ABCD
96. (A) Ted raised his head.
- (B) He was sitting where he had sat for most of the last two days, at the desk in the darkest corner of the darkened room.
- (C) He had kept the shutters closed.
- (D) There was nothing on the desk now; the photograph of him and Ella in her “lace curtain” had been shut away in the drawer, as had been the framed form of his new license.
- (a) ADBC                      (b) BCAD  
(c) ABCD                      (d) DACB  
(e) CABD
97. (A) My sense of direction wasn't clear, and at first, I didn't know where we were going.
- (B) We left the car in the almost empty parking area and walked once more into a world of perfect beauty and harmony.
- (C) Beside me, Rick was quiet, though tension showed in his hands on the wheel.
- (D) Not until I saw the lighted bell tower of Tlaquepaque did I realize where we were.
- (a) ACDB                      (b) DCAB  
(c) CBDA                      (d) ADCB  
(e) BACD
98. (A) Without a pause he rushed outside to search the vicinity.
- (B) When Rick came back, I started, as though I'd been in a trance.
- (C) I followed him into the shop, and just when we stepped inside, a sound came back from the back, as if something had been knocked over in the darkness.
- (D) It was a while before he returned, his effort futile.
- (E) He ran into the rear rooms, and I waited tensely among the counters, remembering the desecrated blue cloth upstairs.
- (F) Rick flicked switches, and the shop blazed with light.
- (a) CFEBAD                      (b) CEFABD  
(c) BACEFA                      (d) CBFEDA  
(e) BDCEAF
99. (A) The boy looked puzzled and disappointed.
- (B) As he walked down the path, a park Service ranger heard him blurt out to his mother, “But it looks just like Grandma's house!”

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- (C) It does, and it did.
- (D) In 1980, when the Eisenhower Gettysburg farm was opened to the public, a young boy and his mother emerged after a tour of the stone and brick house on the edge of the Civil War battlefield.
- (a) ACDB                      (b) DACB  
(c) CBDA                      (d) DABC  
(e) ABDC
100. (A) “Johnny, how do you keep so lean?”
- (B) Mr. Leventine did not lunch there either—anyone thinking of inviting him would have been quietly persuaded not to by the club secretary, “as they would with me,” John could have said, for a different reason.”
- (C) Mr. Leventine had once lamented. John gritted his teeth.
- (D) The Bengal club had the best food east of Suez and a renowned wine cellar.
- (E) “Sweat,” said John, “and I don’t lunch at the Bengal Club.”
- (F) He detested the nickname.
- (a) EFBDC                      (b) ACFEDB  
(c) CFAEDB                      (d) DEAFBC  
(e) ABCDEF
101. (A) He was arriving tomorrow and she hadn’t finished her programme.
- (B) The school inspector.
- (C) Too late.
- (D) She snuggled down in her bed, hoping to push the worry away for a little longer.
- (E) She knew there was something unpleasant in her memory and that it would be in her consciousness in seconds.
- (F) Sally Jones opened her eyes at seven a.m. that May 8 and looked at the rust stain on the ceiling.
- (a) FEBCDA                      (b) EBADCF  
(c) FEDCBA                      (d) DCFEBA  
(e) EFABCD
102. (A) It was the school inspector and another person, unknown to them.
- (B) A car pulled up, and two men got out and walked toward the little group.
- (C) Sally was reading aloud.
- (D) Magpies called from the pepper tree and, high above, an eagle circled, watching for prey, barely moving its wings.
- (E) Later that day, the children and their teacher were sitting on the grass in the warm winter sun.
- (a) EDCBA                      (b) ABEDC  
(c) EDABC                      (d) DCEAB  
(e) ABCDE
103. (A) Gabrielle Lord published her first novel, *Fortress*, to instant acclaim in her native Australia.
- (B) The eldest of six children, she grew up in Sydney and attended the University of New England, in Armidale, New South Wales.
- (C) Success did not come easily, however.
- (D) Writing appealed to her even as a child—she was composing stories at nine.
- (E) But it wasn’t until she was thirty that she completed her first book, a literary novel that was rejected by every publishing firm to which it was sent.
- (a) ADBCE                      (b) CDEBA  
(c) ACBDE                      (d) DEBAC  
(e) ABCDE
104. (A) I can still hear Mother calling from the staircase landing,” Marry, is your light out?”
- (B) Then I would set the alarm so that in the morning I could get up early, fix a cup of hot cocoa and snuggle back in bed for a blissful hour with my current book.
- (C) Yes, it was—but the streetlight in front of my window threw a very satisfactory beam on my pillow, and most evenings I would manage to sneak in a little extra reading.
- (D) It was heaven!
- (a) ABCD                      (b) DABC  
(c) BCAD                      (d) ACBD  
(e) CABD
105. (A) From halfway up that hill, one can see on the clear autumn day most of the majesty that is Washington.
- (B) Across the muddy Potomac from the Lincoln Memorial a gentle slope rises gradually to what was once the home of Robert E. Lee.



- (C) The three marble monuments and memorials—to the men who forged in the Presidency an instrument of power and compassion—remind a grateful nation that it has been blessed in its gravest trials with its greatest leaders.
- (D) In the distance, the dome of the capital covers a milieu of wisdom and folly, Presidential ambitions and antagonisms, political ideals and ideologies.
- (a) CABD                      (b) BACD  
(c) BCAD                      (d) DABC  
(e) ABCD
106. (A) The senator never wore a ring, a diamond stickpin or any jewellery other than an ordinary watch and tie clasp.
- (B) But he was not ashamed of the fact that his father's wealth had enabled him to present himself for public office without being financially dependent on powerful pressure groups.
- (C) His political campaigns, while costly, avoided the kind of lavish display (such as billboards, full-page advertisements or telethons) that might provoke charges of excess.
- (D) All his government salaries—as Congressman, Senator and President—he donated to charity, roughly half a million dollars.
- (a) ADCB                      (b) CDBA  
(c) ACDB                      (d) BCAD  
(e) DABC
107. (A) Despite many similarities, each of the Kennedys differed from the Senator and from each other.
- (B) But they were bound by ties of genuine filial and fraternal affection, ties that were strengthened by family tragedy and pride.
- (C) But when it came to competing with the rest of the world, the warmth of their solidarity strengthened Jack and awed his adversaries.
- (D) They were all intensely competitive and at home, vied with each other.
- (a) CDAB                      (b) ABDC  
(c) CDBA                      (d) DCAB  
(e) DABC
108. (A) Ever interested in history, he asked Senator Hayden what changes, if any, had occurred in that time, and the reply was: "New members did not speak in those days."
- (B) He was too young, too liberal and too outspoken.
- (C) Senator Kennedy was never a full-fledged member of the Senate's inner circle, the "club" whose influence has been exaggerated by both its defenders and its detractors.
- (D) Early in his first term, his participation in a floor debate caused him to move closer to the front from his seat in the back row, and he found himself temporarily sitting next to Senate "Dean" Carl Hayden, who had entered Congress more than forty years earlier.
- (a) ACDB                      (b) ABDC  
(c) BCDA                      (d) CBDA  
(e) DABC
109. (A) The speech proved to be substantially, and in some ways distressingly prophetic in subsequent years, but it was bitterly criticized at the time in Washington as well as Paris.
- (B) A tremendous amount of staff research preceded every Kennedy talk.
- (C) He was known in the library of Congress as the heaviest borrower of their reference works.
- (D) One of the most carefully researched, widely publicized and officially ignored speeches Senator Kennedy ever delivered was his address in 1957, outlining the interest of America and the west in a negotiated solution of eventual self-determination in Algeria.
- (E) His same speech, he later discovered, was hailed throughout North Africa—and an American correspondent who visited the Algerian camp related to the Senator his surprise at being interviewed by weary grimy rebels on Kennedy's chances for the Presidency.
- (F) He did not make as many major Senate speeches as some of his more vocal colleagues, nor did he measure his—or their—effectiveness by the publicity a speech was given.
- (a) BDEFAC                      (b) CDEAFB  
(c) BCFDAE                      (d) ADEFBC  
(e) ABEDCF
110. (A) The only two other people in the house had been a servant who was drunk and a chauffeur enraged at the servant.

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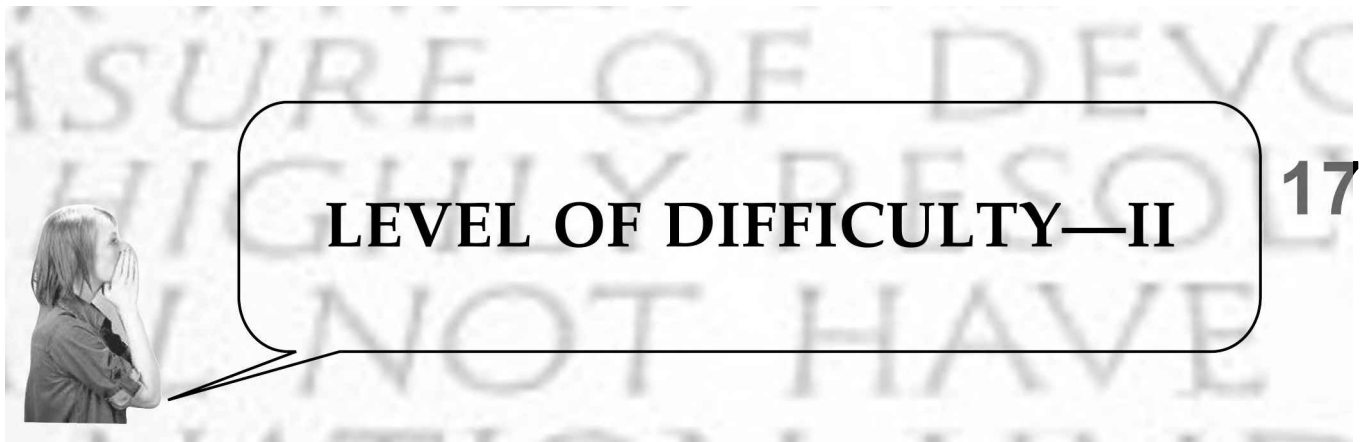
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- (B) While they chased each other threatening murder, the then Senator sat alone with his crutches in deadly still air, watching nature's fury swirl about him and wondering whether he would survive.
- (C) In 1961, he found himself once again in the eye of a hurricane.
- (D) John Kennedy once recalled with humor the day at Cape Cod when he sat handicapped by his bad back, in the eye of a New England hurricane.
- (a) DABC                      (b) CDAB  
(c) DACB                      (d) ACDB  
(e) CABD

16. (c) 17. (b) 18. (d) 19. (a) 20. (a)  
21. (c) 22. (b) 23. (c) 24. (b) 25. (a)  
26. (c) 27. (a) 28. (a) 29. (d) 30. (b)  
31. (b) 32. (c) 33. (a) 34. (c) 35. (c)  
36. (c) 37. (b) 38. (a) 39. (b) 40. (d)  
41. (b) 42. (c) 43. (c) 44. (c) 45. (a)  
46. (a) 47. (b) 48. (c) 49. (a) 50. (c)  
51. (b) 52. (c) 53. (a) 54. (c) 55. (b)  
56. (a) 57. (b) 58. (a) 59. (b) 60. (d)  
61. (d) 62. (c) 63. (d) 64. (c) 65. (a)  
66. (d) 67. (b) 68. (a) 69. (b) 70. (b)  
71. (d) 72. (b) 73. (a) 74. (c) 75. (c)  
76. (a) 77. (d) 78. (d) 79. (a) 80. (a)  
81. (d) 82. (a) 83. (d) 84. (b) 85. (c)  
86. (a) 87. (a) 88. (b) 89. (c) 90. (d)  
91. (d) 92. (b) 93. (b) 94. (d) 95. (a)  
96. (c) 97. (d) 98. (a) 99. (d) 100. (b)  
101. (c) 102. (a) 103. (c) 104. (d) 105. (b)  
106. (a) 107. (b) 108. (d) 109. (c) 110. (a)

**ANSWER KEY**

1. (a) 2. (b) 3. (a) 4. (b) 5. (a)  
6. (d) 7. (b) 8. (b) 9. (a) 10. (a)  
11. (d) 12. (b) 13. (a) 14. (b) 15. (b)



## LEVEL OF DIFFICULTY—II

17

- (A) Aristotle begins his treatise on metaphysics with the assertion that all human beings have the desire to acquire knowledge.

(B) As evidence, Aristotle cites the delight that we take in sense perception, and in particular, in vision.

(C) By this, he means that we value knowledge for its own sake, entirely apart from its utility.

(D) His teacher, Plato, expressed the delight in vision in a still more radical way in the *Symposium* by attributing it to a demonic force, Eros.

(E) The sense that discriminates the largest number of intelligible forms.

(a) ABCDE                      (b) ACBED  
(c) ABCED                      (d) ADBCE  
(e) ADBEC
- (A) There is so much disagreement about the correct sense of Holy Scripture that the claim that this sense is manifest is itself an interpretation, and so subject to rejection.

(B) Prophets, preachers, and scholars alike, all attempt to derive the genuine will of God from the revealed text.

(C) The commands of God, that is, the contents of divine revelation, are sufficiently ambiguous that they require interpretation.

(D) But this distinction cannot be unambiguously preserved, for a very simple reason.

(E) We seem to have arrived at a sharp distinction between philosophy and religion.

(a) ABCED                      (b) CEDAB  
(c) EDCAB                      (d) CABED  
(e) DABCE
- (A) Everything that we experience as material reality, is born in an invisible realm beyond space and time, a realm revealed by science to consist of energy and information.

(B) What would the facts be like if we had them? They would be as follows.

(C) This invisible source of all that exists is not an empty void, but the womb of creation itself.

(D) Something creates and organizes this energy.

(E) It turns the chaos of quantum soup into stars, galaxies, rain forests, human beings, and our own thoughts, emotions, memories and desires.

(a) ACEDB                      (b) BACED  
(c) ADCEB                      (d) BCDEA  
(e) CABDE
- (A) The experience of God feels like flying.

(B) It feels as if I'm walking above the ground with such equilibrium that nothing can sway me from my path.

(C) It's like being the eye of the storm.

(D) I see without judgment or opinion.

(E) It's just as everything passes in and out of my awareness like clouds.

(a) ABEDC                      (b) ABDCE  
(c) ABCDE                      (d) ADCEB  
(e) EADCB
- (A) This is far from true.

(B) It is typical of modern life to believe that nature is set up to be random and chaotic.

(C) As one spiritual teacher wisely put it, "The material world is infinite, but it is a boring infinity. The really interesting infinity lies beyond."

(D) Life looks meaningless when you have worn out old responses, old realities, and an old version of God.

(E) To bring God back, we have to follow new, even strange responses wherever they lead us.

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- (a) DCBEA                      (b) DCEBA  
(c) DECBA                      (d) BADEC  
(e) EABDC
6. (A) The whole universe is as we are, because without the human mind, there would be only quantum soup, billions of random sensory impressions.  
(B) He is as real as they are, but just as elusive.  
(C) Yet thanks to the mind/brain, we recognize that encoded into the swirling cosmos, are the most valued things in existence: form, meaning, beauty, truth, love.  
(D) These are the realities the brain is reaching for when it reaches for God.  
(E) The most startling conclusion of our new model is that God is as we are.  
(a) EBCDA                      (b) ADCBE  
(c) EACDB                      (d) AEBCD  
(e) DABCE
7. (A) From quarks to quasars, all will be revealed as the old melodramas used to promise.  
(B) Is there a place for God in this “everything,” or does the Creator get booted out of his own creation?  
(C) Some scientists believe we are closer than ever to a “Theory of Everything,” or TOE, as the physicists dub it. TOE will explain the beginning of the universe and the end of time, the first and last breaths of cosmic existence.  
(D) His fate may be important, but when it is wrapped up with ours, it becomes all-important.  
(E) The mystery of God wouldn’t exist if the world wasn’t also a mystery.  
(a) CBADE                      (b) CBDAE  
(c) EDCAB                      (d) ECABD  
(e) DEABC
8. (A) Neurologists have long divided the brain into old and new. The new brain is an organ to be proud of.  
(B) When you have a reasoned thought, it is this area of gray matter, primarily the cerebral cortex that comes into play.  
(C) Shakespeare was referring to the new brain (and using it) when he had Hamlet utter, “What a piece of work is a man, how noble in reason, how infinite in faculties.”  
(D) But Hamlet was also wrapped up in a murder case that called for vengeance, and as he dug deeper into the sins of his family, he dug deeper into his own mind.  
(E) The old brain wanted its due; this is the part of us that claws for survival and is willing to kill, if need be to protect us.  
(a) ACEDB                      (b) ACDEB  
(c) ABCDE                      (d) ABEDC  
(e) ADBEC
9. (A) However, each stage of God must give scope to the whole range of human abilities; even in the worst situations, a person aspires to do more than cope.  
(B) In stage one, the limit is set by physical circumstances.  
(C) If you are surrounded by threats, to survive is a high aspiration. This would be true in a shipwreck, a war, a famine, or an abusive family.  
(D) Every stage of God implies a life challenge, which can be expressed in terms of a higher aspiration.  
(E) God exists to inspire us, and we express this through the aspirations we set for ourselves. An aspiration is the limit of the possible.  
(a) DEACB                      (b) DEBCA  
(c) EDCAB                      (d) EDCBA  
(e) CDEBA
10. (A) Such as the experiences involved in looking at the cat and the mat.  
(B) A statement is a posteriori (Latin, literally ‘from the latter’) just if it cannot be known to be true or false independently of experience.  
(C) ‘The cat is on the mat’ is a posteriori because it cannot be known to be true or false independently of experience.  
(D) One can establish whether it is true or false only by having certain experiences.  
(a) BDAC                      (b) BCAD  
(c) BACD                      (d) BCDA  
(e) CABD
11. (A) Philosophers often contrast objective reality and subjective appearances.  
(B) How things seem from different points of view and how things really are.  
(C) For example, one can contrast how the sand really is, independently of any subjective point

- of view, and the different ways it appears through a fish's eyes and through human eyes.
- (D) In this context, the absolute is usually taken to mean the totality of objective reality, which transcends all subjective points of view upon it.
- (a) ABCD                      (b) ADBC  
(c) BCDA                      (d) BADC  
(e) CABD
12. (A) Absolute advantage, in economics, is a concept of trade in which one country can produce a quantity of a product in a more efficient manner (that is, with fewer resources of labour, land and/or capital) than another country.
- (B) However, this statistics does not carry the implication that Japan should specialize in steel and the UK should not because Japan might be even better relative to the UK at other things.
- (C) For example, in 1981, Japan produced a ton of steel with only 9.4 man-hours at a cost of only \$502, compared with 16.5 man hours and \$622 in the U.K.
- (D) Not only that, but neither absolute nor comparative advantage are necessarily static for all time: Once, UK steel producers were more efficient than the Japanese.
- (E) The real guide to specialization and to maximizing the gains from trade is comparative advantage.
- (a) EACBD                      (b) ECBAD  
(c) ACBED                      (d) ACBDE  
(e) BACDE
13. (A) It marks off the beginning of mathematics from what went before.
- (B) Ever since this discovery, abstraction has been a major theme in the development of mathematics, as those interested in the field have come up with ideas further and further divorced from their basis in the real world, and then sought ways to bring them back to tell us things about the real world which we might otherwise not have known.
- (C) The discoverer of abstraction was the person who first realized that numbers are independent of the objects being counted, that two oranges and two apples (for instance) share a property, 'twoness', which is independent of what kinds of fruit they are.
- (D) Abstraction, the action of divorcing properties of physical objects from the objects themselves, is a fundamental concept, perhaps the most fundamental concept, in mathematics.
- (a) DACB                      (b) DBCA  
(c) CBAD                      (d) DABC  
(e) BACD
14. (A) The aim was to capitalize on the rising status of the artist as the exponent of a liberal art.
- (B) Other cities soon followed Florence's example, a notable case being Rome, where the Academy of St Luke was founded in 1593 with Frederico Zuccaro as its president.
- (C) Towards the end of the 16<sup>th</sup> century, groups of European painters and sculptors, dissatisfied with the venality and artisanal aspects of the guild system, joined together into academies of art which sought to promote the intellectual and creative aspects of producing art over that of their craft-based predecessors.
- (D) In France, the Academic Royale de Peinture et de Sculpture was founded in 1648 around the ambitious and politically astute Charles Le Brun, who enlisted the royal support which was to make this academy the envy of Europe.
- (E) The first artists' academy (as opposed to the gathering of dilettanti, antiquarians and amateurs also called academies), was established in 1563 in Florence by the artist and historiographer Giorgio Varansi, under the patronage of Cosimo de' Medici and with Michelangelo at its head.
- (a) CABED                      (b) EABCD  
(c) EADBC                      (d) CAEBD  
(e) ABCDE
15. (A) The accommodation theory, in linguistics, starts from the premise that speech accommodation takes place when people modify their speech so that it conforms more with the way their conversational partner speaks.
- (B) For example, the speeded at which people talk, the length of both pauses and utterances, the kind of vocabulary and syntax used, as well as intonation, voice pitch and pronunciation are all subject to the accommodation process.

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- (C) A wide range of subtle adaptations have been observed, which tend to occur more or less unconsciously.
- (D) This kind of convergence is by no means an automatic feature of all conversations, and we can discern certain social contexts in which accommodation can be predicted.
- (a) ACBD                      (b) DABC  
(c) BDAC                      (d) ABCD  
(e) CABD
16. (A) Managerial accountability, whether in the public or the private sector, similarly requires that managers be answerable for the tasks which they have contracted to perform, according to agreed standards of competence.
- (B) In parliamentary systems, ministers are held to account through oral and written questions—in some cases through ‘interpellation’, that is, through requiring them to give a detailed response to a question on policy or administration.
- (C) Regimes in which rulers cannot be held to account, either by representatives or by judges, are called arbitrary and authoritarian.
- (D) Political accountability is the hallmark of responsible and representative government.
- (E) Political accountability requires the actions of politicians, or public officials, whether they be administrative, ethical or financial, to be open to inspection, scrutiny and challenge.
- (a) DEBCA                      (b) EDBCA  
(c) CDEBA                      (d) DEBAC  
(e) BACDE
17. (A) Their aim was to write about everyday phenomena, and to use words and images for their primary, stripped-down meanings, without metaphor, clogged syntax or other forms of ‘poeticizing’.
- (B) The acmeists were particularly opposed to the mysticism and erotic suggestiveness of symbolist writing, and to the experiments of Mayakovsky and the surrealists.
- (C) The idea of cleansing language, of using words for words’ sake alone, has been a recurring feature of poetry, not least in the 20<sup>th</sup> century (for example in the work of T.S. Eliot and William Carlos Williams) but the acmeists, in a way characteristic of artists in the 1910s, were the only ones to give it a name and a specific agenda.
- (D) Acmeism (from Greek *ame*, ‘point’) was a movement in Russian poetry of the 1920s led by the writers Niloai Gumilev and Sergei Gorodetsky, and followed by Anna Akmatova and Osip Mandelstam.
- (E) They published a magazine, *Apollo*, from, 1909-17, and were denounced by the authorities as decadent and ‘individualist’: socialism demanded realism of a rather different kind.
- (a) BDAEC                      (b) CDBAE  
(c) CBDAE                      (d) DABCE  
(e) ABCDE
18. (A) Not all actions are bodily movements, and the causal theory of action also applies to mental actions such as imagining and calculating.
- (B) It is not enough for imagining a teddy bear that one has an image as of a teddy bear.
- (C) If a hallucinogenic drug causes me to have an image as of a teddy bear, then I have not imagined a teddy bear, since my having the image as of a teddy bear is something that has happened to me, rather than an action of mine.
- (D) A mental event is an action only if it is caused by an appropriate intention of the subject’s.
- (E) Having an image is an action of mine only if it is preceded by my having an appropriate intention. And if, as a matter of complete coincidence, I intended to imagine a toy just before a hallucinogenic drug caused me to have an image as of a teddy bear, then I have not imagined a teddy bear.
- (a) ABCED                      (b) DAEBE  
(c) ABECD                      (d) DABEC  
(e) BADCE
19. (A) Fossil evidence suggests that the mammals underwent adaptive radiation to produce the range of mammal types extant today.
- (B) Adaptive radiation, in the life sciences, refers to the differentiation (or anagenesis) of one or a few species into many to fill a large number or related ecological niches by adaptation.
- (C) Thus the first bird species may have given rise to many more bird species by adaptive radiation.
- (D) Typically, a species adapts to colonize a new habitat and, this adaptation opening up a new range of niches, adapts again to fill the new niches which are presented.

- (a) BADC                      (b) BDCA  
(c) CBAD                      (d) CBDA  
(e) ABCD
20. (A) It has clearly done much good by bringing many useful inventions, ideas and by-products of major research programmes to a wide number of people.  
(B) But to say that this is still all it does would be too superficial.  
(C) Advertising is arguably a main vehicle of social communication; and as such, it has become the subject of much critical comment and even concern.  
(D) Advertising was conceived essentially as a kind of social, consumer rhetoric: a way of publicly praising goods in order to encourage or persuade the public to use or buy them.  
(a) CABD                      (b) CDBA  
(c) DCAB                      (d) DABC  
(e) BDCA
21. (A) The main application of aerodynamics is in aviation.  
(B) The concept of flight was established by Leonardo da Vinci, who made sketches of devices similar to the modern helicopter and hang-glider.  
(C) Aerodynamic analysis is also used to study the effect that wind will have on such artificial structures as bridges and tower block, on the flow of steam in turbines, or on the operation of wind-power generators.  
(D) Although Leonardo's ideas were well ahead of their time, they were doomed to failure, as the principles of aerodynamics were unknown.  
(E) Aerodynamics (Greek, 'study of the power of air') is the study of the flow of air or gases in motion.  
(a) BDEAC                      (b) BEDCA  
(c) EACBD                      (d) EBDCA  
(e) CABDE
22. (A) In literary criticism, the effective fallacy assumes that works can be read not as independent structures, but in terms of their emotional or other effects on their readers.  
(B) In other words, the preconceptions we bring to our reading of any literary work.  
(C) Our cultural, emotional and verbal baggage, as well as that of our society and of the author—are part of the 'meaning' of the text as we perceive it, and cannot be dissociated from our perception.  
(D) 'Non-affective' reading, by contrast, excludes all such external associations and concentrates solely on what is in the actual text.  
(a) ACDB                      (b) ABCD  
(c) ABDC                      (d) ACBD  
(e) CABD
23. (A) The concept of the affluent society, used to describe post-1945 democratic welfare capitalist societies, was pioneered by the Canadian economist, John Kenneth Galbraith.  
(B) He argued that a long-term unintended consequence of economic growth in Western democracies was the simultaneous development of 'private affluence' and 'public squalor'.  
(C) While very efficient in encouraging the demand for private goods and services, including consumer-durables, liberal-democratic capitalist societies are prone to under-supply public goods, like education, public health, environmental protection and public transport.  
(D) Galbraith later embellished this argument: because modern liberal democracies contain satisfied majorities, which have the skills and resources to avoid poverty, a 'culture of contentment' has developed, hostile to active and progressively redistributive big government.  
(E) Whereas in the earliest electoral democratic systems, the poor comprised (potential) electoral majorities, affluent or contented societies are likely to be content with tax-cutting conservative administrations.  
(a) ACDBE                      (b) ABCDE  
(c) ABDCE                      (d) ACDBE  
(e) ADCEB
24. (A) The main application of aleatory techniques is in the performing arts, and particularly in music.  
(B) Aleatory music is, in conception, similar to both Far Eastern art music and to jazz and rock, all of which involve improvisation, on an agreed basis, as a feature of the performance.

- (C) In art music, 20<sup>th</sup> century composers as significant as Pierre Boulez, Gyorgi Ligeti, Witold Lutoslawski and Karlheinz Stockhausen use aleatory techniques as an integral, and entirely accepted, component of their work.
- (D) In aleatory music the players are encouraged to choose the sequence of movements, sections or individual chords and notes, or to improvise on a pattern or idea suggested by the composer—for example, in Ligeti's *Aventures*, on letters of the alphabet, and in Lutoslawski's *Preludes and Fugue*, on a series of lines, squares and triangles.
- (E) Thus, the result differs from player to player and from performer to performer.
- (a) BACDE                      (b) CBADE  
(c) ACDEB                     (d) EBACD  
(e) ABCDE
25. (A) In the development of numbers, algebraic numbers come in generality between the rational numbers and the real numbers. A rational number is one that can be expressed in the form  $p/q$ , where  $p$  and  $q$  are integers and  $q$  is non-zero.
- (B) Suppose that there was a rational number whose square was  $b$ . It can be written in its lowest terms as  $p/q$  (this means that  $p$  and  $q$  have no common factors). So  $(p/q)^2 = p^2/q^2 = 2$ .
- (C) The Greeks discovered the alarming fact (to them) that not all numbers are rational, through a classic use of the technique of proof by contradiction.
- (D) So, cancelling by 2, we see that  $2 \times r^2 = q^2$ , which means that 2 also divides  $q$ . So 2 divides both  $p$  and  $q$ , contradicting that  $p/q$  was in its lowest terms. So, the original assumption must be false.
- (E) Therefore,  $p^2 = 2 \times q^2$ , so that 2 divides  $p^2$  and therefore  $p$  (this is because 2 is a prime number). So we write  $p$  as  $2 \times r$ , and, rewriting the original equation,  $(2 \times r)^2 = 4 \times r^2 = 2 \times q^2$ .
- (a) CABDE                      (b) CBEDA  
(c) ABEDC                     (d) ACBED  
(e) DEBCA
26. (A) Religious allegory was especially popular in medieval Europe, when stories of love, descriptions of nature and tales of heroic adventure were all allegorized to have a deeper, Christian meaning.
- (B) Allegories may also be philosophical and political.
- (C) Allegory is a form of irony; one in which the added meanings are generally more significant than the events from which they are grafted.
- (D) Typical examples are versions of the Holy Grail and Parsifal legends, in which knights stand for the beleaguered Christian soul, dragons and wizards for the Devil and his minions, and attainment of the goal is overlaid with images of transfiguration and ascension into heaven.
- (a) CADB                        (b) CBAD  
(c) DCBA                      (d) CDAB  
(e) ABCD
27. (A) Trance states can be defined according to the degree of interaction believed to occur between the individual, who is in an altered state, and the spirit realm.
- (B) Modern Psychology locates these changes as arising within the psyche, while other cultures explain them in terms of changes in external reality, such as access to a spirit realm or extrahuman power.
- (C) Altered states of Consciousness is an umbrella term for describing physical and mental states which are not considered part of ordinary experience.
- (D) In states of possession, the spirit is assumed to be in control of the person, who acts as the bodily vehicle by means of which the spirit can communicate.
- (E) They occur in many societies in connection with mystical practices, ecstatic and trance states.
- (a) ABCDE                      (b) ABDCE  
(c) BECDA                     (d) CEBAD  
(e) EABCD
28. (A) As this fact becomes clearer, governments and individuals have begun to look at different propositions in order to save on energy costs.
- (B) With the environmental problems as well as the finite supplies of the four energy sources, more time and research is being spent on alternative sources of energy.
- (C) At this present time, the main sources of energy available to the Westernized culture are oil, gas, coal and nuclear power.



- (D) It has become apparent over the past thirty years that the total energy from a fuel source has to be maximized to its full potential, in order to save money and mineral resources.  
 (a) CADB                      (b) CABD  
 (c) DBAC                      (d) DACB  
 (e) ABCD
29. (A) The statement ‘all bachelors are male’ is analytically true because it is true solely in virtue of its meaning—‘bachelor’ means ‘unmarried adult male’. The statement ‘some spinsters are married’ is analytically false because it is false solely in virtue of its meaning—‘spinster’ means ‘unmarried adult female’.  
 (B) A statement is analytical just if it is true or false solely in virtue of its meaning.  
 (C) Whether this statement is true or false depends not only on what it means but also on facts about John on whether or not he is married and an adult.  
 (D) A statement is synthetic just if it is not true or false solely in virtue of its meaning.  
 (a) DBAC                      (b) BADC  
 (c) BDCA                      (d) DACB  
 (e) CABD
30. (A) It was felt that their elders had failed them, and that the values of society should be certainly questioned and probably swept away.  
 (B) The group included Kingsley Amis, John Osborne, Alan Sillitoe, John Wain and others. Their works attacked the Establishment not merely in thought and utterance, but in a social way (by letting us hear the voice of what one critic disparagingly called ‘the bright working class’), and above all, by using techniques of popular culture (notably the routines of stand-up comedy) to subvert such hallowed Establishment forms as the ‘novel of ideas’ and the ‘well-made play’.  
 (C) This is, perhaps, a common, even healthy, feeling among the young, but it was particularly vehement from the mid-1950s, and was one of the forces that led to the rise, at about the same time, of ‘teenage culture’.
- (D) In the period following World War II, there was a feeling among younger people in many Western countries that the entire fabric of society was rotten.  
 (E) In the UK, it was given literary form by a group of writers nicknamed ‘the angry young men’.  
 (a) DACEB                      (b) EBACD  
 (c) BDCAE                      (d) DCAEB  
 (e) CABDE
31. (A) These are known as the ‘supreme feminine figure’, what Goethe called the ‘Eternal Feminine’.  
 (B) The anima as the female element in the male unconscious is often symbolized as a hermaphrodite figure.  
 (C) Myths that illustrate the male need to rescue the female in himself are those where the hero rescues the damsel in distress.  
 (D) Mistress figures, who guide initiates through spiritual journeys are also symbols of the anima for example, Kwan-yn in Chinese Buddhism, Sophia in Christian Gnostic doctrine or the ancient Greek goddess of wisdom, Pallas Athene.  
 (a) DBCA                      (b) DBAC  
 (c) BCDA                      (d) BADC  
 (e) ACBD
32. (A) In Europe, from the 15<sup>th</sup> century onwards, accounts from travelers about people encountered in distant territories were widely available.  
 (B) During the Enlightenment, the idea of ‘primitive man existing in a simple communal society, became prevalent.  
 (C) Remote and unfamiliar peoples have been a topic of interest since recorded times.  
 (D) In 1761, the French philosopher Jean-Jacques Rousseau lauded the ‘noble savage’ who lived in a communal and dignified state—an ideal that was preferable, he claimed, to the economic iniquity and social deterioration of European societies.  
 (a) ABDC                      (b) CABD  
 (c) BCDA                      (d) BDCA  
 (e) ABCD
33. (A) A contemporary example of organized anti-clericalism is the movement in the US to prevent

religious fundamentalists winning the right to practise religious activities in state schools.

- (B) In the 20<sup>th</sup> century, political cleavages between clericalists and anti-clericalists shaped electoral support for parties, especially in Italy and France.
- (C) Anti-clericalist movements range from having particularist objectives (for example, getting rid of Jesuits) to general opposition to all types of clerical power (for instance, atheist campaigns in USSR in the 1930s.)
- (D) Anti-clericalism is a liberal or socialist doctrine of opposition to the political authority, power and status of the clergy.
- (E) In Europe, the Catholic clergy were the special target of the currents of anti-clericalism which flourished in the post-Enlightenment era and influenced many European nationalist movements, including the French, Spanish Italian and Irish revolutionary nationalist movements of the mid 19<sup>th</sup> century.
- (a) DBCEA                      (b) DCABE  
(c) BDCAE                      (d) DEBCA  
(e) EADBC
34. (A) Anxiety (Greek, 'racking'), that is distress of mind, disquietude and uneasiness, is not generally regarded in psychology as an irrational fear—a suggestion that may come from such common phrases as 'Anxiety was driving him out of his mind'.
- (B) Anxiety does not have a clear source, unlike a phobia, but can be traced to unconscious processes (in psychonalysis) and to faulty responses and thinking (cognitive therapy).
- (C) Psychoanalysis has focused on the unconscious sources of anxiety.
- (D) Originally, it saw anxiety as the outcome of repressed libido.
- (E) Freud also thought at one time that anxiety was the result of an unconscious memory of the birth trauma.
- (a) CABED                      (b) CADBE  
(c) ABCDE                      (d) CABDE  
(e) DBCAE
35. (A) Apocalyptic writers in general, however, are more concerned with the sequence of dire events, the crumbling of civilization, which precedes that end.
- (B) The root thought that gave rise to apocalyptic literature was the Judaeo-Christian idea that human life, indeed the life of the universe, is not random, but an ordered progression from the Beginning through to the End.
- (C) Some apocalyptic writers, for example William Blake, were particularly concerned with the End, and developed images, ideas and language directly from Revelation, the last book of the New Testament, which details the final days of the world.
- (D) Once such broadening of the idea is allowed, a huge range of writers can be described as apocalyptic, from Swift to George Orwell, from Zola to Wyndham Lewis. Critics have suggested that the apocalyptic imagination is a particular characteristic of 20<sup>th</sup> century writing, both directly in sf (where writers such as J.G. Ballard, Harry Harrison and George Turner regularly depict the horrors of a future in which present-day problems—the green-house effect, over-population, too many cars—are multiplied in geometric progression towards oblivion), or in writers who have used sf ideas and techniques in a wider context, such as John Barth, Alasdair Gray, Thomas Pynchon and Kurt Vonnegut.
- (E) Systopian writing of this kind sees the human race as doomed (usually self-doomed). We are trapped like animals, laboratory specimens at the mercy of irresponsible powers; we are too prolific; we are plundering the planet.
- (a) AECDB                      (b) BCAED  
(c) ECBDA                      (d) BACDE  
(e) CABDE
36. (A) This abstraction is then manipulated mathematically, possibly with other assumptions thrown in (for example, Newton assumed that the attraction between the planets varied according to the inverse of the square of the distance between them), to find a mathematical way of describing this data (in Newton's case, that the planets move in elliptical orbits around the Sun), which can then be verified by further experimentation (which in this example, had already been done a century before by Kepler).

- (B) The whole of physics and much of many other sciences depends on this procedure.
- (C) Mathematics began with the abstraction of properties from the real world around us; it proves its usefulness when the results obtained from this abstraction are turned back again to the real world.
- (D) This is how science works; scientists abstract the properties they wish to study from experimental evidence (for example, the observations of planetary motion over many years were used to find the positions of the planets).
- (E) Applicability is the real strength of mathematics: its relationship to the scientific method is due the fact that it is so successful in explaining the real world.
- (a) CABDE                      (b) EDCAB  
(c) ECDAB                      (d) CAEBD  
(e) DABCE
37. (A) Factions of the Ba'athist Party have held power in Iraq under Saddam Hussein, and in Syria, under President Assad. Their dictatorships have not led to pan-Arabist unity, but rather the converse.
- (B) The Arab league was formed in 1945 with the aspiration to create eventual unity, but it has remained committed only to the moderate goals of inter-governmental co-operation.
- (C) A short-lived United Arabic Republic (1958–61) of Syria and Egypt created temporary optimism that a broader pan-Arabic ideal could be achieved.
- (D) Pan-Arabism seeks a unified state embracing all Arabic speaking peoples.
- (E) Like the Pan-Africanist movement was divided between proponents of inter-governmental economic and political co-operation between sovereign Arab states (for example Lebanon), and advocates of the merger of existing Arab states into a single state (such as Syria).
- (a) BACED                      (b) BACDE  
(c) DCEAB                      (d) DEBCA  
(e) EABDC
38. (A) He discovered that images occur which are not always part of our own history or personal experience.
- (B) He also discovered that these elements, which seemed to be inherited from somewhere else, had a tendency to organize themselves into predetermined patterns or symbols; these he called archetypes.
- (C) Freud's analysis of dreams had come up with similar anomalies which he called 'archaic past and biological development, a part of our mind that is close to animals.
- (D) Archetypes (Greek, 'originals') were discovered by Jung through the analysis of dreams.
- (E) Each of us, in this sense, has an extremely old psyche, a deposit of collective images and primitive motifs.
- (a) CABDE                      (b) DABCE  
(c) ECABD                      (d) DECAB  
(e) ABCDE
39. (A) Art Deco design was an amalgam of the changes affecting fine art and design in the interwar years, for example the bold colours of Fauve and Cubist painting and the architecture of modernism.
- (B) Populist application of the new Modernism influenced design across the board from cinemas to radios and vacuum cleaners.
- (C) Art Deco (derived from the phrase 'art as decoration') was a design style universally popular from late 1920s onwards.
- (D) It also led to several important critics and designers criticizing Art Deco as a mere style without the intellectual rigor of hard-line Modern Movement thinking. In this context, the term *Moderene* was used to suggest the Art Deco style as a much less serious version of Modernism.
- (E) It was characterized by geometric forms, distinctive colour combinations, modern materials like stainless steel and in furniture, smooth wraparound surfaces in luxurious veneers.
- (a) CBEAD                      (b) CEBDA  
(c) ADBCE                      (d) CEABD  
(e) BADCE
40. (A) This kind of question is not really answerable in the present state of philosophy and psychology.
- (B) For example, it is not possible to answer the question 'Do computers have knowledge of the

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data they process?’ unless you can define the term knowledge. (This question also has consequences in the legal field—can a computer be allowed as a witness in court if it does not really know what it is talking about?)

- (C) Thanks to our limited understanding of human thought, it is quite difficult to define what the goal of artificial intelligence actually is.
- (D) It is an area in which much research has been done since the end of the World War II, beginning with the theoretical work of Alan Turing (1912–54) in the 1940s.
- (E) Artificial Intelligence is the most controversial area of computing today, an area beloved of authors—the duplications of human thought patterns by computer.
- (a) EDCBA                      (b) ECDAB  
(c) ECBDA                      (d) CEDBA  
(e) DABCE
41. (A) Essentially, they are communities which grow up around a religious figure.
- (B) The Upanishad tradition of sages going to the forest to meditate resulted in communities of disciples and devotees settling around their hut, following their teacher’s guidance.
- (C) Probably the most famous in modern times are Rabindranath Tagore’s community at Shantiniketan, West Bengal, where he conducted his educational and cultural experiments (and which is now recognized as a university, although originally, it was closer to deschooling, non-formal education and arts workshops), and Gandhi’s ashram on the banks of the Sabarmati near Ahmedabad, which was a springboard for his independence campaign.
- (D) Ashrams are quite different from Buddhist or western-Christian monasteries.
- (a) DBAC                      (b) ACDB  
(c) BDAC                      (d) DABC  
(e) CABD
42. (A) Insofar as Marx’s and Engels’ writings can be decoded and clearly understood, the Asiatic mode of production refers to a system in which the vast majority of the population lives in villages, in which there is no private property, complex division of labour or significant external trade.
- (B) The Asiatic mode of production is both the most obscure and controversial of the ‘modes of production’ (economic systems) mentioned in Karl Marx’s writings.
- (C) The villages are exploited by a despot and his officials, to whom they pay a combination of rent and taxes.
- (D) They were arbitrary, despotic and stagnant, historical culs-de-sac, which could only be transformed by external intervention by more advanced societies.
- (E) The Urban population centred on the court aristocracy and the monarchy, are parasitic on the rural population. Marx described such Oriental societies, following in the tradition of British political economy, as incapable of development into more progressive social formations.
- (a) BACED                      (b) ABCDE  
(c) BCEDA                      (d) BCDEA  
(e) CABDE
43. (A) Although, in many ancient societies, ‘natural’ astrology was the nearest thing to what we might nowadays think of as a ‘proper’ science, and its practitioners were among the most learned and intellectually sophisticated members of the community, two things fatally hampered its development.
- (B) First was the lack of instruments to make precise observations of the heavens, and of mathematical systems or devices which would allow any but (in our terms) the crudest calculations.
- (C) Second was the interdependence of astrologers with religion.
- (D) Because the astrologers dealt with heavenly bodies (which were thought to be under the control of the gods), and because they made predictions, they were thought to have supernatural contracts and abilities denied to less-learned people.
- (E) Even in societies as sophisticated as ancient China and ancient Babylon, magic and esoteric Jargon were essential tools of the astrologers, allying them with sibyls, soothsayers and other prophets rather than with surveyors, for instance, or merchants, the other main group skilled in the use of numbers.

- (a) AEBDC                      (b) ADEBC  
(c) EABDC                      (d) ABCDE  
(e) DABCE
44. (A) ‘The fool says in his heart, there is not God.’  
(B) The *Old Testament* verse accurately sums up the attitude to atheism found in the Bible.  
(C) Even in the *Book of Job* (4<sup>th</sup> century BCE), it is not the existence of God which is questioned, but only his justice, mercy and love.  
(D) But the question there is only whether one worships and obeys the true God or a false God.  
(E) When Job is finally vindicated, his hypocritical friends are said ‘not to know’ God, meaning that for all their protestations of faith, they understand nothing.  
(a) ABCDE                      (b) CEDAB  
(c) ABDCE                      (d) ADBCE  
(e) BADCE
45. (A) As land plants grew larger and more elaborate, they provided another sink for carbon and another source of free oxygen.  
(B) The first green plants were the phytoplankton, which lived in the surface waters of the oceans.  
(C) Like other green plants, they liberated oxygen through photosynthesis but then reused it in respiration.  
(D) However, because they lived in the deep ocean they caused a small net addition to oxygen levels because some of the carbon compounds incorporated in their cells sank to the bottom of the oceans and were locked into sediments which do not decompose because of the cold, dark and oxygen-free conditions.  
(a) BACD                      (b) ABDC  
(c) DABC                      (d) BCDA  
(e) CABD
46. (A) Christians believe that reconciliation between God and humankind took place through the sacrificial life and death of Jesus Christ.  
(B) Humankind being too far sunk in sin and misery, and too restricted by the limitations of the human conditions, to initiate reconciliation from the human side, the death of Christ was necessary to transform human awareness, to jolt humankind out of the consequence of sin, to vanquish death and to assuage God’s wrath.  
(C) Atonement (‘at-one-ment’), originally a legal term for the reconciliation of two parties, has been annexed—almost exclusively for theological use.  
(D) In Buddhism and Judaism, atonement is thought to be initiated by the divine party, acting out of compassion and love, and despite the alienation caused by human sin and weakness.  
(a) CDAB                      (b) ABDC  
(c) ABCD                      (d) CABD  
(e) BDCA
47. (A) It is an economic system that is totally self-sufficient, producing all that is consumed and importing nothing from outside.  
(B) Autarky (Greek, ‘self-sufficiency’), in economics, is a Utopian aim.  
(C) Others have pursued autarky together with social isolation to maintain the mores and genetic purity of the native population or to maintain the leaders’ control.  
(D) However, because no country is able to produce the whole range of goods demanded, at competitive prices, in practice, autarky condemns its disciples to inefficiency and relative poverty.  
(E) Some countries’ leaders have attempted to achieve autarky in order to eliminate any reliance on foreign materials and better to defend the society in time of war.  
(a) BAECD                      (b) BECDA  
(c) BADEC                      (d) BADEC  
(e) BDACE
48. (A) In politics, autonomy is a relative concept which refers to the degree of freedom from coercion or outside influence which a state, a region, a group or an individual has over its own actions.  
(B) However, in practice, the autonomy of sovereign states is limited by international organizations, like the United Nations, NATQ ASEAN, supranational organizations, like the EC, and multiple forms of economic, cultural and political interdependence between states.  
(C) The expression the ‘autonomy of the state’, when used by historians or political scientists may also refer to the ability of state officials to pursue state interests, rather than simply reflecting or reacting to the interests of dominant groups in society.

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- (D) Theoretically, all states which are recognised in the world system as sovereign are thought to be autonomous from other states.  
(a) DCAB (b) ACDB  
(c) CDBA (d) CADB  
(e) ABCD
49. (A) International balance of power theories focus on the mechanisms which are used to prevent war or aggression between and among sovereign states, the key idea being that wars are caused by a disruption of the existing balance of power.  
(B) Debate among historians and political theorists has centered on whether or not a single hegemony (or dominant power) is necessary to prevent war and whether (and how) deterrence is essential to the preservation of stability in international relations. The relations between the 'great powers' between 1815 and 1945 remain the subject of controversy for balance of power theorists.  
(C) Theories which describe conditions of equilibrium in political systems are called 'balance of power' theories.  
(D) Internal balance of power theories describe the political process through which certain parties and interest groups influence the allocation of resources or access to political power.  
(E) They can be divided into those which describe stability within internal (or domestic) political systems and those which refer to external or international systems.  
(a) DCEAB (b) CADEB  
(c) CEADB (d) CEDAB  
(e) EADBC
50. (A) By the mid-20<sup>th</sup> century, ballet throughout the world had become an esoteric and extravagant minority interest, exclusive and self-obsessed.  
(B) It still has its purist corners, dazzling shrines to decadence—the Japanese court tradition and Bolshoi tradition come to mind.  
(C) But elsewhere, the influence of folk dance and popular dance from around the world, and even of athletics and gymnastics, has made ballet one of the most eclectic and dynamic of all performing arts.  
(D) But in the latter half of the century, with increased international travel and awareness of other cultures, ballet has been regenerated.
- (a) ABCD (b) ADBC  
(c) ADCB (d) ACBD  
(e) CABD
51. (A) Batteries have come a long way since then and are now used in everything from a watch to powerful fuel cells.  
(B) Batteries consist of one or more electric cells which produce electric currents directly from chemical reactions.  
(C) The first battery was the Voltaic Pile, named after Alessandro Volta (1745–1827).  
(D) Volta discovered that, by using dissimilar metals immersed in water with a little acid added, an electric current was produced.  
(a) BCDA (b) ACDB  
(c) BACD (d) CDAB  
(e) ABCD
52. (A) The rule shows how to handle 'conditional probabilities', ones which show the effect of one event on another.  
(B) Bayes's rule is used to find the probability of an event experimentally; the experimenter starts off with a degree of belief in each of his or her hypotheses, and uses Bayes's rule to modify these degrees of belief according to the results of experimentation (for example, an experiment could consist of asking a patient if he or she has back pains). The method is commonly used today by computers, providing 'expert systems' used in medicine, prospecting and fault diagnosis.  
(C) We make one event (that the patient claims to have back pains) a condition of the other (that he or she has back trouble). It is usual to write the conditional probability of event  $A$ , given that event  $B$  is known to have happened, as  $p(A|B)$ ; Bayes's rule tells us that  $p(A) = p(AB) \times p(B) + p(A \text{ not } B) \times p(\text{not } B)$ .  
(D) For example, the probability that a patient has back trouble is higher if it is known that he or she claims to have back pains.  
(E) Bayes's rule, formulated by Thomas Bayes (1702–61), sparked off a radical new direction in statistics, the application in mathematics of probability theory.  
(a) EBACD (b) EABCD

- (c) EACBD                      (d) EADCB  
(e) EDCBA
53. (A) When the future date arrives, the bear expects to buy in at a lower price to deliver the stock that had been sold under the future contract at a higher price.  
(B) A market in which prices are falling or are expected to fall is called by economists a bear market.  
(C) Likewise, the term bear can be applied to a person who expects stock prices to fall and sells stock that he or she does not have for delivery at a future date.  
(D) It is a designation commonly used in securities markets and commodity markets and is the opposite of a bull market.  
(a) BACD                      (b) BCAD  
(c) BDCA                      (d) ACBD  
(e) ABCD
54. (A) To some extent, it arises naturally enough from the events of our time.  
(B) An age that has seen Fascist states trample down the liberties of a continent, and has heard them hail their leaders with a mindless and horrifying devotion, will understandably view with distrust the whole conception of leadership.  
(C) The very word is contaminated by the associations of a fuhrer or a Duce, and, seen in the light of our experiences, the great leader-figures of the past, Napoleon or Fredrick the Great for example, seem unworthy of the respect, still less of the admiration, with which they have sometimes been regarded.  
(D) The reasons for the rejection of the idea of leadership are complex.  
(a) DABC                      (b) CDBA  
(c) CABD                      (d) DBAC  
(e) ACBD
55. (A) It is sometimes contented that modern war has become so highly technical in character that the role of the army, with its demands for leadership at all levels, has become far less important.  
(B) Let us take as an example, exercise of leadership in war, the most obvious field in which it is required—in deed, so obvious that the reactions of many people towards the whole subject are coloured by the picture of the leader as a military commander.
- (C) The very fact that many of the problems which arise in a technical world are necessarily very complex in character, sometimes divert attention from the fact that they require leadership to solve them.  
(D) But, though the fields in which leadership has to be exercised have changed, most of its essential qualities remain as necessary as ever.  
(a) CDBA                      (b) CADB  
(c) ADCB                      (d) CDAB  
(e) DABC
56. (A) Leadership in any of the fields in which it is most obvious, in the armed forces, in politics, in commerce, has until quite recently been determined by birth.  
(B) The fact that the principle is still obviously followed to some degree in the very different social climate of today reminds us how strong it was, and how unquestioningly it was accepted.  
(C) It imposes on us rather a greater obligation to investigate the qualities of good leadership and its recognition by other means, if birth and wealth are no longer to be the criteria of choice.  
(D) But the rejection of an elite recruited by birth in the democratic and equalitarian temper of the modern, world does not imply that all leadership can be dispensed with.  
(a) ABCD                      (b) ABDC  
(c) CDAB                      (d) BADC  
(e) CABD
57. (A) A belief in equality of opportunity of and in the necessity of recruiting leaders from every class imposes on society an obvious obligation to break down those obstacles as rapidly and as completely as possible.  
(B) Others are more peculiar to individual circumstance, and attempts to overcome them by society are less easy to envisage and less likely to succeed.  
(C) Some of them are removable by social change; bad housing, inferior education, the limitations on personal development imposed by poverty are all barriers to the emergence of leadership among some sections of the community.  
(D) In practice, there are admittedly very great difficulties in the way of realizing the ideal of equality of opportunity.

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- (a) DCBA                      (b) DCAB  
(c) BACD                      (d) BADC  
(e) DACB
58. (A) At present, many of those most prominent in our national life, particularly in trade unionism, business, and industry, are men who received little formal education.  
(B) Among men of the most obvious distinction and holding the most responsible positions, a number can be found who left school at eleven or twelve.  
(C) To cite these as examples of the fact that high intellectual capacity is unnecessary for leadership is to make an elementary confusion between ability and educational attainment, quite apart from the fact that many of them have by private study, more than repaired the deficiencies of their formal education.  
(D) But, much more important, such an attitude shows a failure to grasp the magnitude of the educational revolution of the past forty years.  
(E) With any educational change, there is inevitably a time-lag before its effects become clear in society, but it is nevertheless surprising that the full meaning of the 1902 Act is still only imperfectly realised.  
(a) ABCDE                      (b) ADCBE  
(c) ACBDE                      (d) EABDC  
(e) CABDE
59. (A) I have to admit that knowing all the finer points of etiquette is not always easy.  
(B) For instance, it is just not civilized to hover over someone's table in a busy coffee shop, eyeing her half finished tea until she finally lets you have her seat.  
(C) Loosely defined, the right way to do things is how I do them myself.  
(D) The well-bred thing to do is to stand quietly at a discreet distance until the table is vacated and then elbow out of your way anyone who tries to get there first.  
(E) As an adult, I have come to see that there is a right and wrong way to do everything.  
(a) EDBCA                      (b) ECDAB  
(c) ECBDA                      (d) CDEBA  
(e) DABCE
60. (A) However, Indians were charged 10% extra premium.  
(B) Humiliating as it may seem today, it was much more so for self respecting Indians then.  
(C) Life insurance, known to India since Vedic times, arrived here from England in its modern form only in the year 1818, to insure Europeans and support their widows.  
(D) Under pressure of influential Indians, Insurance Companies that were established later started insuring Indians.  
(E) It all began like this... "The Company does not Insure Natives of India" Shocking?!? But this is exactly what our forefathers had to face in their own land in an era much before nationalisation of life insurance in India.  
(a) EDCAB                      (b) EDACB  
(c) ECDAB                      (d) CEDAB  
(e) DEACB
61. (A) Did you ever wonder what your long policy number means, and how, among fifteen crore policyholders, your number is unique?  
(B) A series of roughly ten crore numbers are allotted to each of the 7 zonal offices of LIC, and further to lower offices.  
(C) So your number arises systematically from the series that your issuing branch gets.  
(D) Well, the 9-digit number makes a count of one hundred crores (short by one).  
(E) And, by the way, did you know that each time you breathe, LIC settles 3 claims. Are you counting?  
(a) ABDCE                      (b) ACBDE  
(c) ADBCE                      (d) DABCE  
(e) BACED
62. (A) Everyone has insecurities.  
(B) When you show yourself in the world and display your talents, you naturally stir up all kinds of resentment, envy, and other manifestations of insecurity.  
(C) This is to be expected. You cannot spend your life worrying about the petty feelings of others.  
(D) With those above you, however, you must take a different approach.  
(E) When it comes to power, outshining the master is perhaps the worst mistake of all.



- (a) EDABC                      (b) ACBED  
(c) ABCDE                      (d) ABDEC  
(e) AECBD
63. (A) They also become spoiled and tyrannical.  
(B) But hire a former enemy and he will be more loyal than a friend, because he has more to prove.  
(C) If you have no enemies, find a way to make them.  
(D) In fact, you have more to fear from friends than from enemies.  
(E) Be wary of friends—they will betray you more quickly, for they are easily aroused to envy.  
(a) CDBEA                      (b) CEDAB  
(c) ECDAB                      (d) EABDC  
(e) BADCE
64. (A) The problem is that you often do not know your friends as you imagine.  
(B) It is natural to want to employ your friends when you find yourself in times of need.  
(C) The world is a harsh place, and your friends soften the harshness.  
(D) Why depend on a stranger when you have a friend at hand?  
(E) Besides, you know them.  
(a) CBDEA                      (b) BCEDA  
(c) CBADE                      (d) CDBEA  
(e) EABCD
65. (A) Although it is generally best not to mix work with friendship, there are times when a friend can be used to greater effect than an enemy.  
(B) A man of power, for example, often has dirty work that has to be done.  
(C) But for the sake of appearances, it is generally preferable to have other people do it for him.  
(D) Friends often do this the best, since their affection for him makes them willing to take chances.  
(E) Also, if your plans go awry for some reason, you can use a friend as a convenient scapegoat.  
(a) ABCDE                      (b) DCEAB  
(c) ADCEB                      (d) ABDCE  
(e) EBACD
66. (A) Do not give them the chance to sense what you are up to:  
(B) If at any point in the deception you practice, people have the slightest suspicion as to your intentions, all is lost.  
(C) Throw them off the scent by dragging red herrings across the path.  
(D) Use false sincerity; send ambiguous signals, set up misleading objects of desire.  
(E) Unable to distinguish the genuine from the false, they cannot pick out your real goal.  
(a) EACDB                      (b) ABCDE  
(c) BCDEA                      (d) BACDE  
(e) CADBE
67. (A) How and why has the atmosphere changed so much? The earliest atmosphere probably consisted of gases like hydrogen, helium, methane, ammonia and carbon dioxide (CO<sub>2</sub>)—gases which occur in the atmospheres of the other planets.  
(B) Less well known but much more interesting is the fact that the present-day composition is totally different from that of the primitive.  
(C) Hence, the atmosphere for most of the Earth's history, consisted largely of CO<sub>2</sub> with small amounts of nitrogen.  
(D) Most of these gases were lost and replaced by atmospheres of gases emitted by volcanoes.  
(E) The Earth's atmosphere is made up of 79% nitrogen, 21% oxygen and a small but growing trace of carbon dioxide.  
(a) ABECD                      (b) EBACD  
(c) EADCB                      (d) ADCBE  
(e) DEABC
68. (A) That is the Homeric Question which has intrigued classical scholars down the centuries.  
(B) One genius who selected, refined, and embellished the material from the countless lays available in those far-off times and bound them together to produce the *Iliad* and the *Odyssey* in their present form.  
(C) Modern opinion is overwhelmingly in favour of the view that there was, indeed, one outstanding poet named Homer among the throng of minstrels in Greek-speaking world during the eighth or ninth century before Christ.  
(D) Were the early epic masterpieces, the *Iliad* and the *Odyssey*, composed by one hand or by many?  
(a) CABD                      (b) DCBA  
(c) DABC                      (d) BDAC  
(e) ABCD

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69. (A) But two special themes made certain appeal to an audience nurtured on memories of a magnificent past:  
(1) The siege of Troy which was the supreme glory of their heroic ancestry, and (2) the wanderings overseas forced upon their forebears by the all-conquering Dorians.  
(B) But such a splendid theme could not be worthily expressed in short lays.  
(C) As the art of minstrelsy was passed down from one generation to the next, a repertoire of short lays about the heroic times was built up.  
(D) Every well-born Ionian was familiar with the history of the Trojan War and its sequel.  
(E) The grandeur of the subject called into being narrative verse which used the traditional saga as raw material but was composed in epic dimensions, magnifying the two favourite themes far beyond historical fact.  
(a) CBEAD (b) ADCBE  
(c) CADBE (d) BACDE  
(e) EABCD
70. (A) The Athenians are revolutionary and their designs are characterised by swiftness alike in conception and execution; you have a genius for keeping what you have got, accompanied by a total want of invention and, when forced to act, you never go far enough.  
(B) They are adventurous beyond their power and daring beyond their judgment and in danger, they are sanguine; your way is to attempt less than your power justifies, to mistrust even what your judgement sanctions and to convince yourself that there will be no end to your danger.  
(C) They are prompt, you procrastinate; they are never at home, you are never from it; they hope by leaving it to extend their acquisitions, you fear any new enterprise will endanger what you possess.  
(D) They are swift to follow up a success and slow to recoil from a reverse; their bodies they spend ungrudgingly in their country's cause; their intellect they jealously husband to be employed in her service.  
(a) CADB (b) ABCD  
(c) BADC (d) ABDC  
(e) DABC
71. (A) We have no black looks or angry words for a neighbour if he enjoys himself in his own way, we abstain from the little act of churlishness which, though they leave no mark, yet cause annoyance to those who notes them.  
(B) But our laws secure equal justice for all their private disputes, and our public opinion welcomes and honours talent in every branch of achievement, not for any sectional reason, but on grounds of excellence alone.  
(C) And, as we give free play to all in our public life, so we carry the same spirit into our daily relation with one another.  
(D) Our constitution is named a democracy because it is in the hands not of the few but of the many.  
(a) DBCA (b) CDAB  
(c) ADBC (d) DACB  
(e) CADB
72. (A) And their story is not graven only on stone over their native earth, but lives on far away, without visible symbol, woven into stuff of other men's lives...  
(B) Fix your eyes on the greatness of Athens as you have it before you day by day, fall in love with her, and when you feel her greatness, remember that this greatness was won by men with courage, with knowledge of their duty, and with a sense of honour in action, who, if they failed in any ordeal, disdained to deprive the city of their service, but sacrificed their lives as the best offering on her behalf.  
(C) So they gave their bodies to the commonwealth and received, each so for his own memory, praise that will never die, and with it the grandest of all sepulchres, not that in which their mortal bones are laid, but a home in the minds of men where their glory remains fresh to stir to speech or action as the occasion comes by.  
(D) For the whole earth is the sepulchre of famous men.  
(a) ADCB (b) BCDA  
(c) BDCA (d) DCBA  
(e) CBDA
73. (A) In early youth, the poet as well as an intellectual, Plato it is believed, was a great wrestler, and he also served as a soldier.

- (B) It is through that he adopted the name of Plato, because of his broad shoulders.
- (C) He was not only born a free man but an aristocrat, his father's name being Ariston, a descendant of one of the legendary founder of Athens, while on his mother's side, he was related to many wealthy and well-born Athenians.
- (D) Plato, the father of Western philosophy, used to say that he thanked the Gods for three things: one, that he was born a free man and not a slave; that he was born a Greek and not Barbarian; and three, that he lived in the days of Socrates.
- (a) ACBD                      (b) CADB  
(c) DCBA                      (d) ACBD  
(e) BACD
74. (A) The whole of Plato's philosophy is expressed in dialogues and many of early dialogues preserve an air of having risen from chance conversations in the streets.
- (B) He also attacked the Sophists, the new brand of philosophers who, in Athens, were examining everything and teaching the people no longer to respect the old ideas on which the city had been founded and whose brilliant speech and witty paradoxes attracted men to them—and yet Plato himself had all the qualities, and often used them, of these enemies of his.
- (C) Plato's philosophy seems to arise directly out of daily life and this is one of its great charms.
- (D) For this father and fountain-head of philosophy, unequalled in the breadth of his ideas, is also unmatched for the persuasive beauty of his writing.
- (E) Plato is said to have burnt his poems after he met Socrates and he adopted a very severe view of poet in republic—but he could not help being a poet himself.
- (a) ACDEB                      (b) CADEB  
(c) ABCDE                      (d) CDABE  
(e) DBCAE
75. (A) Socrates, who always stated that he was only wise because other men thought they knew certain thing for sure while he knew he did not know, went about asking very simple questions and using the language of metaphor of the market place.
- (B) It has the many sided attraction of thought at its fullest and most elegant, combined with an intense moral preoccupation, the preoccupation of getting somewhere, of not being satisfied with the most ingenious argument, the most appealing and attractive arrangement of ideas.
- (C) The work of Plato can be said to be the simple moral teaching Socrates understood, re-expressed by the most brilliant man of his age who preserved, while being the passionate disciple of Socrates, the quantities of mind he was born with, those of the clever fashionable world.
- (D) Socrates was the contrary of Plato—a man of the people, a sort of poor monk whose teaching, based on questioning and cross-questioning, tended to turn to ridicule the poetry, the eloquence and the metaphysics of which the young aristocratic Plato was a master.
- (a) CDAB                      (b) ADCB  
(c) DACB                      (d) BDCA  
(e) BACD
76. (A) He was convinced that truth and goodness exist and are inseparable, and that virtue is one thing and is dependent upon knowledge.
- (B) On account of this unity of goodness, truth and beauty, Plato considered that the arts—music, literature, poetry, architecture, rhetoric, politics and the practical arts—must be the servant of moral philosophy and only have value in so far as they serve it.
- (C) In essence, the doctrine of Plato has many similarities with that of Christianity's.
- (D) But it is a doctrine founded on an intellectual view of man and of the soul rather than one based on belief in God and Redeemer of mankind.
- (E) There is a false architecture, false music, literature, etc., which takes man away from the pursuit of the perfect and help him to remain ignorant and malformed, and there is the converse.
- (F) Plato's foremost place as a philosopher lies in his conception of unity.
- (a) FABECD                      (b) CBEDAF  
(c) FACEDB                      (d) ABFCDE  
(e) EFACBD

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77. (A) In all his writing on philosophy, whether political or ethical, Aristotle reveals himself as a teleologist, this is attempting the interpretation of things under discussion in terms of purpose or end (Greek *telos*: end).
- (B) "Every art and every science," it begins," and in like manner every action and every moral choice, aims, it is thought at some good".
- (C) What that good is depends of course on the things concerned: some activities are undertaken only for what they lead to or produce and bring about, while others are engaged in for their own sakes.
- (D) So far as man is concerned, this end must be the good of man.
- (E) But it is surely clear that there must be something that may be fairly described as the Chief Good, that is, the best thing of all.
- (F) This is clearly evidenced from the very first statement of his *Nicomachean Ethics*.
- (a) ABEFDC                      (b) BDCAFE  
(c) AFBCED                      (d) DCBEFA  
(e) FAEDCB
78. (A) For some say it is one of those things which are palpable and apparent, as pleasure or wealth or honour; in fact, some one thing, some another; nay, often times the same man gives a different account of it, for when ill, he calls it health, when poor, wealth; and conscious of their own ignorance, men admire those who talk grandly and above their comprehension.
- (B) To use the more common form, "happiness (says Aristotle) is what both the multitude and the refined few call it, and 'living well' and 'doing well' they conceive to be the same with 'being happy'; but about the nature of this happiness men dispute, and the multitude do not in their account of it agree with wise."
- (C) Now, what is this very special Good?
- (D) There is pretty general agreement that is eudaimonia, a Greek word which is usually translated as Happiness, although a possibly better rendering would be Well-being or Welfare.
- (a) DBAC                      (b) CDBA  
(c) BCDA                      (d) ADBC  
(e) ABCD
79. (A) After some pages descriptive of the liberal Man, who "will give and spend on proper objects, and in proper proportion, in great things and small alike, and all this with pleasure to himself", we come to a portrait of the Magnificent Man, which is doubtless based on what Aristotle had observed of the great aristocratic, popularity seeking spenders of Athens.
- (B) "The expenses of the Magnificent Man are great fitting: such also are his works."
- (C) The kind of expenditure which he will incur will be what are called honourable, "such as dedicatory offering to the gods, and furnishing their temples, and sacrifices, and in like manner everything that has reference to the deity, and all such public matters as are objects of honourable ambition, as when men think it is their duty to furnish a chorus for the stage splendidly, or fit out and maintain a three-decker for the navy, or give a great public feast...It is characteristic of the Magnificent Man to do magnificently whatever he is about."
- (D) He will consider how a thing may be done most beautifully and fittingly, rather than for how much.
- (a) ACBD                      (b) CDBA  
(c) BACD                      (d) ABDC  
(e) DABC
80. (A) Comparisons between Vergil and his great Greek prototype, Homer, are inevitable, although academic admirers of the Latin poet find them odious, arguing that Homer composed for an audience which knew only the epic on the grand scale and that his poetry was meant to be heard, not read.
- (B) Nevertheless it can hardly be disputed that poetic merits of the *Aeneid* are far below those of *Iliad*, lacking the unity of purpose and integrity of construction of the earlier work as well as its truth and simplicity.
- (C) It is also true that Homer's society was relatively uncomplicated, with a nobility not unlike the barons of England's feudal ages, whereas Vergil's civilisation was complex and he wrote for scholarly and thoroughly educated readers.
- (D) Perhaps a model, however masterly, can never quite capture the spontaneous freshness of a glorious original.

- (a) DCBA                      (b) ACBD  
(c) CABD                      (d) ABCD  
(e) BACD
81. (A) But later, when scholars had deciphered the cuneiform inscriptions of Babylon and Assyria, the historicity of a large part of the Old Testament was vindicated.
- (B) The story of Abraham, for instance, is now to be seen much more than a folk tale, for the discoveries in the 'thirties of the Amorite Kingdom ruled by the smiling-faced Mari kings have unearthed cities such as Harun and Nathor mentioned in the Bablical narrative, but totally unknown till they were unearthed'.
- (C) By the end of the century, when the work of geologists and physicists had begun to enlarge man's knowledge about the beginning of the physical world, the *Bible* as history, began to be considered largely as fable or folk-lore; by Christians it was thought divinely inspired but still basically mythical.
- (D) To the simple-minded then, as in past centuries, the story of the *Old Testament* appeared as exact, literal history.
- (E) When Queen Victoria came to the throne, it was generally believed that the world was created in 4004 BC.
- (F) In fifty years or so, when so much has been discovered by archaeology about the Middle East and Egypt, the claim of the whole Old Testament story to be a valuable historical record, has been more and more accepted.
- (a) DCAEFB                      (b) EDCAFB  
(c) ACEFDB                      (d) FCDABE  
(e) CABDEF
82. (A) When the Meccans challenged Mohammed to perform a miracle as proof of his Divine mission, he appealed, boldly and confidently, to the book which was taking shape under his supervision.
- (B) It was indeed a miracle, the miracle of miracles, this book that had come down from heaven ...
- (C) So wonderful a work (he maintained), written in such superlatively beautiful language and expressing the most profound and majestic of religious truths, could surely not have been written by mere man, most certainly not by such an unlettered man as he was himself.
- (D) The book in question was *Koran*, as we generally call it, although a more correct rendering is *Quran*, which is an Arabic word meaning reading, lecture, or recitation, or perhaps that which ought to be read.
- (a) ACBD                      (b) BACD  
(c) ABCD                      (d) CDBA  
(e) DCAB
83. (A) Fortunately, the lack of details available about the life of Shakespeare does not apply to Dante, who is revealed to us as the hero of one of the strangest and most beautiful love stories in the world.
- (B) If a limit may be set to the period of medieval literature, Dante's *Divine Comedy* may be said to have brought it to an end in a glorious climax.
- (C) Of all the great figures, who embellish the pageant of literature, Dante shares an equal place with Shakespeare.
- (D) Here all the greatest and best in thought and work that flowered in the millenium between the fall of Roman Empire and the close of the thirteenth century, is given a new vitality and endowed with poetic passion.
- (a) ACDB                      (b) DBAC  
(c) BDCA                      (d) CDBA  
(e) BACD
84. (A) There were numerous religious shrines at home and abroad that attracted the pilgrims hosts, but in England, by far the most popular was Canterbury, where in the great cathedral stood the magnificent tomb of Thomas Beckett—St. Thomas of Canterbury—hard by the spot where in 1170 he had been brutally slain by four of King Henry's knights.
- (B) On an April morning, many centuries ago, a band of pilgrims set out from the Tabard inn in Southwark to go to Canterbury.
- (C) We should not suppose that the fact that they were pilgrims means that they were specially devout.
- (D) Pilgrimages in the Middle Ages—and the year in question is somewhere in the thirteen-eighties—were a most welcome break in the monotonous

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round of daily existence, an occasion for seeing the sight and meeting fresh people and exchanging gossip and tales of high life, and of low.

- (a) DBAC
- (b) ACDB
- (c) BADC
- (d) BCDA
- (e) CADB

85. (A) It was invented by More, and is a reminder of the fact that it was one of the most famous figures of revivals of Learning that was inspired by the rediscovery of the ancient classical civilisation of Greece and Rome after the long night of middle ages.
- (B) Of all the cities that men have built in the cloudlands, the most famous is the one described in a small book written by the English scholar-statesman, Sir Tomas More, in the beginning of the sixteenth century.
- (C) It is called *Utopia*, and so famous it is that ever since, all similar imaginary commonwealths have been referred to as Utopias.
- (D) It comes from the Greek words, ou meaning not, and topas, a place, and so means literally, nowhere.
- (E) The word is a made-up one.
- (a) BCEDA
  - (b) CDBCA
  - (c) ADCBE
  - (d) EDCAB
  - (e) ABCDE
86. (A) What an audacious declaration it is, this of Jean-Jacques Rousseau, that “Man is born free; and everywhere he is in chains!”.
- (B) No matter that the critics in every generation have insisted that the first part of the declaration is untrue, since men come into the world carrying a heavy burden of heredity; and that as for the second part, there are quite a lot of places in the world nowadays where chains have long ceased to form part of the political machinery.
- (C) No matter: it has a splendid, fine-sounding ring about it, and our political philosophy would be ever so much duller without it.
- (D) When he first spat it out, it shocked and shattered the complacency of the eighteenth century, and it has been an inspiration and encouragement to the young and hopeful ever since.

- (a) ADCB
- (b) CBAD
- (c) BADC
- (d) ADBC
- (e) CDBA

87. (A) From them he obtained a mass of information on business matters that came in exceedingly useful in writing his book.
- (B) He may well have felt that his career was fixed, but then in 1764, he was invited to accompany the young Duke of Buccleugh on the customary “grand tour” of the continent.
- (C) In the middle of the eighteenth century, Glasgow was still a small provincial city, but by 1760 it had supplanted Bristol as the principal tobacco port, and its “tobacco lords” were fine men of business.
- (D) Adam Smith cultivated their acquaintance, and felt highly honoured when he was invited to join their weekly dining-club.
- (a) DBCA
  - (b) CDAB
  - (c) DACB
  - (d) BCDA
  - (e) ABCD
88. (A) Now a few words on the third of the main themes of the Wealth of Nations, the one which is of greatest practical interest and importance—what may be described as his policy or programme of action.
- (B) Under the influence of Mercantilist ideas, Adam Smith declared, “nations have been taught that their interest consisted in beggaring all their neighbours... Commerce which ought naturally to be, among nations as among individuals, a bond of union and friendship, has become the most fertile source of discord and animosity.”
- (C) It will be found for the most part in his fourth book, where we have a lengthy, detailed, and highly critical examination of the “Commercial or Mercantile System” that was the accepted ideology of the principle governments of his time.
- (D) The Mercantilists held that wealth consists primarily of money, and mercantilist governments strove to foster home industries and encourage the export of as large an amount of goods as possible, and to import as little possible, when the difference would have to be made up in cash or bullion.

- (a) CDAB                      (b) ACDB  
(c) BADC                      (d) BACD  
(e) CADB
89. (A) Mention should be made, too, of the many pithy sayings that ought to find a place in every dictionary of quotations.
- (B) For example, “the delightful art” of gardening, “the desire for food is limited by the narrow capacity of the human stomach”, “a man is of all sorts of luggage the most difficult to be transported”, and “When you have got a little money, it is often easy to get more: the great difficulty is to get that little”.
- (C) All these things are of secondary importance, however.
- (D) The really important thing about Adam Smith is that it was he who mapped out the ground and prepared the way for Economics to become what it is today, one of the most interesting, stimulating and vitally important of the science that are the instruments of human progress.
- (a) ABCD                      (b) DABC  
(c) CDBA                      (d) BCDA  
(e) CABD
90. (A) Here, perhaps even more importantly than with any other science, the scientist has created a barrier of terms by which to express thoughts and ideas about matter affecting us all—the origins of knowledge and wisdom—but which effectively cuts off the ordinary man from the thinker, the man who by terming himself philosopher, clearly looks upon himself, as the word implies, as the fount of wisdom.
- (B) Unfortunately, as with most sciences, the would-be interpreter of philosophy finds himself becoming involved in almost insoluble complications of expression if he does not use some of the jargon, the special terms by which philosophers convey, in a kind of shorthand, their own particular thoughts to their professional colleagues.
- (C) If a really outstanding example of non-communication were ever to be sought, scarcely a better one could be cited than that of philosophy.
- (D) The preceding paragraph, simple though it is in philosophical expression, is nevertheless sufficient to show the non-philosophic student that, like all sciences, philosophy has acquired its own particular jargon which only the initiated can understand with ease.
- (a) DBAC                      (b) ACDB  
(c) CABD                      (d) DCAB  
(e) BACD
91. (A) All our intuitions have a dual nature; objects appear to be outside ourselves and externally co-existent in space; and they also seem to exist within our own minds, either simultaneously or in succession, and so, in time.
- (B) The reason why all our intuitions are bound up with these two forms lies in the manner in which our faculty of imagination receives the impression of objects.
- (C) Space and time, then, are pure intuitions, which are present a priori in advance of any real sensation, inherent in the faculty of imagination in our soul, and are thus only necessary ideas a priori, underlying all intuitions.
- (D) Thus, space and time are the two forms to which all our intuitions are bound, and as they are ideas directly related to objects, they are themselves intuitions.
- (a) BDAC                      (b) ADBC  
(c) BACD                      (d) CADB  
(e) DABC
92. (A) The important place that it occupies in Marx’s system is shown by the hundreds of pages that he devotes in *Capital* to its elucidation and illustration.
- (B) But nowhere do we find any indication that Marx had ever been inside a cotton-mill or down a coal-mine, that he had ever visited pottery or ironworks or railway shed; and all the detail with which his pages are filled was what he could collect from seat No.7 in row G in the British Museum reading-room.
- (C) Most of his supporting material is drawn from English practice, for the very good reason that it was in England that the capitalized system had mainly originated and had reached its most advanced development.

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- (D) This theory of surplus value is Marx's special contribution to economic ideology, and it is no wonder that it made a strong appeal to the workers, especially those engaged in factory production in the industrialised countries of Europe and America.
- (a) DCAB                      (b) CADB  
(c) BCDA                      (d) DACB  
(e) ABCD
93. (A) Before the modern system of capitalist enterprise could come into existence, there had to be what Marx calls the stage of "primary accumulation", which he defines as "the historical process whereby the producer was divorced from the means of production."
- (B) These were "the idyllic methods of primary accumulation", which cleared the ground for capitalist agriculture and provided urban industry with the requisite number of "masterless proletarians".
- (C) This was effected through the spoliation of the property of the Church at the Reformation, the subsequent alienation of the State domains, the transformation of feudal property and the property of the Scottish clans, by a system of ruthless terrorism, into modern private property.
- (D) Hard upon their heels came the commercial wars between the great European powers, fought over the whole surface of the globe, of which a recent sequel had been the opium wars against China.
- (E) Then followed the discoveries of gold and silver in America, the extirpation or enslavement and entombment of the native, the beginning of the conquest of the East Indies, the transformation of Africa into a source of raw material of the slave trade—these were the incidents that characterised the "rosy dawn of the period of capitalist production".
- (a) ACEBD                      (b) DABCE  
(c) ACBED                      (d) CAEDB  
(e) EADCB
94. (A) He had been led to this discovery by applying to dreams, a new method of psychological investigation which had proved of great value in the solution of phobias, obsessions, delusions and so on—namely, psycho-analysis.
- (B) Serious-minded people were apt to smile at all this, but one day he was astonished to find that the view of dream which most nearly approached the truth was not the medical one—that dreams are caused entirely by sensory and somatic stimuli—but the popular one.
- (C) The methods of interpretation consist in transferring the content of a dream as it is remembered, either by replacing it piecemeal in accordance with a fixed key, or by replacing the dream as a whole by a certain series of symbols.
- (D) Having thus set out his problem, and referred to the more recent pronouncements on the nature of dreams by scientists and medical men, Freud points out that popular opinion has taken little heed of scientific judgments in this field, and persists in the belief that dreams have meaning which relates to the prediction of the future and which can be discovered by some process of interpretation of a content which is often confused and puzzling.
- (E) An investigation into the significance of dream inquiries, first, into the psychological significance of dreaming, into the relation of dreams to the mental processes and into any biological function dreams may have; while, second, it tries to discover whether dreams can be interpreted, whether the content of individual dreams has a "meaning" such as can be found in other psychological structures.
- (a) EDCBA                      (b) ABEDC  
(c) DEBCA                      (d) DECBA  
(e) ABCDE
95. (A) The impression which acts as the dream-instigator may be such an important one that we feel no surprise at being concerned with it in the day-time.
- (B) If we unravel dream-displacement by analysis, we obtain what appears to be completely trustworthy information about dream-instigators and the connection of dreams with waking life.
- (C) By analysis, we find that every dream without exception, goes back to an impression received during the last few days.



- (D) As a rule, however, if a connection is to be found between a dream-content and an impression received the previous day, it is usually so trivial that we can recall it only with difficulty, and dream content seems concerned with trivialities.
- (a) DBAC                      (b) ACDB  
(c) BCAD                      (d) DCAB  
(e) ABCD
96. (A) Joe had had trouble falling asleep, and once asleep, he went from one dream to another.  
(B) The phone rang.  
(C) He was showing a house to a young couple.  
(D) He looked at it but could not find it.
- (a) ADCB                      (b) ACBD  
(c) BDCA                      (d) CBAD  
(e) ADBC
97. (A) I dressed and fixed breakfast in the small kitchen.  
(B) Afterward, I stepped out on the narrow deck to breathe the mountain air.  
(C) The answers would come gradually, I told myself.  
(D) The next morning, I awakened early and lay quietly, trying to orient myself.  
(E) Last night, there had been much that was strange and perplexing.
- (a) DECAB                      (b) ADECB  
(c) CABDE                      (d) ADCEB  
(e) BADCE
98. (A) Later that night, as I sat up in bed trying to read *the Book of the Hopi*, my thoughts were melancholy and not the pages.  
(B) Mountain silence seemed to press all around the small guesthouse, threatening me.  
(C) I was about to put the book aside and attempt to fall asleep when a light tapping sounded on the outside door.  
(D) In my present state of mind, the sound was unnerving.  
(E) Nevertheless, I drew on my robe and went into the little hallway.
- (a) DBCAE                      (b) ADBCE  
(c) ABCDE                      (d) CAEBD  
(e) EDCBA
99. (A) "Who's there?" I called.  
(B) I sighed and turned the latch, not at all sure that I could cope with Marilla just then.
- (C) "It's me—Marilla. Open the door, Lindsay."  
(D) She stood on the flagstones outside, dressed in pajamas and one of her father's sweaters, and holding both hands behind her back.  
(E) She smiled at me angelically.
- (a) ACBDE                      (b) BACED  
(c) DBCEA                      (d) CABDE  
(e) ECABD
100. (A) I decided to ask her a direct question.  
(B) "You've already told me that Sybil came to talk to you about the dinner on the day she disappeared. Was there anything else?"  
(C) For a moment, I thought Orva wouldn't answer.  
(D) Then she seemed to make a decision.
- (a) ACDB                      (b) BADC  
(c) CADB                      (d) ABCD  
(e) DABC
101. (A) A Roman chariot decorated with the figure of Columbia on the front.  
(B) On Sunday afternoons John Doud, wearing goggles and a long white coat, took the family for outings in his Stanley Steamer, one in a series of cars that he owned.  
(C) Sometimes they would go to City Park, where the Doud girls would wander through the Zoological Gardens or listen to band concerts.  
(D) Other times, they went to Elitch Gardens, one of the oldest amusement parks in the country, where Mamie had a favorite seat on the merry-go-round —
- (a) DCAB                      (b) BCDA  
(c) CBDA                      (d) CDAB  
(e) ABCD

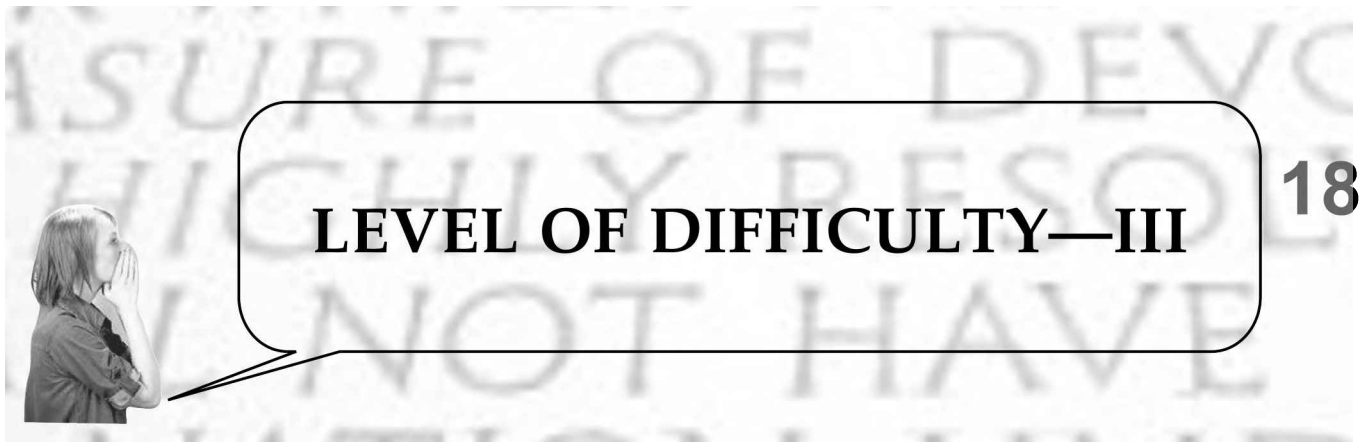
**ANSWER KEY**

- |         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 1. (b)  | 2. (c)  | 3. (b)  | 4. (c)  | 5. (d)  |
| 6. (c)  | 7. (d)  | 8. (c)  | 9. (b)  | 10. (d) |
| 11. (a) | 12. (c) | 13. (a) | 14. (d) | 15. (a) |
| 16. (b) | 17. (d) | 18. (a) | 19. (b) | 20. (d) |
| 21. (c) | 22. (b) | 23. (b) | 24. (c) | 25. (d) |
| 26. (a) | 27. (d) | 28. (d) | 29. (b) | 30. (a) |
| 31. (c) | 32. (b) | 33. (d) | 34. (c) | 35. (b) |
| 36. (c) | 37. (d) | 38. (b) | 39. (d) | 40. (a) |
| 41. (d) | 42. (a) | 43. (d) | 44. (c) | 45. (d) |

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|---------|---------|---------|---------|---------|----------|---------|---------|---------|----------|
| 46. (a) | 47. (d) | 48. (b) | 49. (d) | 50. (b) | 76. (a)  | 77. (c) | 78. (b) | 79. (d) | 80. (b)  |
| 51. (a) | 52. (d) | 53. (c) | 54. (a) | 55. (d) | 81. (b)  | 82. (a) | 83. (c) | 84. (d) | 85. (a)  |
| 56. (b) | 57. (b) | 58. (a) | 59. (c) | 60. (c) | 86. (d)  | 87. (b) | 88. (b) | 89. (a) | 90. (d)  |
| 61. (c) | 62. (c) | 63. (d) | 64. (b) | 65. (a) | 91. (b)  | 92. (d) | 93. (c) | 94. (a) | 95. (c)  |
| 66. (d) | 67. (b) | 68. (c) | 69. (c) | 70. (b) | 96. (b)  | 97. (a) | 98. (c) | 99. (a) | 100. (d) |
| 71. (a) | 72. (b) | 73. (c) | 74. (a) | 75. (c) | 101. (b) |         |         |         |          |



## LEVEL OF DIFFICULTY—III

18

1. (A) Put simply, the ancient Greek city (*polis*) was configured as a kosmos before the philosophers adopted the pertinent term and used it to assert that the natural world is likewise, an intelligible and ordered whole.  
(B) To begin with, there is the question of philosophy's origins within the first self-governing civic polities known to man.  
(C) The annually elected magistrates of the city of Crete that appears to have pioneered constitutional forms were called kosmoi.  
(D) It is revealing that the kosmos and its cognates were used in the political realm well before they were appropriated by the philosophers.  
(E) The army described in the Catalogue of Ships in the second book of Homer's *Iliad*, was arranged in its appropriate ranks by a kosmetor.  
(a) BDECA                      (b) BDACE  
(c) DBCEA                      (d) DCEAB  
(e) EDACB
2. (A) He was familiar with Hesiod's *Theogony*, a poetic treatment of the origin of the gods and the kosmos, and he knew something of the beliefs of the barbarians.  
(B) But for the opinions of mankind he had little, if any, respect.  
(C) *Xenophanes* knew perfectly well that "mortal men believe that gods are begotten, and that they have the dress, voice, and body of mortals."  
(D) "If oxen, horses, or lions had hands with which to sketch and fashion works of art as men do," he remarked, "then horses would draw the forms of god like horses, oxen like oxen, and they would each make their god's bodies similar in frame to the bodies that they themselves possess."  
(E) Indeed, he observed, "the Ethiopians claim that their gods are snub-nosed and black; the Thracians, that theirs are blue-eyed and red-headed."  
(a) ABEDC                      (b) DCABE  
(c) ABDEC                      (d) CABDE  
(e) EACDB
3. (A) The wisdom that he attributes to the philosopher in the *Republic* is possessed by no one he knows—and arguably for good reason.  
(B) Its implausibility as an actual project owes less to the unlikelihood that one can indoctrinate a class of Auxiliaries and deny them property and family ties than to the requirement that wisdom rule.  
(C) Plato's *Socrates* never claims that he is himself wise—only that he has encountered no one wiser than himself.  
(D) Plato's *Republic* is not a blueprint for utopia.  
(E) It exploits the political idealism of the young, represented by Plato's brothers, for the sake of an exploration of the limits of politics, the nature of the human soul, and the superiority of the philosophical life.  
(a) DBECA                      (b) DAEB C  
(c) DEBCA                      (d) DACEB  
(e) DCEAB
4. (A) In this spirit, *Xenophanes* dismisses the Olympian gods outright.  
(B) It was inevitable that philosophy's debt to politics be repaid.

- (C) Aristotle intimates that Anaximander of Miletus and the first phusiologoi—"those exercising logos regarding nature"—espoused a species of monotheism;
- (D) From speculation about the natural world, one can all too easily draw conclusions about matters of more immediate concern to man.
- (E) This was in keeping with their presumption that the natural world reflects a single ordering principle.
- (a) BDCEA                      (b) CABED  
(c) DEABC                      (d) BCADE  
(e) ABCDE
5. (A) The idea that life arose, and continues to arise, spontaneously in mud, was proposed by the Greek philosopher Anaximander who suggested that a spiny fish had been the first animal to emerge onto the land and had given rise to other animals by the process of transmutation (change of form).
- (B) Biogenesis is an ancient explanation for the origin of life, supported by superficial observation of events such as the emergence of maggots from rotting meat or the appearance of mice near a piece of old cheese.
- (C) It began to be accepted that higher organisms could not appear by spontaneous generation, but the discovery of animalcules (microorganisms) by the early microscopist Antonie van Leeuwenhoek revived the theory.
- (D) This basic concept was recapitulated in a variety of forms (the 9<sup>th</sup> century Arab biologist Al-Jahic refers to the spontaneous generation of life in mud in his *Book of Animals*) until the 17<sup>th</sup> century, when William Harvey, through his work on deer embryos, proposed that 'everything comes from the egg' in 1651.
- (E) This was followed by the Italian physician Francesco Redi's demonstration in 1668, that meat which was shielded from flies bore no maggots.
- (a) BDEAC                      (b) BADEC  
(c) BADCE                      (d) BDACE  
(e) BEDCA
6. (A) Beggar-my-neighbor, in economics, is a trade policy of competitive devaluation, where countries devalue their exchange rates in rapid succession in order to make export prices more competitive.
- (B) This was prevalent in the 1930s. It is harder to achieve under floating rates, though the Japanese are often accused of trying to keep the yen artificially low to encourage their exports.
- (C) Although beggar-my-neighbor policies work for a short time, to boost the domestic economy, there are several detrimental results—(1) the protected industry is inefficient, so consumers have to pay higher prices; (2) trading partners are forced to retaliate with their own protectionist policies; and (3) they earn less foreign exchange, so buy less of the first country's exports.
- (D) In effect, everyone is beggared.
- (E) This happened in the 1920s and 1930s, but was partly outlawed by GATT (the General Agreement on Tariffs and Trade) after 1947. The slow-growing 1970s and 1980s and early 1990s have rekindled beggar-my-neighbor instincts.
- (a) ABCDE                      (b) ADCBE  
(c) ACBDE                      (d) ABECD  
(e) AEDCB
7. (A) My life is constantly thrown headlong into transcendent thing, and passes wholly outside me.
- (B) I am thinking of the Cartesian cogito, wanting to finish this work, feeling the coolness of the paper under my hand, and perceiving the trees of the boulevard through the window.
- (C) This book, once begun, is not a certain set of ideas; it constitutes for me an open situation, for which I could not possibly provide any complex formula, and in which I struggle blindly on until, miraculously, thoughts and words become organized by themselves.
- (D) The cogito is either this thought which took shape three centuries ago in the mind of Descartes, or the meaning of the books he has left for us, or else an eternal truth which emerges from them, but in any case, is a cultural being of which it is to say that my thought strains towards it rather than that it embraces it, as my body, in a familiar surrounding, finds its orientation and makes its way among objects

without my needing to have them expressly in mind.

- |          |          |
|----------|----------|
| (a) BADC | (b) CBAD |
| (c) BCAD | (d) ACDB |
| (e) ADBC |          |

8. (A) It is the same with the recent achievements of our material civilisation; Our Western scientific knowledge and our technique for turning it to account are perilously esoteric.
- (B) All acts of social creation are the work either of individual creators or, at most, of creative minorities; at each successive advance, the great majority of the members of society are left behind.
- (C) If we glance at the great religious organisations extant in the world today, Christian, Islamic, and Hindu, we shall find that the great bulk of their nominal adherents, still live in a mental atmosphere which, so far as religion is concerned, is not far removed from simple paganism.
- (D) The great new social forces of Democracy and Industrialism have been evoked by a tiny creative minority, and the great mass of humanity still remains substantially on the same intellectual and moral level in which it lay before the titanic new social forces began to emerge.
- |          |          |
|----------|----------|
| (a) CADB | (b) DBAC |
| (c) DACB | (d) BCAD |
| (e) ABDC |          |
9. (A) This tendency to over-stress the contribution of character, and to put it in an altogether misleading antithesis to intellect, is also probably characteristic of equalitarian societies.
- (B) Differences in intellectual capacity are particularly distasteful to the equalitarian, who can with comfort fall back on a vague mystique of character as the principal attribute of such leadership as he will allow, and which he may delude himself is very widely diffused.
- (C) Whereas a high intelligence is not usually a spectacular quality to the majority of people, courage, tenacity, and dominance are.
- (D) The contribution of intelligence to leadership is underestimated, perhaps, because in the popular picture of the leader, attributes of character are far more obvious than those of intellect.

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|----------|----------|
| (a) DCAB | (b) BCAD |
| (c) ACDB | (d) CADB |
| (e) ABCD |          |

10. (A) What we mean by a work of art is, then, an entity which provides a more or less lasting possibility for a number of consumers to make such actualisation or concretions on the basis of a material thing or a series of physical ‘happenings’ which are the existential substrate of the work of art.
- (B) Roman Ingarden, who discusses the same thing, uses the word ‘concretion’ in order to emphasise that the process of actualisation is one of rendering the indeterminate determinate or concrete.
- (C) Appreciation, then, consists in bringing an appropriate aesthetic object into awareness to the fullest possible degree on the basis of the material thing or ‘happening’ to which we are attending.
- (D) In previous writing, as here, I have used the word ‘actualisation’—making actual what is latent or potential—for this process.
- |          |          |
|----------|----------|
| (a) CDBA | (b) ADCB |
| (c) DCBA | (d) CBDA |
| (e) BDAC |          |
11. (A) *Aesthetic experience* is a mode of cognition by direct apprehension and it consists of focusing awareness upon whatever is presented to the senses.
- (B) It is a basic form of mental activity in so far as sensory awareness is fundamental to all our dealings with the world in which our lives are fated to be spent.
- (C) Sensuous awareness is the first step out from imprisonment within the solitariness which is the penalty of individual existence, and from this step all else follows.
- (D) We can only manipulate our environment to our needs and desires, to obdurances of the environment, to the extent that we become directly acquainted with it through our organs of sense.
- |          |          |
|----------|----------|
| (a) ACBD | (b) ABDC |
| (c) ABCD | (d) BCAD |
| (e) BACD |          |

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12. (A) For example, if a person holds an attitude towards the United States, military participation in the Persian gulf war and discusses this issue with a friend, this attitude would likely become linked, in a molar schema, with both the friends, attitude on the issue and the person's attitude towards the friend.
- (B) As our discussion of bonds between attitude and values has already shown, attitudes are generally not isolated within the individual's mind, but are linked to other's attitudes in molar cognitive structures.
- (C) These connections between attitudes develop as a product of a social interaction.
- (D) Of particular interest to social psychologists are the cognitive linkages that may be formed between attitudes towards issues and attitudes towards people.
- (a) DCAB                      (b) DCBA  
(c) BDCA                      (c) BDAC  
(e) ABCD
13. (A) In this model, subjective norm is itself a function of normative beliefs, which represent perception of a significant other's preference about whether one should engage in a behaviour.
- (B) The model quantifies these beliefs by multiplying the subjective likelihood that a particular significant other (called a referent) thinks the person should perform the behaviour, times the person's motivation to comply with that referent's expectations.
- (C) For example, an individual might believe that his mother thinks that he should not donate money to the democratic party and that his best friend thinks he should donate.
- (D) These products, which are analogous to the expectancy times value products, computed for behavioral beliefs, are then summed over the various salient referent persons.
- (a) ACBD                      (b) DCBA  
(c) DBCA                      (d) CBAD  
(e) ADCB
14. (A) Worth considering in the context of the probabilogical model's treatment of belief change is the question of how change in a premise is brought about.
- (B) Baye's theorem specifies how beliefs should change if information is used properly (that is, according to the law of mathematical probability.)
- (C) Whereas the probabilogical model considers the effect of change in one belief (a premise) a on change in another belief (a conclusion), it does not consider how new information changes belief in the premise in the first place.
- (D) The approach thus provides a normative model that prescribes how beliefs , which are called hypothesis in this tradition (e.g. "research on groups will become dominant in social psychology"), should change in response to the introduction of some new information called evidence or datum in this tradition.
- (a) ADCB                      (a) CBAD  
(c) CDBA                      (d) ACBD  
(e) DABC
15. (A) Much of this research has documented a reliable tendency of persuasion to decrease when fewer arguments are presented.
- (B) For example, in several experiments by 'Insko' and his colleagues, subjects were presented with varying numbers of arguments supporting the guilt or innocence of a fictitious defendant.
- (C) Across the various studies, increasing the number of guilty arguments significantly increased the subjects' tendencies to render guilty verdicts, whereas increasing the number of not guilty arguments increased the subjects' tendencies to judge the defendant innocent.
- (D) Because lowering message comprehensibility presumably decreases the persuasiveness of high quality messages by lessening the amount of supportive argumentation received, it is also important to consider research that has varied the number of arguments that a message contains.
- (a) DBCA                      (b) DABC  
(c) ABCD                      (d) CBAD  
(e) BDCA
16. (A) It is worth noting that McGuire felt that the compensation principle applied to a large set of individual difference dimensions, not only to the few variables he used to illustrate his logic and predictions (e.g., self-esteem, intelligence, anxiety.)

- (B) In large part, this belief was based on another, that complete susceptibility or non-susceptibility to influence attempts, was less adaptive for human organisms than being susceptible in some situation and non-susceptible in others.
- (C) For example, rather than being ubiquitously persuasive, people with low self-esteem were predicted to be some times more persuasive than people with moderate(or high) self-esteem and sometimes less persuasive.
- (D) Taken together, the compensation in situational weighting principles of the Mcguire paradigm allowed him to model this view point.
- (a) DCBA                      (b) ABDC  
(c) ACBD                      (d) ABCD  
(e) CDBA
17. (A) The definition of the object is, as we have seen, that it exists in parts, and that consequently, it acknowledges between itself and other objects, only external and mechanical relationships, whether in the narrow sense of motion received and transmitted or in the wider sense of the relation of function to variable.
- (B) It was of course realised that in the circuit of behaviour, new particular forms emerge, and the organism with the power transforming the physical world.
- (C) Where it was desired to insert the organism in the universe of objects and thereby close off that universe, it was necessary to translate the functioning of the body into the language of the stimulus and receptor, receptor and Empfinder.
- (D) But in fact, it attributed to the nervous systems, the occult power of creating the different structure of our experience, and whereas sight, touch and hearing are so many ways of gaining access to the object, these structures found themselves transformed into compact qualities derived from the local distinction between the organs used.
- (a) ACBD                      (b) CDBA  
(d) ABDC                      (d) DACB  
(e) DCBA
18. (A) Intellectualism set out, it is true, to discover by reflection, the structure of perception, instead of explaining it in terms of a combination of associative forces and attention, but its gaze upon perception is not yet direct.
- (B) Sensation is no longer presupposed as a real element of consciousness.
- (C) This will be seen better by examining the role played in its analysis by the notation of judgement.
- (D) Judgement is often introduced as what sensation lacks to make perception possible.
- (E) But when it is desired to delineate the structure of perception, it is done by joining up the points of sensation.
- (a) EDABC                      (b) DABCE  
(c) ACDBE                      (d) CDBAC  
(e) BCEAD
19. (A) Intellectualism is unequal to dealing with this perceptual life, either falling short of it overshooting it; it calls up as limiting cases, the manifold qualities which are merely the outer or casing of object, and from there it passes on to a consciousness of that which claims to hold within itself, the law or secret of that object, and for this reason, deprives the development of the experience of its contingency and the object of its distinctive perceptual style.
- (B) This move from thesis to antithesis, this flying from one extreme to the other, which is the regular procedure of intellectualism, leaves the starting-point of analyses unaffected.
- (C) We started off from a world in itself which acted upon our eyes so as to cause us to see it, and we now have consciousness of or thought about the world, but the nature of this world remains unchanged: it is still defined by the absolute mutual exteriority of its part, and is merely duplicated throughout its extent by a thought which sustains it.
- (D) An object is an organism of colour, smells, sounds and tactile appearances, which symbolise, modify and accord with each other according to the laws of real logic which it is the task of science to make explicit, and which it is far from having analysed completely.
- (a) DACB                      (b) CABD  
(c) DABC                      (d) ACDB  
(e) BACD

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20. (A) Between sense experience and knowing, common experience establishes a difference which is not that between the quality and the concept.  
(B) This had been possible only at the price of moving far from the ordinary acceptance of the word.  
(C) Empiricism had emptied it of all mystery by bringing it down to the possession of a quality.  
(D) 'Sense experience' has become once more a question for us.  
(a) DABC (b) ABDC  
(c) CADB (d) DCBA  
(e) ABCD
21. (A) As soon as one grew tired of them, to picture consciousness in the process of perceiving to revive the forgotten perceptual experience, and to relate them to it, they were found to be inconceivable.  
(B) By dint of making these difficulties more explicit, we were drawn implicitly into a new kind of analysis, into a new dimension in which they were destined to disappear.  
(C) So, 'sensation' and 'judgement' have together lost their apparent clearness: we have observed that they were clear only as long as the prejudice in favour of the world was maintained.  
(D) The criticism of the constancy hypothesis and more generally, the reduction of the idea of 'the world' opened up a phenomenal field which now has to be more accurately circumscribed, and suggested and assigned its place in relation to scientific knowledge, and to psychological and philosophical reflection.  
(a) CABD (b) CDAB  
(c) DCBA (d) ADBC  
(e) CBDA
22. (A) I am trying to express in this way a certain manner of approaching the object, the 'gaze' in short, which is as indubitable as my own thought, as directly known by me.  
(B) But what do these words mean? Is not to see always to see from somewhere? To say that the house itself is seen from nowhere is surely to say that it is invisible! yet when I say that I see the house with my own eyes, I am saying something that cannot be challenged; I do not mean that my retina and crystalline lens, my eyes as material organs, go into action and cause me to see it; with only myself consult, I can know nothing about this.
- (C) Our perception ends in objects, and the object once constituted, appears as the reason for all experiences of it which we have had or could have.  
(D) For example, I see the next-door house from a certain angle, but it would be seen differently from the right bank of the Seine, or from the inside, or again from an aeroplane: the geometrized projection of these perspectives and of all perspectives, that is, the perspective position from which all can be derived, the house seen from nowhere.  
(a) CDAB (b) BCDA  
(c) ADBC (d) CDBA  
(e) BADC
23. (A) In order not to prejudge the issue, we shall take objective thought on its own terms and not ask it any questions which it does not ask itself.  
(B) We cannot remain in this dilemma of having to fail to understand either the subject or the object.  
(C) If we are led to rediscover the experience behind it, this shift to ground will be attributed only to the difficulties which objective thought itself raises.  
(D) We must discover the origin of the object at the very centre of our experience; we must describe the emergence of being and we must understand how, paradoxically, there is for us an in-itself.  
(a) ABDC (b) CDAB  
(c) BDAC (d) DACB  
(e) ABCD
24. (A) Just as we speak of repression in the limited sense when I retain through time one of the momentary worlds through which I have lived, and make it the formative element of my whole life—so it can be said that my organism, as a prepersonal cleaving to the general form of the world, as an anonymous and general existence, plays, beneath my personal life, the part of an inborn complex. It is not some kind of inert thing; it too has something of the momentum of existence.



- (B) Thus, there appears round our personal existence, a margin of almost impersonal existence. The human world which each of us has made for himself is a world in general terms to which one must first of all belong in order to be able to enclose oneself in the particular context of a love or an ambition.
- (C) To the extent that I have ‘sense organs’, a ‘body’ and ‘psychic functions’ comparable with other men’s, each of the moments of my experience ceases to be an integrated and strictly unique totality, in which details exist only in virtue of the whole; I become the meeting point of ‘causalities’.
- (D) In so far as inhabiting a ‘physical world’, in which consistent ‘stimuli’ and typical situations recur—and not merely the historical world in which situation are never exactly comparable—my life is made up of rhythms which have not their reason in what I have chosen to be, but their condition in the humdrum setting which is mine.
- (a) BADC                      (b) CDBA  
(c) ADBC                      (d) CDAB  
(e) BDAC
25. (A) In its descriptions of the body from the point of view of the self, classical psychology was already wont to attribute to it ‘characteristics’ incompatible with the status of an object.
- (B) In the first place, it was stated that my body is distinguishable from the table or the lamp in that I can turn away from the latter whereas my body constantly perceived.
- (C) It is not the case that ever-renewed perspectives simply provide it with opportunities of displaying its permanence, and with contingent ways of presenting itself to us.
- (D) It is therefore an object which does not leave me. But in that case, is it still an object? If the object is an invariable structure, it is not one in spite of the changes of perspective, but in that change or through it.
- (E) It is an object, which means that it is standing in front of us, only because it is observable, situated, that is to say, directly under our hand or gaze, indivisibly overthrown and re-integrated with every movement they make.
- (F) Otherwise, it would be true like an idea and not present like a thing.
- (a) ACBDEF                      (b) ADBCEF  
(b) CDBAFE                      (d) ABDCEF  
(e) FEDACB
26. (A) It is red and golden.  
(B) Our leaf falls.  
(C) It detaches itself with a little plopping sound from its place high up in the tree.  
(D) The sun catches it and it glitters with mist and dew.  
(E) It plunges straight down through the tree and then hesitates and hovers for a while just below the lowest branches.  
(F) It now descends in a leisurely arc and lingers for another moment before it finally settles on the ground.
- (a) CADBEF                      (b) BCAEDF  
(c) BCAEFD                      (d) AFDEBC  
(e) FACBDE
27. (A) They are almost universally recognisable and immediate in their appeal.  
(B) All these are qualities to which most people can readily respond because, although they are raised above their normal intensity, they are all qualities to which we habitually respond in everyday life.  
(C) Consider, for example, the overwhelming pathos of the *Perpignan Crucifix*, the dignity and power of Michelangelo’s *Moses*, the tenderness of the gesture of the man’s hand in Rodin’s *The Kiss*, the warm radiance of Maillol’s and Renoir’s sculptures of women, the erotic appeal of an Indian apsara, and the youthful charm of choirboys in Lucca della Robbia’s *Cantoria*.  
(D) There are some qualities of sculpture which may be appreciated without much effort.
- (a) DACB                      (b) ABCD  
(c) DCBA                      (d) CBAD  
(e) BACD
28. (A) Such expression and our perception of it operate according to the same principles in the simulated figures of art as in real life.  
(B) Artists have been praised for their success in depicting accurately and unambiguously, the

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outward manifestations of emotion in the figures which their pictures displayed.

- (C) The depiction or description of external emotional expression (physiognomic qualities) has been a prominent feature of much of the world's art, particularly art produced in the tradition of naturalism.
- (D) A person with a delicate sensibility for emotional expression in life, one who can read them with more than ordinary perceptivity and sympathy, will be for that reason, better qualified to appreciate this kind of art.
- (a) BACD                      (b) DABC  
(c) BCAD                      (d) CBAD  
(e) ABCD
29. (A) His subject is virtually a matter of indifference, if you hang together still life's, portraits, landscapes, and figure studies by him, you find that the difference of subject is of minor importance because all are dominated by his struggle to realise spatial structure by certain technical means common to all and to build into a composition of spatial planes.
- (B) On his attitude to landscape, Cezanne himself is quoted by Joachim Gasquet as saying: Here is motif.
- (C) The planes of a head, for example, are described as if they had formed the sides of a mountain, an arm as if it had been a tree trunk and a still life may have the formal properties of a landscape.
- (D) Cezanne is a classical example of an artist whose theme was, almost consistently, the solution of problems connected with the interpretation of visible things in terms of spatial structure.

- (a) DACB                      (b) DCAB  
(c) ACBD                      (d) CABD  
(e) CDBA

30. (A) Relationship, patterns, and higher-order qualities, which before had been invisible, leap into prominence and become organized into the whole.
- (B) It is sharper and more vivid in detail as if it had been removed from the periphery to the focus of vision and it acquires structure by which it is compacted into a unified configuration.
- (C) Though much more complicated and more intricate, the process is akin to what happens when from seeing a picture as a chaotic assemblage of unrelated colours and shapes, we see it as a coherent whole with new structural and expressive qualities permeating the whole.
- (D) When a work of art is successfully apprehended in appreciation, the new aesthetic object which is actualized to awareness is perceived with more lucidity, as if a caul had been removed from in front of it.
- (a) ACDB                      (b) CBAD  
(c) DBAC                      (d) DABC  
(e) BACD

**ANSWER KEY**

- |         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 1. (a)  | 2. (d)  | 3. (c)  | 4. (a)  | 5. (b)  |
| 6. (a)  | 7. (a)  | 8. (d)  | 9. (a)  | 10. (a) |
| 11. (b) | 12. (c) | 13. (a) | 14. (d) | 15. (b) |
| 16. (b) | 17. (a) | 18. (c) | 19. (c) | 20. (d) |
| 21. (a) | 22. (d) | 23. (c) | 24. (b) | 25. (d) |
| 26. (b) | 27. (a) | 28. (d) | 29. (a) | 30. (c) |



## PREVIOUS YEAR QUESTIONS FROM CAT

19

### CAT 1994

**Directions for Questions 1 to 8:** In each question a set of six sentences of a continuous paragraph are provided. The sentence numbered 1 starts the paragraph and the sentence numbered 6 ends it. Arrange statements A, B, C, D between 1 and 6 to form a coherent paragraph.

1.

1. What does the state do in a country where tax morality is very low?
- (A) It tries to spy upon the taxpayers.  
(B) It investigates income sources and spending patterns.  
(C) Exactly what the tax authority tries to do now, even if inconsistently.  
(D) It could also encourage people to denounce to the tax authorities any conspicuously prosperous neighbours who may be suspected of not paying their taxes properly.

6. The ultimate solution would be an Orwellian system.

- (a) BACD                      (b) DBAC  
(c) ABCD                      (d) DCBA

2.

1. The fragile Yugoslav state has an uncertain future.
- (A) Thus, there will surely be chaos and uncertainty if the people fail to settle their differences.  
(B) Sharp ideological differences already exist in the country.  
(C) Ethnic, regional, linguistic and material disparities are profound.  
(D) The country will also lose the excellent reputation it enjoyed in the international arena.

6. At worst, it will once more become vulnerable to international conspiracy and intrigue.

- (a) BCAD                      (b) ADCB  
(c) ACBD                      (d) DBCA

3.

1. India's experience of industrialization is characteristic of the difficulties faced by a newly independent developing country.

- (A) In 1947, India was undoubtedly an under-developed country with one of the lowest per capita incomes in the world.  
(B) Indian industrialization was the result of a conscious deliberate policy of growth by an indigent political elite.  
(C) Today India ranks fifth in the international community of nations if measured in terms of purchasing power.  
(D) Even today, however, the benefits of Indian industrialization since independence have not reached the masses.

6. Industrialisation in India has thus been a limited success: One more example of growth without development.

- (a) CDAB                      (b) DCBA  
(c) CABD                      (d) BACD

4.

1. The new Economic Policy comprises the various policy measures and changes introduced since July 1991.

- (A) There is a common thread running through all these measures.  
(B) The objective is simple—to improve the efficiency of the system.  
(C) The regulatory mechanism involving multitude of controls has fragmented the capacity and reduced competition even in the private sector.

- (D) The thrust of the new policy is towards creating a more competitive environment as a means to improving the productivity and efficiency of the economy.
6. This is to be achieved by removing the barriers and restrictions on the entry and growth of firms.
- (a) DCAB                      (b) ABCD  
(c) BDAC                      (d) CDBA
- 5.
1. It is significant that one of the most common objections to competition is that it is blind.
- (A) This is important because in a system of free enterprise based on private property, chances are not equal and there is indeed a strong case for reducing that inequality of opportunity.
- (B) Rather it is a choice between a system where it is the will of a few persons that decides which is to get what and one where it depends at least partly, on the ability and the enterprise of the people concerned.
- (C) Although competition and justice may have little else in common, it is as much a commendation of competition as of justice that it is no respecter of persons.
- (D) The choice today is not between a system in which everybody will get what he deserves according to some universal standard and one where individual shares are determined by chance or goodwill.
6. The fact that opportunities open to the poor in a competitive society are much more restricted than those open to the rich, does not make it less true that in such a society, the poor are more free than a person commanding much greater material comfort in a different type of society.
- (a) CDBA                      (b) DCBA  
(c) ABCD                      (d) BADC
- 6.
1. The necessity for regional integration in South Asia is underlined by the very history of the last 45 years since the liquidation of the British Empire in this part of the world.
- (A) After the partition of the Indian subcontinent, Pakistan was formed in that very area which the imperial powers had always marked out as the potential base for operations against the Russian power in Central Asia.
- (B) Because of the disunity and ill-will among the South Asian neighbours, particularly India and Pakistan, great powers from outside the area could meddle into their affairs and thereby keep neighbours apart.
- (C) It needs to be added that it was the bountiful supply of sophisticated arms that emboldened Pakistan to go for warlike bellicosity toward India.
- (D) As part of the cold war strategy of the US, Pakistan was sucked into Washington's military alliance spreading over the years.
6. Internally too, it was the massive induction of American arms into Pakistan which empowered the military junta of that country to snuff out the civilian government and destroy democracy in Pakistan.
- (a) ACBD                      (b) ABDC  
(c) CBAD                      (d) DCAB
- 7.
1. Commercial energy consumption shows an increasing trend and poses the major challenge for the future.
- (A) The demand, for petroleum, during 1996–97 and 2006–07 is anticipated to be 81 million tonnes and 125 million tonnes respectively.
- (B) According to the projections of the 14<sup>th</sup> Power Survey Committee Report, the electricity generation requirements from utilities will be about 416 billion units by 1996–97 and 824 billion units by 2006–07.
- (C) The production of coal should reach 303 million tonnes by 1996–97 to achieve Plan targets and 460 million tonnes by 2006–07.
- (D) The demand for petroleum products has already rapidly outstripped indigenous production.
6. Electricity is going to play a major role in the development of infrastructural facilities.
- (a) DACB                      (b) CADB  
(c) BADC                      (d) ABCD
- 8.
1. The success of any unit in a competitive environment depends on prudent management of resources.
- (A) In this context, it would have been more appropriate if the concept of accelerated deprecia-

tion, together with additional incentives towards capital allowances for recouping a portion of the cost of replacements out of the current generations had been accepted.

- (B) Added to this are the negligible retention of profits because of inadequate capital allowances and artificial disallowances of genuine outflows.
- (C) One significant cause for the poor generation of surpluses is the high cost of capital and its servicing cost.
- (D) The lack of mechanism in Indian tax laws for quick recovery of capital costs has not received its due attention.

6. While this may apparently look costly from the point of view of the exchequer, the ultimate cost to the Government and the community in the form of losses suffered through poor viability will be prohibitive.

- (a) ADBC                      (b) BCDA
- (c) CBDA                      (d) DBAC

**Directions for Questions 9 to 14:** A number of sentences are given below which, when properly sequenced, form a coherent paragraph. Each sentence is labeled with a letter. Choose the most logical order of sentences from among the four given choices to construct a coherent paragraph.

- 9. (A) Realists believe that there is an objective reality out there independent of ourselves.
  - (B) This reality exists solely by virtue of how the world is, and it is in principle discoverable by application of the methods of science.
  - (C) They believe in the possibility of determining whether or not a theory is indeed really true or false.
  - (D) I think it is fair to say that this is the position to which most working scientists subscribe.
- (a) ABCD                      (b) CDBA
  - (c) DCBA                      (d) BCAD

- 10. (A) There is a strong manufacturing base for a variety of products.
- (B) India has come a long way on the technology front.
- (C) But the technology adopted has been largely of foreign origin.
- (D) There are, however, areas such as atomic energy, space, agriculture and defence where significant strides have been made in evolving relevant technologies within the country.

- (a) ADCB                      (b) DBAC
- (c) BACD                      (d) CBAD

- 11. (A) In emission trading, the government fixes the total amount of pollution that is acceptable to maintain a desired level of air quality.
  - (B) Economists argue that this approach makes air pollution control more cost effective than the current practice of fixing air pollution standards and expecting all companies to pollute below these standards.
  - (C) USA uses emission trading to control air pollution.
  - (D) It then distributes emission permits to all companies in the region, which add up to the overall acceptable level of emission.
- (a) BADC                      (b) ACBD
  - (c) CBAD                      (d) DBAC

- 12. (A) The individual companies vary in size, from the corner grocery to the industrial giant.
  - (B) Policies and management methods within firms range from formal, well-planned organizations and controls to slipshod day-to-day operations.
  - (C) Various industries offer a wide array of products or services through millions of firms largely independent of each other.
  - (D) Variation in the form of ownership contributes to diversity in capital investment, volume of business, and financial structure.
- (a) DBCA                      (b) CADB
  - (c) BADC                      (d) ADCB

- 13. (A) All levels of demand, whether individual, aggregate, local, national, or international are subject to change.
  - (B) At the same time, science and technology add new dimensions to products, their uses and the methods used to market them.
  - (C) Aggregate demand fluctuates with changes in the level of business activity, GNP, and national income.
  - (D) The demand of individuals tend to vary with changing need and rising income.
- (a) CBDA                      (b) DCAB
  - (c) BCAD                      (d) ADCB

- 14. (A) Secret persons shall strike with weapons, fire or poison.
- (B) Clans, mutually supporting each other, shall be made to strike at the weak points.

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- (C) He shall destroy their caravans, herds, forests and troop reinforcements.  
(D) The conqueror shall cause enemy kingdom to be destroyed by neighbouring kings, jungle tribes, pretenders or unjustly treated princes.  
(a) DCBA                      (b) ABCD  
(c) BDCA                      (d) ADCB

**CAT 1995**

**Directions for Questions 15 to 17:** *Arrange the sentences A, B, C and D to form a logical sequence between sentences 1 and 6.*

**15.**

1. That was the day that Walter Alva made the boldest decision of his career.  
(A) He had believed that somehow the situation would resolve itself.  
(B) First, he apologized to his teammates for putting them in danger.  
(C) He now encouraged anyone who wished to leave to do so without delay.  
(D) Until recently, he explained, his fascination with the tomb had blinded him to the peril of their position.
6. None did.  
(a) BACD                      (b) DBAC  
(c) BDAC                      (d) DCBA

**16.**

1. During this summer, I spent blissfully long days with my friend.  
(A) In the afternoons, we would retire to the cottage, and she would talk about her husband—what a fine man he'd been.  
(B) I discovered she made the finest shortbread (a kind of biscuit) in the universe.  
(C) Once or twice she seemed about to cry and left the room quickly to make more tea.  
(D) We could explore Bear Wood, munching happily and discussing the books she had lent me.
6. But she always came back smiling.  
(a) BCAD                      (b) ADCB  
(c) ACBD                      (d) BDAC

**17.**

1. The chainsaw howled as I finished cutting through the branch.

- (A) The branch crashed to the ground, taking my spectacles with it.  
(B) I almost dropped the saw as I shielded my face from the twigs that brushed by.  
(C) Howard retrieved my glasses and handed them up to me.  
(D) I pulled the saw away, and my husband tugged against the other end of the rope that I had tied just above the cut.
6. Are you okay? He asked.  
(a) BCAD                      (b) DBAC  
(c) DCAB                      (d) BDAC

**Directions for Questions 18 to 19:** *Sentences given in each question, when properly sequenced, form a coherent paragraph. Each sentence is labeled with a letter. Choose the most logical order of sentences from among the four given choices to construct a coherent paragraph.*

- 18.** (A) One reason can be that the total investment allocated to power was deficient.  
(B) However, it may also be that the demand for power was based on incorrect information.  
(C) The question arises as to why the planning of the power sector in Indian plans turned out to be faulty, as widely alleged.  
(D) In that case, obviously the plan was bad even on paper.  
(a) DABC                      (b) CBAD  
(c) CADB                      (d) DBAC
- 19.** (A) Children need to be loved, and in a sense they cannot have too much of it.  
(B) She herself doesn't want to grow up and attempts to make time stand still.  
(C) Fortunately, she cannot succeed.  
(D) But it is not because of love that a mother prevents her child from growing up.  
(a) ACDB                      (b) DABC  
(c) CADB                      (d) ADAC

**CAT 1996**

**Directions for Questions 20 to 22:** *Arrange the sentences A, B, C and D to form a logical sequence between sentences 1 and 6.*

**20.**

1. The market mechanism is the natural coordinator of private sector activities.

- (A) It is also linked to the centrality of the notion of a free contract for both the operation of the market mechanism and the safeguarding of private property.
- (B) This is linked to the autonomy of the decision maker under the market mechanism.
- (C) It is futile to expect the State unit to behave as if it were privately owned.
- (D) It is time to get rid of this vain hope once and for all.
6. There is no reason to be astonished by the fact that the State ownership permanently recreates the bureaucracy because it is but an organic part of the bureaucratic hierarchy.
- (a) BADC                      (b) ACDB  
(c) DCBA                      (d) BACD

21.

1. A manager is faced with innumerable situations in which he has to make a choice.
- (A) These are not the only kind of decisions that managers take.
- (B) As a seller, he has to decide what to sell.
- (C) As a producer, he has to decide what to produce, how to produce, how much to produce and where to produce.
- (D) As a buyer, he has to decide what to buy.
6. They generally face a wide range of situations involving choice.
- (a) ABCE                      (b) DCBA  
(c) CDAB                      (d) BDAC

22.

1. Operating a small motel, I tried to avoid answering the doorbell before 6:30 a.m.
- (A) One morning at about five o'clock, the doorbell rang.
- (B) So I had a box put up next to the door and placed a sign on it saying, Deposit keys here.
- (C) But some guests continued to summon me as early as 4:30 a.m.
- (D) Customers were told to leave their keys in the rooms when checking out.
6. When I opened the office door, a smiling guest greeted me with: I just wanted you to know, I put my key in the box.

- (a) DCBA                      (b) DACD  
(c) BADC                      (d) ABDC

**Directions for Questions 23 to 27:** Sentences given in each question, when properly sequenced, form a coherent paragraph. Each sentence is labeled with a letter: Choose the most logical order of sentences from among the four given to construct a coherent paragraph.

23. (A) Widely publicized tables of income levels of all countries indicate that when incomes are higher, the greater is the contribution made by the manufacturing industry.
- (B) Countries which have little or no industry are almost invariably poor.
- (C) The lesson is clear: to overcome poverty and backwardness, a country must industrialize.
- (D) Industrialization is seen as the key to growth and a prerequisite for development.
- (a) CBAD                      (b) DCBA  
(c) DABC                      (d) CABD
24. (A) A wife may not be sure that what her husband is saying means the end.
- (B) She has found that people's voices often get higher or shriller when they lie, and they are more likely to stumble over words.
- (C) According to De Paulo, changes in voice can be significant.
- (D) She should listen closely, not only to what he says, but how he says it.
- (a) ADCB                      (b) ACDB  
(c) ADBC                      (d) ABCD
25. (A) He pulled popcorn dipped in ketchup out of her mouth with a pair of pliers.
- (B) Soon Steven was making horror pictures, using his sisters as victims.
- (C) A few years later, Steven borrowed his dad's eight-millimeter movie camera to film 'The Last Train Wreck' using his own electric train set.
- (D) In one, he played a dentist, with his sister Ann as the patient.
- (a) CBAD                      (b) DACB  
(c) DABC                      (d) CBDA
26. (A) In bulk processing, a set of standard prices typically emerge.

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- (B) Competing therefore means keeping products flowing, trying to improve quality, getting costs down.
- (C) Let us look at the two cultures of competition.
- (D) Production tends to be repetitive—much the same from day to day or even from year to year.
  - (a) CDBA                      (b) ABDC
  - (c) CADB                      (d) DCBA

27. (A) A moment later, my prospective fiancée reappeared and shoved a ticket to Jiuquan through the hatch.
- (B) The queue gazed at me dumbstruck, then broke into a little ripple of applause.
  - (C) The station master and clerk retreated into the back room.
  - (D) I lifted it like a trophy.
    - (a) CABD                      (b) ACDB
    - (c) ACBD                      (d) CADB

**CAT 1997**

**Directions for Questions 28 to 30:** *Arrange the sentences A, B, C and D to form a logical sequence between sentences 1 and 6.*

28.

1. So now, let's sum it up.
  - (A) We can call this the material of knowledge.
  - (B) According to Kant, there are two elements that contribute to man's knowledge of the world.
  - (C) The other is the internal conditions in man himself.
  - (D) One is the external conditions that we cannot know of before we have perceived them through the sense.
6. We can call this the form of knowledge.
  - (a) BDAC                      (b) BADC
  - (c) CADB                      (d) CBDA

29.

1. I may have a strong desire for a fresh ripe peach, but no peaches may be available.
  - (A) I am about to take a bite when news arrives of an accident injuring someone dear to me.
  - (B) The hay fever passes.
  - (C) On the other hand, I buy some peaches but a sudden attack of hay fever prevents me from enjoying their fragrance or taste.

- (D) My interest in the peach vanishes.
- 6. I no longer have any appetite.
  - (a) DCBA                      (b) CBAD
  - (c) ABCD                      (d) ACBD

30.

1. A nation, like an individual, has many personalities and many approaches to life.
  - (A) If there is a strong organic bond between different personalities, it is well.
  - (B) Otherwise, this could lead to disintegration and trouble.
  - (C) Normally, some kind of equilibrium is eventually established.
  - (D) If normal development is arrested, then conflict arises between different personalities.
6. In the mind and spirit of India, there has been this fundamental conflict due to a long period of arrested growth.
  - (a) ABCD                      (b) BDCA
  - (c) CABD                      (d) DBCA

**Directions for Questions 31 to 33:** *Sentences given in each question, when properly sequenced, form a coherent paragraph. Each sentence is labeled with a letter. Choose the most logical order of sentences from among the four given choices to construct a coherent paragraph.*

31. (A) Because negotiations had been delayed until the last moment, he was at a tremendous disadvantage.
  - (B) Only then did the truth dawn on him.
  - (C) He broke off talks and returned home.
  - (D) My friend was under intense pressure to make concessions.
    - (a) DBAC                      (b) ACBD
    - (c) ABCD                      (d) DBCA
32. (A) "Son, why are you reading that sissy magazine?" he asked.
  - (B) "There's an article that tells women where to meet men" I responded; pointing to the magazine's cover.
  - (C) "I need to know where I'm supposed to be."
  - (D) When I was a teenager, my father caught me reading one of my older sister's magazines.
    - (a) DCAB                      (b) ADCB
    - (c) DABC                      (d) DACB



33. (A) "Actually," Ronnie replied, "I asked my wife."  
 (B) One day, a man named Ronnie answered a difficult one correctly to put the men in front.  
 (C) Impressed, the host kept Ronnie on the line and asked how he knew the answer to such a tough question.  
 (D) Occasionally, a local radio station airs "Battle of the sexes," in which listeners phone in to answer trivial questions.
- (a) BCAD                      (b) ACDB  
 (c) CABD                      (d) DBCA

CAT 1998

**Directions for Questions 34 to 36:** *Arrange the sentences A, B, C and D to form a logical sequence between sentences 1 and 6.*

- 34.
- Why are horses the same?  
 (A) It may be old and lame, and in time, it will die.  
 (B) A particular horse 'flows', naturally.  
 (C) But there is something all horses have in common.  
 (D) You probably don't think they are at all.
  - But the 'form' of the horse is eternal and immutable.  
 (a) DCAB                      (b) CABD  
 (c) CBDA                      (d) DCBA
- 35.
- Buddhism is a way to salvation.  
 (A) But Buddhism is more severely analytical.  
 (B) In the Christian tradition, there is also a concern for the fate of human society conceived as a whole, rather than merely as a sum or network of individuals.  
 (C) Salvation is a property, or achievement, of individuals.  
 (D) Not only does it dissolve society into individuals; the individual in turn is dissolved into component parts and instants, a stream of events.
  - In modern terminology, Buddhist doctrine is reductionism.  
 (a) BCAD                      (b) ADBC  
 (c) CBAD                      (d) CDAB

- 36.
- Matrilineal systems of land inheritance advantaged women in many respects, especially in granting them economic and social security.  
 (A) Women, in particular; were profoundly affected by these changes.  
 (B) The large joint family estates came to be partitioned; there was an increasing penetration of market forces and patriarchal ideologies spread in influence.  
 (C) These systems, however, did not remain fixed over time.  
 (D) Interventions by the colonial and post-colonial states, and the processes of social change which these set in motion, eroded customary practices.
  - At the same time, their customary exclusion from major authority in public bodies meant that they were unlikely to be the ones directing the changes.  
 (a) BDCA                      (b) CDBA  
 (c) CDAB                      (d) CADB

**Directions for Questions 37 to 39:** *Sentences given in each question, when properly sequenced, form a coherent paragraph. Each sentence is labeled with a letter. Choose the most logical order of sentences from among the four given choices to construct a coherent paragraph.*

37. (A) However, the real challenge today is unlearning, which is much harder.  
 (B) But the new world of business behaves differently from the world in which we grew up.  
 (C) Learning is important for both people and organizations.  
 (D) Each of us has a 'mental model' that we've used over the years to make sense.  
 (a) DBCA                      (b) CADB  
 (c) DACB                      (d) CBDA
38. (A) A large number of intellectuals believe that the North is using its military and economic powers to force unequal contracts on the South.  
 (B) The make-believe ethical issue of the sanctity of law camouflages the unethicality of the entire transaction, which is a travesty of the ethical concept of the greatest good for the greatest number.

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- (C) Once these contracts are made, the North uses the façade of legality and ethics to pin down the South.
- (D) Thus, it suffers from the flaw that the law—one of the useful means to implement ethics—has fouled the ethicality of the ends.
- (a) DACB                      (b) CBDA  
(c) ACBD                      (d) BDAC
39. (A) The fact that he could find absolutely nothing to substantiate their wild claims made no difference.
- (B) We always gave the poor man a cup of tea, and he grew quite fond of some of the animals.
- (C) The neighbors, now thoroughly indignant, kept bombarding the local health authorities.
- (D) On an average, twice a week, the poor inspector was forced to come up to the house.
- (a) DBAC                      (b) CDAB  
(c) ADBC                      (d) CADB
41. (A) Group decision making, however, does not necessarily fully guard against arbitrariness and anarchy, for individual capriciousness can get substituted by collusion of group members.
- (B) Nature itself is an intricate system of checks and balances, meant to preserve the delicate balance between various environmental factors that affect our ecology.
- (C) In institutions also, there is a need to have in place a system of checks and balances which inhibits the concentration of power in only some individuals.
- (D) When human interventions alter this delicate balance, the outcome have been seen to be disastrous.
- (a) CDAB                      (b) BCAD  
(c) CABD                      (d) BDCA
42. (A) He was bone-weary and soul-weary, and found himself muttering, “either I can’t manage this place, or it’s unmanageable”.
- (B) To his horror; he realized that he had become the victim of an amorphous, unwitting, unconscious conspiracy to immerse him in routine work that had no significance.
- (C) It was one of those nights in the office when the office clock was moving towards four in the morning and Bennis was still not through with the incredible mass of paper stacked before him.
- (D) He reached for his calendar and ran his eyes down each hour, half-hour, and quarter hour, to see where his time had gone that day, the day before, the month before.
- (a) ABCD                      (b) CADB  
(c) BDCA                      (d) DCBA

**CAT 1999**

**Directions for Questions 40 to 44:** *Sentences given in each question, when properly sequenced, form a coherent paragraph. Each sentence is labeled with a letter. Choose the most logical order of sentences from among the four given choices to construct a coherent paragraph.*

40. (A) In rejecting the functionalism in positivist organization theory, either wholly or partially, there is often a move towards a political model of organization theory.
- (B) Thus the analysis would shift to the power resources possessed by different groups in the organization and the way they use these resources in actual power plays to shape the organizational structure.
- (C) At the extreme, in one set of writings, the growth of administrators in the organization is held to be completely unrelated to the work to be done and to be caused totally by the political pursuit of self-interest.
- (D) The political model holds that individual interests are pursued in organizational life through the exercise of power and influence.
- (a) ADBC                      (b) CBAD  
(c) DBCA                      (d) ABDC
43. (A) With that I swallowed the shampoo, and obtained most realistic results almost on the spot.
- (B) The man shuffled away into the back regions to make up a prescription, and after a moment, I got through on the shop-telephone to the Consulate, intimating my location.
- (C) Then, while the pharmacist was wrapping up a six-ounce bottle of the mixture, I groaned and inquired whether he could give me something for acute gastric cramp.

(D) I intended to stage a sharp gastric attack, and entering an old-fashioned pharmacy, I asked for a popular shampoo mixture, consisting of olive oil and flaked soap.

- (a) DCBA                      (b) DACB  
(c) BDAC                      (d) BCDA

44. (A) Since then, intelligence tests have been mostly used to separate dull children in school from average or bright children, so that special education can be provided to the dull.

(B) In other words, intelligence tests give us a norm for each age.

(C) Intelligence is expressed as intelligence quotient, and tests are developed to indicate what an average child of a certain age can do—what a 5-year-old can answer, but a 4-year-old cannot, for instance.

(D) Binet developed the first set of such tests in the early 1900s to find out which children in school needed special attention.

(E) Intelligence can be measured by tests.

- (a) CDABE                      (b) DECAB  
(c) EDACB                      (d) CBADE

**Directions for Questions 45 to 49:** Sentences given in each question, when properly sequenced, form a coherent paragraph. The first and last sentences are 1 and 6, and the four in between are labeled A, B, C and D. Choose the most logical order of these four sentences from among the four given choices to construct a coherent paragraph from sentences 1 to 6.

45.

1. Security inks exploit the same principle that causes the vivid and constantly changing colours of a film of oil on water.

(A) When two rays of light meet each other after being reflected from these different surfaces, they have each traveled slightly different distances.

(B) The key is that the light is bouncing off two surfaces, that of the oil and that of the water layer below it.

(C) The distance the two rays travel determines which wavelengths, and hence colours, interface constructively and look bright.

(D) Because light is an electromagnetic wave, the peaks and troughs of each ray then interface either constructively, to appear bright, or destructively, to appear dim.

6. Since the distance the rays travel changes with the angle as you look at the surface, different colours look bright from different viewing angles.

- (a) ABCD                      (b) BADC  
(c) BDAC                      (d) DCAB

46.

1. Commercially reared chicken can be unusually aggressive, and are often kept in darkened sheds to prevent them pecking at each other:

(A) The birds spent far more of their time—up to a third—pecking at the inanimate objects in the pens, in contrast to birds in other pens which spent a lot of time attacking others.

(B) In low light conditions, they behave less belligerently, but are more prone to ophthalmic disorders and respiratory problems.

(C) In an experiment, aggressive head pecking was all but eliminated among birds in the enriched environment.

(D) Altering the bird's environment, by adding bales of wood—shavings to their pens, can work wonders.

6. Bales could diminish aggressiveness and reduce injuries; they might even improve productivity, since a happy chicken is a productive chicken.

- (a) DCAB                      (b) CDBA  
(c) DBAC                      (d) BDCA

47.

1. The concept of a 'nation-state' assumes a complete correspondence between the boundaries of the nation and the boundaries of those who live in a specific state.

(A) Then there are members of national collectivities who live in other countries, making a mockery of the concept.

(B) There are always people living in particular states who are not considered to be (and often do not consider themselves to be) members of the hegemonic nation.

(C) Even worse, there are nations which never had a state or which are divided across several states.

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(D) This, of course, has been subject to severe criticism and is virtually everywhere, a fiction.

6. However, the fiction has been, and continues to be, at the basis of nationalist ideologies.

- (a) DBAC                      (b) ABCD  
(c) BACD                      (d) DACB

**48.**

1. In the sciences, even questionable examples of research fraud are harshly punished.

(A) But no such mechanism exists in the humanities—much of what humanities researchers call research does not lead to results that are replicable by other scholars.

(B) Given the importance of interpretation in historical and literary scholarship, humanities researchers are in a position where they can explain away deliberate and even systematic distortion.

(C) Mere suspicion is enough for funding to be cut off, publicity guarantees that careers can be effectively ended.

(D) Forgeries, which take the form of practices in which the forger intersperses fake and real parts can be defended as mere mistakes or aberrant misreading.

6. Scientists fudging data have no such defenses.

- (a) BDCA                      (b) ABDC  
(c) CABD                      (d) CDBA

**49.**

1. Horses and communism were, on the whole, a poor match.

(A) Fine horses bespoke the nobility the party was supposed to despise.

(B) Communist leaders, when they visited villages, preferred to see cows and pigs.

(C) Although a working horse was just about tolerable, the communists were right to be wary.

(D) Peasants from Poland to the Hungarian Pustza preferred their horses to party dogma.

6. 'A farmer's pride is his horse, his cow may be thin but his horse must be fat,' went a Slovak saying.

- (a) ACDB                      (b) DBCA  
(c) ABCD                      (d) DCBA

*the most logical order of sentences from among the four given choices to construct a coherent paragraph.*

50. (A) If caught in the act, they were punished, not for the crime, but for allowing themselves to be caught, with another lash of the whip.

(B) The bellicose Spartans sacrificed all the finer things in life for military expertise.

(C) Those fortunate enough to survive babyhood were taken away from their mothers at the age of seven to undergo rigorous military training.

(D) This consisted mainly of beatings and deprivation of all kinds like going around barefoot in winter, and worse, starvation so that they would be forced to steal food to survive.

(E) Male children were examined at birth by the city council and those deemed too weak to become soldiers were left to die of exposure.

- (a) BECDA                      (b) ECADB  
(c) BCDAE                      (d) ECDAB

51. (A) This very insatiability of the photographing eye changes the terms of confinement in the cave, our world.

(B) Humankind lingers unregenerately in Plato's cave, still reveling, its age-old habit, in mere images of truth.

(C) But being educated by photographs is not like being educated by older images drawn by hand; for one thing, there are a great many more images around, claiming our attention.

(D) The inventory started in 1839 and since then, just about everything has been photographed, or so it seems.

(E) In teaching us a new visual code, photographs alter and enlarge our notions of what is worth looking at and what we have a right to observe.

- (a) EABCE                      (b) BDEAC  
(c) BCDAE                      (d) ECDAB

52. (A) To be culturally literate is to possess the basic information needed to thrive in the modern world.

(B) Nor is it confined to one social class; quite the contrary.

(C) It is by no means confined to "culture", narrowly understood as an acquaintance with the arts.

**Directions for Questions 50 to 54:** *The sentences given in each question, when properly sequenced, form a coherent paragraph. Each sentence is labeled with a letter. Choose*

- (D) Cultural literacy constitutes the only sure avenue of opportunity for disadvantaged children, the only reliable way of combating the social determinism that now condemns them.
- (E) The breadth of that information is great, extending over the major domains of human activity from sports to science.
- (a) AECBD                      (b) DECBA  
(c) ACBED                      (d) DBCAE
53. (A) Both parties use capital and labour in the struggle to secure property rights.
- (B) The thief spends time and money in his attempt to steal (he buys wire cutters) and the legitimate property owner expends resources to prevent the theft (he buys locks).
- (C) A social cost of theft is that both the thief and the potential victim use resources to gain or maintain control over property.
- (D) These costs may escalate as a type of technological arms race unfolds.
- (E) A bank may purchase more and more complicated and sophisticated safes, forcing safecrackers to invest further in safecracking equipment.
- (a) ABCDE                      (b) CABDE  
(c) ACBED                      (d) CBEDA
54. (A) The likelihood of an accident is determined by how carefully the motorist drives and how carefully the pedestrian crosses the street.
- (B) An accident involving a motorist and a pedestrian is such a case.
- (C) Each must decide how much care to exercise without knowing how careful the other is.
- (D) The simplest strategic problem arises when two individuals interact with each other and each must decide what to do without knowing what the other is doing.
- (a) ABCD                      (b) ADCB  
(c) DBCA                      (d) DBAC

CAT 2000

**Directions for Questions 55 to 59:** Arrange sentences A, B, C and D to form a logical sequence between sentences 1 to 6.

- 55.
- Making people laugh is tricky.
    - At times, the intended humour may simply not come off.
    - Making people laugh while trying to sell them something is a tougher challenge, since the commercial can fall flat on two grounds.
    - There are many advertisements which do amuse, but do not even begin to set the cash tills ringing.
    - Again, it is rarely sufficient for an advertiser simply to amuse the target audience in order to reap the sales benefit.
  - There are indications that in substituting the hard sell for a more entertaining approach, some agencies have rather thrown out the baby with the bath water.
    - CDBA                      (b) ABCD  
(c) BADC                      (d) DCBA
- 56.
- Picture a termite colony, occupying a tall mud hump on an African Plain.
    - Hungry predators often invade the colony and unsettle the balance.
    - The colony flourishes only if the proportion of soldiers to workers remains roughly the same, so that the queen and workers can be protected by the soldiers, and the queen and soldiers can be serviced by the workers.
    - But its fortunes are presently restored, because the immobile queen, walled in well below ground level, lays eggs not only in large enough numbers, but also in the varying proportions required.
    - The hump is alive with worker termites and soldier termites going about their distinct kinds of business.
  - How can we account for her mysterious ability to respond like this to events on the distant surface?
    - BADC                      (b) DBAC  
(c) ADCB                      (d) BDCA
- 57.
- According to recent research, the critical period of developing language skills is between the ages of three and five and a half years.
    - The read-to child already has a large vocabulary and a sense of grammar and sentence structure.

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(B) Children who are read to in these years have a far better chance of reading well in school, indeed, of doing well in all their subjects.

(C) And the reason is actually quite simple.

(D) This correlation is far and away the highest yet found between home influences and school success.

6. Her comprehension of language is therefore very high.

- (a) DACB                      (b) ADCB  
(c) ABCD                      (d) BDCA

**58.**

1. High-powered outboard motors were considered to be one of the major threats to the survival of the Beluga whales.

(A) With these, hunters could approach Belugas within hunting range and profit from its inner skin and blubber.

(B) To escape an approaching motor, Belugas have learned to dive to the ocean bottom and stay there for up to 20 minutes, by which time the confused predator has left.

(C) Today, however; even with much powerful engines, it is difficult to come close, because the whales seem to disappear suddenly just when you thought you had them in your sights.

(D) When the first outboard engines arrived in the early 1930s, one came across 4 and 8HP motors.

6. Belugas seem to have used their well-known sensitivity to noise to evolve an 'avoidance' strategy to outsmart hunters and their powerful technologies,

- (a) DACB                      (b) CDAB  
(c) ADDB                      (d) BDAC

**59.**

1. The reconstruction of history by post-revolutionary science texts involves more than a multiplication of historical misconstructions.

(A) Because they aim quickly to acquaint the student with what the contemporary scientific community thinks it knows, textbooks treat the various experiments, concepts, law and theories of the current normal science as separately and as nearly seriatim as possible.

(B) Those misconstructions render revolutions invisible; the arrangement of the still visible

material in science texts implies a process that, if it existed, would deny revolutions a function.

(C) But when combined with the generally unhistorical air of science writing and with the occasional systematic misconstruction, one impression is likely to follow.

(D) As pedagogy, this technique of presentation is unexceptionable.

6. Science has reached its present state by a series of individual discoveries and inventions that, when gathered together, constitute the modern body of technical knowledge.

- (a) BADC                      (b) ADCB  
(c) DACB                      (d) CBDA

**CAT 2001**

**Directions for Questions 60 to 64:** *The sentences given in each question, when properly sequenced, form a coherent paragraph. Each sentence is labelled with a letter: Choose the most logical order of sentences from among the given choices to construct a coherent paragraph.*

60. (A) Although there are large regional variations, it is not infrequent to find a large number of people sitting here and there and doing nothing.

(B) Once in office, they receive friends and relatives who feel free to call any time without prior appointment.

(C) While working, one is struck by the slow and clumsy actions and reactions, indifferent attitudes, procedure rather than outcome orientation, and the lack of consideration for others.

(D) Even those who are employed often come late to the office and leave early, unless they are forced to be punctual.

(E) Work is not intrinsically valued in India.

(F) Quite often, people visit ailing friends and relatives or go out of their way to help them in their personal matters even during office hours.

- (a) ECADBF                      (b) EADCFB  
(c) EADBFC                      (d) ABFCBE

61. (A) But in the industrial era, destroying the enemy's productive capacity means bombing the factories which are located in the cities.

(B) So in the agrarian era, if you need to destroy the enemy's productive capacity, what you want to

do is burn his fields, or if you're really vicious, salt them.

- (C) Now in the information era, destroying the enemy's productive capacity means destroying the information infrastructure.
- (D) How do you do battle with your enemy?
- (E) The idea is to destroy the enemy's productive capacity, and depending upon the economic foundation, that productive capacity is different in each case.
- (F) With regard to defence, the purpose of the military is to defend the nation and be prepared to do battle with its enemy.
- (a) FDEBAC                      (b) FCABED  
(c) DEBACF                      (d) DFEBAC
62. (A) Michael Hofman, a poet and translator, accepts this sorry fact without approval or complaint.
- (B) But thanklessness and impossibility do not daunt him.
- (C) He acknowledges too—in fact he returns to the point often that best translators of poetry always fail at some level.
- (D) Hofman feels passionately about his work, and this is clear from his writings.
- (E) In terms of the gap between worth and rewards, translators come somewhere near nurses and street-cleaners.
- (a) EACDB                      (b) ADEBC  
(c) EACBD                      (d) DCEAB
63. (A) Passivity is not, of course, universal.
- (B) In areas where there are no lords or laws, or in frontier zones where all men go armed, the attitude of the peasantry may well be different.
- (C) So indeed, it may be on the fringe of the unsubmitive.
- (D) However, for most of the soil-bound peasants, the problem is not whether to be normally passive or active, but when to pass from one state to another.
- (E) This depends on an assessment of the political situation.
- (a) BEDAC                      (b) CDABE  
(c) EDBAC                      (d) ABCDE
64. (A) The situations in which violence occurs and the nature of that violence tends to be clearly defined at least in theory, as in the proverbial

Irishman's question: "Is this a private fight or can anyone join in?"

- (B) So the actual risk to outsiders, though no doubt higher than our societies, is calculable.
- (C) Probably the only uncontrolled applications of force are those of social superiors to social inferiors and even here, there are probably some rules.
- (D) However, binding the obligation to kill, members of feuding families engaged in mutual massacre will be genuinely appalled if by some mischance, a bystander or outsider is killed.
- (a) DABC                      (b) ACDB  
(c) CBAD                      (d) DBAC

CAT 2003

**Directions for Questions 65 to 72:** *The sentences given in each question, when properly sequenced, form a coherent paragraph. Each sentence is labelled with a letter. Choose the most logical order of sentences from among the given choices to construct a coherent paragraph.*

65. (A) The wall does not simply divide Israel from a putative Palestinian state on the basis of the 1967 borders.
- (B) A chilling omission from the road map is the gigantic 'separation wall' now being built in the West Bank by Israel.
- (C) It is surrounded by trenches, electric wire and moats; there are watchtowers at regular intervals.
- (D) It actually takes in new tracts of Palestinian land, sometimes five or six kilometers at a stretch.
- (E) Almost a decade after the end of South African apartheid, this ghastly racist wall is going up with scarcely a peep from Israel's American allies, who are going to pay for most of it.
- (a) EBCAD                      (b) BADCE  
(c) AEDCB                      (d) ECADB
66. (A) Luckily, the tide of battle moved elsewhere after the American victory at Midway and an Australian victory over Japan at Milne Bay.
- (B) It could have been no more than a delaying tactic.
- (C) The Australian military, knowing the position was hopeless, planned to fall back to the south-east in the hope of defending the main cities.

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- (D) They had captured most of the Solomon Islands and much of New Guinea, and seemed poised for an invasion.
- (E) Not many people outside Australia realize how close the Japanese got.
- (a) EDCBA                      (b) ECDAB  
(c) ADCBE                      (d) CDBAE
67. (A) Call it the third wave sweeping the Indian media.
- (B) Now, they are starring in a new role, as suave dealmakers who are in a hurry to strike alliances and agreements.
- (C) Look around and you will find a host of deals that have been inked or are ready to be finalized.
- (D) Then the media barons wrested back control from their editors, and turned marketing warriors with the brand as their missile.
- (E) The first came with those magnificent men in their mahogany chambers who took on the world with their mighty fountain pens.
- (a) ACBED                      (b) CEBDA  
(c) CAEBD                      (d) AEDBC
68. (A) The celebrations of economic recovery in Washington may be as premature as that "Mission Accomplished" banner hung on the USS Abraham Lincoln to hail the end of the Iraq war.
- (B) Meanwhile, in the real world, the struggles of families and communities continue unabated.
- (C) Washington responded to the favorable turn in economic news with enthusiasm.
- (D) The celebrations and high-fives up and down Pennsylvania Avenue are not to be found beyond the Beltway.
- (E) When the third quarter GDP showed growth of 7.2% and the monthly unemployment rate dipped to 6%, euphoria gripped the US capital.
- (a) ACEDB                      (b) CEDAB  
(c) ECABD                      (d) ECBDA
69. (A) To much of the Labour movement, it symbolises the brutality of the upper classes.
- (B) And to everybody watching, the current mess over fox hunting symbolises the government's weakness.
- (C) To fox hunting's supporters, Labour's 1991 manifesto commitment to ban it, symbolises the party's metropolitan roots and hostility to the countryside.
- (D) Small issues sometimes have large symbolic power.
- (E) To those who enjoy thundering across the countryside in red coats after foxes, foxhunting symbolises the ancient roots of rural lives.
- (a) DEACB                      (b) ECDBA  
(c) CEADB                      (d) DBAEC
70. (A) In the case of King Merolchazzar's courtship of the Princess of the Outer Isles, there occurs a regrettable hitch.
- (B) She acknowledges the gifts, but no word of a meeting date follows.
- (C) The monarch, hearing good reports of a neighbouring princess, dispatches messengers with gifts to her court, beseeching an interview.
- (D) The princess names a date, and a formal meeting takes place; after that everything buzzes along pretty smoothly.
- (E) Royal love affairs in olden days were conducted on the correspondence method.
- (a) ACBDE                      (b) ABCDE  
(c) ECDAB                      (d) ECBAD
71. (A) Who can trace to its first beginnings, the love of Damon for Pythias, of David for Jonathan, of Swan for Edgar?
- (B) Similarly with men.
- (C) There is about great friendships between man and man a certain inevitability that can only be compared with the age-old association of ham and eggs.
- (D) One simply feels that it is one of the things that must be so.
- (E) No one can say what was the mutual magnetism that brought the deathless partnership of these wholesome and palatable foodstuffs about.
- (a) ACBED                      (b) CEDBA  
(c) ACEBD                      (d) CEABD
72. (A) Events intervened, and in the late 1930s and 1940s, Germany suffered from "over-branding".



- (B) The British used to be fascinated by the home of Romanticism.
- (C) But reunification and the federal government's move to Berlin have prompted Germany to think again about its image.
- (D) The first foreign package holiday was a tour of Germany organized by Thomas Cook in 1855.
- (E) Since then, Germany has been understandably nervous about promoting itself abroad.
  - (a) ACEBD                      (b) DECAB
  - (c) BDAEC                      (d) DBAEC

CAT 2004

**Directions for Questions 73 to 77:** *The sentences given in each question, when properly sequenced, form a coherent paragraph. Each sentence is labeled with a letter. Choose the most logical order of sentences from among the given choices to construct a coherent paragraph.*

- 73. (A) He felt justified in bypassing Congress altogether, on a variety of moves.
- (B) At times, he was fighting the entire Congress.
- (C) Bush felt he had a mission to restore power to the presidency.
- (D) Bush was not fighting just the democrats.
- (E) Representative democracy is a messy business, and a CEO of the White House does not like a legislature of second guessers and time wasters.
  - (a) CAEDB                      (b) DBAEC
  - (c) CEADB                      (d) ECDBA
- 74. (A) The two neighbours never fought each other.
- (B) Fights involving three male fiddler crabs have been recorded, but the status of the participants was unknown.
- (C) They pushed or grappled only with the intruder.
- (D) We recorded 17 cases in which a resident that was fighting an intruder, was joined by an immediate neighbour, an ally.
- (E) We therefore tracked 268 intruder males until we saw them fighting a resident male.
  - (a) BEDAC                      (b) DEBAC
  - (c) BDCAE                      (d) BCEDA
- 75. (A) In the west, Allied Forces had fought their way through southern Italy as far as Rome.
- (B) In June 1944, Germany's military position in World War Two appeared hopeless.

- (C) In Britain, the task of amassing the men and materials for the liberation of northern Europe had been completed.
- (D) The Red Army was poised to drive the Nazis back through Poland.
- (E) The situation on the eastern front was catastrophic.
  - (a) EDACB                      (b) BEDAC
  - (c) BDECA                      (d) CEDAB
- 76. (A) But this does not mean that death was the Egyptians' only preoccupation.
- (B) Even papyri come mainly from pyramid temples.
- (C) Most of our traditional sources of information about the Old Kingdom are monuments of the rich like pyramids and tombs.
- (D) Houses in which ordinary Egyptians lived have not been preserved, and when most people died, they were buried in simple graves.
- (E) We know infinitely more about the wealthy people of Egypt than we do about the ordinary people, as most monuments were made for the rich.
  - (a) CDBEA                      (b) ECDAB
  - (c) EDCBA                      (d) DECAB
- 77. (A) Experts such as Larry Burns, head of research at GM, reckon that only such a full hearted leap will allow the world to cope with the mass motorisation that will one day come to China or India.
- (B) But once hydrogen is being produced from biomass or extracted from underground coal or made from water, using nuclear or renewable electricity, the way will be open for a huge reduction in carbon emissions from the whole system.
- (C) In theory, once all the bugs have been sorted out, fuel cells should deliver better total fuel economy than any existing engines.
- (D) That is twice as good as the internal combustion engine, but only five percentage points better than a diesel hybrid.
- (E) Allowing for the resources needed to extract hydrogen from hydrocarbon, oil, coal or gas, the fuel cell has an efficiency of 30%.
  - (a) CEDBA                      (b) CEBDA
  - (c) AEDBC                      (d) ACEBD

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**ANSWER KEY**

**CAT 1994**

1. (c)    2. (a)    3. (d)    4. (c)    5. (a)  
6. (b)    7. (a)    8. (d)    9. (a)    10. (c)  
11. (c)    12. (d)    13. (b)    14. (c)

**CAT 1995**

15. (c)    16. (d)    17. (b)    18. (a)    19. (d)

**CAT 1996**

20. (a)    21. (c)    22. (c)    23. (b)    24. (d)  
25. (d)    26. (c)    27. (c)

**CAT 1997**

28. (a)    29. (d)    30. (a)    31. (b)    32. (d)  
33. (d)

**CAT 1998**

34. (d)    35. (c)    36. (b)    37. (a)    38. (c)  
39. (b)

**CAT 1999**

40. (a)    41. (d)    42. (b)    43. (a)    44. (c)  
45. (b)    46. (d)    47. (a)    48. (c)    49. (c)  
50. (a)    51. (d)    52. (a)    53. (b)    54. (d)

**CAT 2000**

55. (c)    56. (b)    57. (d)    58. (a)    59. (a)

**CAT 2001**

60. (c)    61. (d)    62. (c)    63. (d)    64. (b)

**CAT 2003**

65. (b)    66. (a)    67. (d)    68. (d)    69. (a)  
70. (c)    71. (b)    72. (c)

**CAT 2004**

73. (d)    74. (a)    75. (b)    76. (b)    77. (a)

CHAPTER 20: SENTENCE CORRECTION

CHAPTER 21: FACT, INFERENCE, AND JUDGEMENT



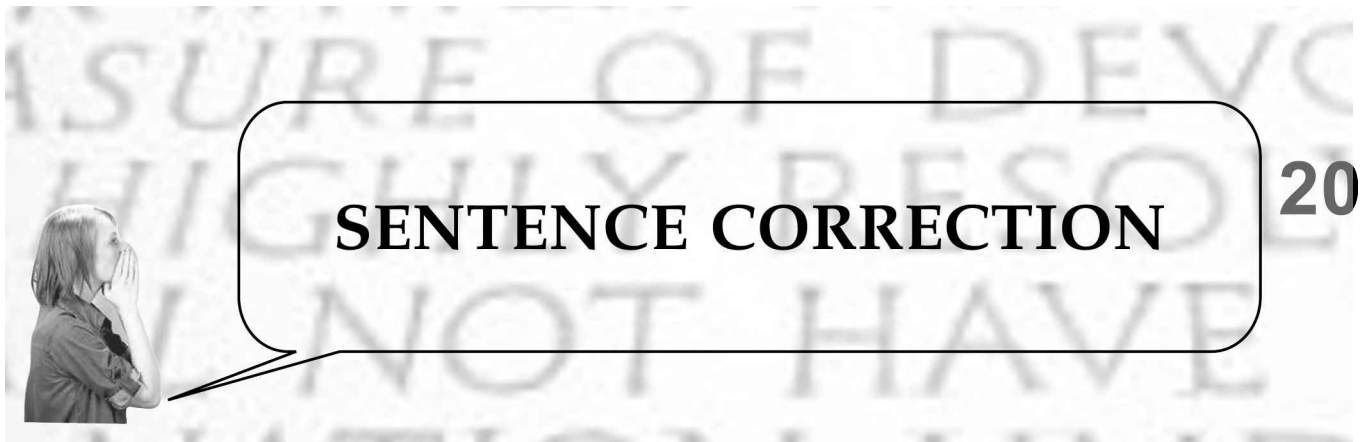
# SECTION 5

This section will help you in the following ways:

- In the chapter on Sentence Correction, you would learn what the common grammatical errors are on the basis of which sentence correction questions are framed, as also how to identify these errors. You would also familiarise yourself with the various question types in the exam. This question type is always present in CAT and all other management entrance exams and hence becomes extremely relevant.
- In the chapter on Fact, Inference, and Judgement, you would learn the crucial differentiation between the three and how to identify them. Besides, a lot of unambiguous practice questions would help you hone your skills.







## INTRODUCTION

Questions based on standard written English grammar are very common in the CAT, XAT and most other management entrance examinations. These questions are designed to test your ability to identify written English that is grammatically correct. They also test your ability to understand the essential message being given—and find out the most concise and grammatically correct way of conveying the same.

An analysis of previous papers of various institutes yields that there have been four patterns under which these questions can be segregated. These are:

## SENTENCE CORRECTION: QUESTION PATTERN

### Question Type 1

Each question will begin with sentences, parts of which have been underlined. You are then presented with 4 different options presenting alternative ways of stating the underlined portion of the text. The first answer choice will repeat the text without any changes (meaning that the sentence is clear in meaning, concise as well as grammatically correct as it is written originally).

The other choices will re-write the text. Wrong options are created by any one or more of the following methods:

- (1) Introduction of grammatical mistakes. These are explained in greater detail in the later part of this chapter.
- (2) By introducing an incorrect sentence structure.
- (3) Introducing changes in the message to the reader by changing the intended meaning of the sentence.
- (4) Introducing verbosity in the sentence—i.e., writing the same thing in more number of words.

This, however, does not mean that the shortest and most concise answer choice is always the correct answer—but it does mean that if there are no errors (grammatical, sentence structural or in message conveyance) in the option which is the shortest, it is the answer more often than not. Hence, before succumbing to the temptation of marking the shortest option as the correct answer choice, you need to read it carefully in order to make sure that the sentence has no error.

### Question Type 2

This question type is very similar to Type 1. The only difference between the two is that in this type, the entire sentence has to be tested for its grammar and accuracy.

There is no underlined part of the sentence. Incorrect answer choices are formed on the basis of the same errors as discussed above.

In the context of the above two question types, it is important to note the following:

**Do not Waste Time on a Close Reading of Option A.** Option A always simply repeats the wording of the original sentence/ underlined part of the sentence. Hence, reading it closely again right at the start might entail a waste of time.

However, you should remember that before you mark the correct answer choice, if Option A figures in your shortlist, you should read it closely. This you need to do since you will need to make a comparison between all the options on your shortlist for their correctness of grammar, sentence structure and the lack of verbosity.

On the other hand, if the original sentence looks incorrect straightaway, you will not need to read Option A at all.

**Look Out for Multiple Errors in the Sentence:** A sentence might contain more than one error. Hence, while reading the original sentence, do not be led into the fallacy

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that if you have found one error in the sentence, all you will need to do is eliminate it in order to get the correct answer. This is a common error that students make, i.e., they find one error and then quickly choose the answer that corrects that error. They fail to consider whether there are other errors in the sentence that an alternative answer choice might also address.

The correct answer must correct *all* the errors contained in the original sentence.

### Question Type 3

This question type consists of 4 sentences, out of which you have to identify the correct sentence/s.

### Question Type 4

In this question type, you are given 4 sentences, out of which you are supposed to identify the incorrect sentence/s.

### Question Type 5

This question type consists of correct/incorrect usage of words/phrases. It consists of a capitalised word or phrase which is used in four different ways. You have to find out the incorrect usage of the word in the four sentences.

## STANDARD SOLVING PROCESS

### Elimination

Employ the process of elimination. Eliminate any answer choices that are obviously grammatically incorrect. Besides, you can also eliminate any choices that alter the intended meaning of the sentence.

Your first objective should be to come down to a short list of sentences which is as small as possible.

If you are still unsure about how to answer a question even after narrowing your choices down to two, you will fare better by selecting the more concise of the remaining answer choices.

**Small/Minute Differences** When in doubt, look for small/minute differences among the different answer choices. After you create a short list of options that are not easily eliminated, you will need to examine each of the remaining options closely. Very often, the difference between two of the answer choices will be in a single word/phrase usage. Use your 'feel' for standard usage of these words in the English language.

**Spelling Errors** Do not worry about spelling or capitalisation errors. Questions do not test you for these 2 types of errors.

**Trust Your Ears** If you become stuck, 'say' the choices in your head and then select the sentence that sounds best to your ears. This method will be particularly useful if you have a natural feel for the language. If you are used to English, you will have internalised many more grammar rules than you can explicitly identify.

Look for standard errors listed below while reading the question and its options.

## GRAMMATICAL ERRORS IN SENTENCE CORRECTION QUESTIONS

Essentially, there are six basic kinds of errors in the grammar of a sentence.

### Error Type 1: Subject-Verb Agreement Errors

The lack of agreement between the subject and verb is one of the main errors introduced in questions of sentence correction. The basic underlying principle is that—"**Verbs should always agree with their subjects**".


As per the basic sentence structuring, every sentence has to have a Subject, a Verb and an Object—wherein the subject (noun) does an act (verb) with the object (another noun). The principle clearly is that the conjugation (form of the verb used) of the verb should be in line with the subject to which it is attached. Thus, you need to check whether the form of the verb used agrees with the number and the person of the subject noun.

As is obvious, number refers to whether the noun is singular or plural and Person refers to whether the noun is in the first person (I/we), second person (You) or third person (he, she, it, one, they).

While looking out for this error, you are advised to be careful of—

- (a) The conjugation of irregular verbs; and
- (b) The disguising of the subject by creating a complex sentence structure having multiple messages between the subject and the verb.

The subject and the verb are put far apart from each other, making it more difficult to recognise. In such cases, you will need to correctly identify the subject with which the verb needs to agree.

 The depletion of natural resources, in addition to the rapid increase in their utilisation, have/has encouraged many countries to develop new sources of energy.




In the above sentence, the verb 'to have' has a singular subject. Hence, it will take the second person singular form 'has'.

### Error Type 2: Errors of Modifiers

Modifiers are words/group of words/ phrases in one part of the sentence, which modify (add to the meaning of) another part of the sentence. In correct written English, the modifier has to be kept as close as possible to the word or clause it modifies. Placing the modifiers at the wrong position in a sentence often has the effect of changing the meaning of the sentence. This happens because the modifier modifies the word/clause closest to it.

The following examples will make it clear:

 Bruised and battered, Ravi gave his car to the mechanic.

Bruised and battered, the car was given to the mechanic by Ravi.



Notice in the example above, the chances in the use of words *bruised and battered*.

While solving sentence correction questions, you should try to identify the modifiers used in the sentence and decide which clause it modifies. Then ensure that in the correct answer, the modifier is attached to the correct clause. In order to do this, you will need to make sure that you have understood the intended meaning of the writer.

### Error Type 3: Errors in the Usage of Pronouns

Pronouns are defined as any of a small set of words in a language that are used as substitutes for nouns or noun phrases. Their references are named or understood in the context of their usage. The basic principle that needs to be adhered to is that-

“The pronouns used in a sentence should agree with their antecedents.”

Besides, in correct written English, there should be no ambiguity about which noun the pronoun is replacing. You will need to consider both these factors while evaluating

the pronouns used within a sentence. Consider the following example:



Amit told Ameer that he should take his car to the party.



In the above sentence, it is not clear as to whose car is being referred to. Hence, the sentence will not qualify as standard written English.

Pay special attention to problems involving it-they, he-his, me-mine, they-their, etc.

### Error Type 4: Errors in the Tense of Verbs

The sentence should reflect the correct order in which the sequence of events occurs. For this purpose, it is crucial that the verbs used are in the correct tense—be it past, present or future and be it in the normal form, the continuous form or the perfect form. It would be wise of you to review the rules for all these and be especially aware of the various tense forms of irregular verbs.

Pay special attention to the appropriateness of the use of the continuous form, because errors based on incorrect use of the continuous form are very common in sentence correction questions (especially questions of type 1 & type 2).

Remember that: The 'ing' form of a verb is used

- (a) Either to emphasise the continuing nature of an action *OR*
- (b) To emphasise that two actions are happening simultaneous to each other.

Consider the following example:



If the experiment works, it *will represent/will be representing* a giant leap forward for human sciences.



In the above sentence, even though *will be representing* is grammatically correct, it is not appropriate in relation to *will represent* as it is unnecessary and verbose.

### Error Type 5: Errors of Parallel Form

One of the common methods of presenting an idea having multiple facets is by writing sentences in the parallel form. For example:



In India today, an investor might invest his money *in stocks, in real estate or in debt based mutual funds*.



The last part of the above sentence is in a parallel form, since multiple ideas of the same level and category (investment options in this case) are presented within one part of the sentence.

You need to look out for parallel form problems in:

- (a) List of actions/items or series of items/actions.
- (b) Expressions using the structures—Both X and Y, Either X or Y or Z, Any of X, Y and Z, etc.
- (c) Expressions involving comparisons between two or more things—Prefer X to Y, Y is preferred to X.

Spotting errors in such sentences is easy, since you have to just ensure that the individual parts have to be written in the same form.

### **Error Type 6: Errors in the Use of Singular Words, Idioms and Phrases**

Idioms are defined as expressions in the usage of English (or for that matter any other language), that is peculiar to itself either grammatically (e.g. No, it wasn't me) or in having a meaning that cannot be derived from the conjoined meanings of its elements (as Monday week for conveying the meaning that we are referring to 'the Monday a week after next Monday').

The only way to prepare for the errors in idioms is through improved exposure to the English language. In this context, if you are a natural at the language, you should just trust your ear. Trying to reason out on points of grammatical correctness of the idiom used will take you nowhere.

Consider the following sentences for understanding idiomatic usage:



1. The French grand Prix is considered *as/to be* one of the most arduous races.

The correct idiom is '*to be*'

2. The issue covers such questions *like/as* who should cover the losses borne out of the project.

The correct idiom is '*as*'.

Apart from those mentioned above, you need to be aware of the following errors.

- (a) Proper use of adverbs (they modify verbs);
- (b) Proper use of the semicolon; and
- (c) Relative use of words like
  - (i) 'Among' versus 'between',
  - (ii) 'Fewer' versus 'less',

- (iii) 'Who' versus 'whom' and
- (iv) 'Me' versus 'I' versus 'Mine', etc.

## **PRACTICE EXERCISES**

### **Type 1**

**Direction for Questions 1 to 50:** *In each of the following sentences, four options are given. You are required to identify the best way of writing the sentence in the context of the correct usage of standard written English. While doing so, you have to ensure that the message being conveyed remains the same in all the cases.*

1. If he was to decide to go to college, one would recommend that he plan to go to IIM, Ahmedabad.
  - (a) If he was to decide to go to college, one would recommend that he plan to go to IIM, Ahmedabad.
  - (b) If he were to decide to go to college, one would recommend that he plan to go to IIM, Ahmedabad.
  - (c) Had he decided to go to college, one would recommend that plan to go to IIM, Ahmedabad.
  - (d) In the event that he decides to go to college, one would recommend that plan to go to IIM, Ahmedabad.
  - (e) Had he decide to go to college, one would recommend that he go to IIM, Ahmedabad.
2. Except for you and I, everyone brought a present for the little birthday boy.
  - (a) Except for him and I, everyone brought a present for the little birthday boy.
  - (b) With the exception of you and I, everyone brought a present for the little birthday boy.
  - (c) Except for you and I, everyone had brought a present for the little birthday boy.
  - (d) Except for you and me, everyone brought a present for the little birthday boy.
  - (e) Excepting you and I, all brought present for the little boy.
3. When one reads the Hindi literature of the twentieth century, you find a striking contrast between the writings of Munshi Premchand and later day writers of popular Hindi fiction.



- (a) When one reads the Hindi literature of the twentieth century, you find a striking contrast between the writings of Munshi Premchand and later day writers of popular Hindi fiction.
- (b) When you read the Hindi literature of the twentieth century, one finds a striking contrast between the writings of Munshi Premchand and later day writers of popular Hindi fiction.
- (c) When one reads the Hindi literature of the twentieth century, he finds a striking contrast between the writings of Munshi Premchand and later day writers of popular Hindi fiction.
- (d) If one reads the Hindi literature of the twentieth century, you find a striking contrast between the writings of Munshi Premchand and later day writers of popular Hindi fiction.
- (e) When one reads the Hindi Literature of the twentieth century, one finds a striking contrast between the writings of Munshi Premchand and later day writers of popular Hindi fiction.
4. Because of his tennis elbow injury, Limba Ram has not and possibly never will be able to pick up the bat again.
- (a) Because of his tennis elbow injury, Limba Ram has not and possibly never will be able to pick up the bat again.
- (b) Because of his tennis elbow injury, Limba Ram has not and possibly will never be able to pick up the bat again.
- (c) Because of his tennis elbow injury, Limba Ram has not been and possibly never would be able to pick up the bat again.
- (d) Because of his tennis elbow injury, Limba Ram has not been able to and possibly never will be able to pick up the bat again.
- (e) Because of his tennis elbow injury, Limba Ram has not and if possible be never able to pick up the bat again.
5. Had he realised how close he was to failing, he would not have gone to the party.
- (a) Had he realised how close he was to failing, he would not have gone to the party.
- (b) If he would have realised how close he was to failing, he would not have gone to the party.
- (c) Had he had realised how close he was to failing, he would not have gone to the party.
- (d) When he realized how close he was to failing, he did not go to the party.
- (e) If he would realise how close he was to failing, he should not have gone to the party.
6. The Indian cricket team's winning it's first game of the 2007 World Cup excited the fans of the team.
- (a) The Indian cricket team's winning it's first game of the 2007 World Cup excited the fans of the team.
- (b) The Indian cricket team having won its first game of the 2007 World Cup, excited the fans of the team.
- (c) The Indian cricket team's having won its first game of the 2007 World Cup excited the fans of the team.
- (d) The Indian cricket team's winning its first game of the 2007 World Cup excited the fans of the team.
- (e) The Indian cricket team's had won its first game of the 2007 World Cup excited the fans of the team.
7. Poor product quality angers Mr. Garbole, who wonders if it is part of a strategy by marketers.
- (a) Poor product quality angers Mr. Garbole, who wonders if it is part of a strategy by marketers.
- (b) Poor product quality angers Mr. Garbole, who wonders if marketers are part of the strategy.
- (c) Poor product quality angers Mr. Garbole, that wonders if it is part of a strategy by marketers.
- (d) Poor product quality angers Mr. Garbole, who wonders if they are part of a strategy by marketers.
- (e) Poor product quality angers Mr. Garbole, who wonders if it are part of a strategy.
8. Ambikesh noticed the cat's soft hair, sharp paws, and keen sense of hearing.
- (a) Ambikesh noticed the cat's soft hair, sharp paws, and keen sense of hearing.
- (b) Ambikesh noticed the cat's soft hair, sharp paws, and that his sense of hearing was keen.
- (c) Ambikesh noticed the cat's soft hair, that he had sharp paws, and a very keen sense of hearing.

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- (d) Ambikesh noticed the cat's soft hair, keen sense of hearing and also that it had sharp paws.
- (e) Ambikesh as noticed the cat's soft hair, sharp paws and keen sense of hearing.
9. Having bowed our heads, the priest in the temple led us in prayer.
- (a) Having bowed our heads, the priest in the temple led us in prayer.
- (b) After we bowed our heads, the priest in the temple led us in prayer.
- (c) After we bowed our heads, the priest in the temple led us in prayer.
- (d) After we had bowed our heads, the priest in the temple led us in prayer.
- (e) After having bowed our head, the priest in the temple led us in prayer.
10. My grandmother seldom ever wants to try and face the facts.
- (a) My grandmother seldom ever wants to try and face the facts.
- (b) My grandmother seldom if ever wants to try and face the facts.
- (c) My grandmother seldom ever wants to try to face the facts.
- (d) My grandmother seldom wants to try to face the facts.
- (e) My grandmother seldom want to try face the facts.
11. Anyone interested in flying planes can learn much if you have access to a flight simulation machine.
- (a) Anyone interested in flying planes can learn much if you have access to a flight simulation machine.
- (b) Anyone interested in flying planes can learn much if he has access to a flight simulation machine.
- (c) Anyone interested in flying planes can learn much if access is available to a flight simulation machine.
- (d) Anyone interested in flying planes can learn much from access to a flight simulation machine.
- (e) Anyone interests in flying planes can learn much if they had access to a flight simulation machine.
12. No officer had ought to be put into a situation where he has to choose between his love for his family and the responsibilities accompanying his duty.
- (a) No officer had ought to be put into a situation where he has to choose between his love for his family and the responsibilities accompanying his duty.
- (b) No officer had ought to be put into a situation in which he has to choose between his love for his family and the responsibilities accompanying his duty.
- (c) No officer should be put into a situation where he has to choose between his love for his family and the responsibilities accompanying his duty.
- (d) No officer ought to be put into a situation in which he has to choose between his love for his family and the responsibilities accompanying his duty.
- (e) No officer would be put in a situation where he have to choose between his love for family and the responsibilities accompanying his duty.
13. Being a realist, the detective could not accept the statement of the accused that UFOs had caused the disturbance.
- (a) Being a realist, the detective could not accept the statement of the accused that UFOs had caused the disturbance.
- (b) Since he was a realist, the detective could not accept the statement of the accused that UFOs had caused the disturbance.
- (c) Being that he was a realist, the detective could not accept the statement of the accused that UFOs had caused the disturbance.
- (d) Realist that he was, the detective could not accept the statement of the accused that UFOs had caused the disturbance.
- (e) Being a realist that he was, the detective could not accept the statement of the accused that UFOs had caused the disturbance.
14. The reason I came late to office today is because my car broke down.
- (a) The reason I came late to office today is because my car broke down.
- (b) Why I came late to office today is because my car broke down.

- (c) The reason I was late to office today is because my car broke down.
- (d) The reason I came late to office today is that my car broke down.
- (e) The reason I came late to office is since my car broke down.
15. The shopkeeper hadn't hardly any of those kind of goods.
- (a) The shopkeeper hadn't hardly any of those kind of goods.
- (b) The shopkeeper hadn't hardly any of those kinds of goods.
- (c) The shopkeeper had hardly any of those kind of goods.
- (d) The shopkeeper had hardly any of those kinds of goods.
- (e) The shopkeeper had not hardly any of those kinds of goods.
16. If we cooperate together by dividing up the booty, we shall be able to work together smoothly in the future.
- (a) If we cooperate together by dividing up the booty, we shall be able to work together smoothly in the future.
- (b) If we cooperate by dividing up the booty, we shall be able to work together smoothly in the future.
- (c) If we cooperate by dividing up the booty together, we shall be able to work together smoothly in the future.
- (d) If we cooperate with each other by dividing the booty, we shall be able to work together smoothly in the future.
- (e) If we cooperate with one other by dividing up the booty, we will be able to work smoothly together in future.
17. The entire cast and crew of the film, enjoyed splashing in the pool, bathing in the ocean, and, particularly, to sun bathe on the shore.
- (a) The entire cast and crew of the film, enjoyed splashing in the pool, bathing in the ocean, and, particularly, to sun bathe on the shore.
- (b) The entire cast and crew of the film, enjoyed splashing in the pool, to have a bath in the ocean, and, particularly to sun bathe on the shore.
- (c) The entire cast and crew of the film, enjoyed swimming in the pool to bathe in the ocean, and, particularly sun bathing on the shore.
- (d) The entire cast and crew of the film, enjoyed swimming in the pool, bathing in the ocean, and, particularly, sun bathing on the shore.
- (e) The entire cast and crew of the film, enjoyed splashing in the pool, bathing in the ocean, particularly to sun bathing on the shore.
18. Crossing the street, a bus almost crushed us to death.
- (a) Crossing the street, a bus almost crushed us to death.
- (b) A bus almost crushed us, crossing the street.
- (c) As we crossed the street, a bus almost crushed us.
- (d) A bus, crossing the street, almost crushed us.
- (e) While we crossed a street, a bus almost crushed us.
19. The moral of the entire story is how money doesn't make you happy.
- (a) The moral of the entire story is how money doesn't make you happy.
- (b) The moral of the entire story is that money doesn't make you happy.
- (c) In this novel, its moral of the story is how money doesn't make you happy.
- (d) That money does not make you happy, is the entire moral of the story.
- (e) The moral of the story is that as to how money doesn't make you happy.
20. Entertainment being recognised as an important factor in improving mental and physical health and thereby reducing human misery and poverty.
- (a) Entertainment being recognised as an important factor in improving mental and physical health and thereby reducing human misery and poverty.
- (b) Recognising entertainment as an important factor in improving mental and physical health and thereby reducing human misery and poverty.
- (c) Recognition of it being an important factor in improving mental and physical health entertainment reduces human misery and poverty.
- (d) Entertainment is recognised as an important factor in improving mental and physical

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- health and thereby reducing human misery and poverty.
- (e) Entertainment while being recognised as an important factor in improving mental and physical health and thereby reducing human misery and poverty.
21. When one travels by Air Lahara, you often find that the prices are high and that the journey experience is extremely poor.
- (a) When one travels by Air Lahara, you often find that the prices are high and that the journey experience is extremely poor.
- (b) When you travel by Air Lahara, one often finds that the prices are high and that the journey experience is extremely poor.
- (c) As you travel by Air Lahara, you often find that the prices are high and that the journey experience is extremely poor.
- (d) If you travel by Air Lahara, you often find that the prices are high and that the journey experience is extremely poor.
- (e) Whenever you are travelling by Air Lahara, you find the prices are high and the journey experience is extremely poor.
22. Ever since the sting operation, there has been much opposition from they who maintain that it was an unauthorised act.
- (a) Ever since the sting operation, there has been much opposition from they who maintain that it was an unauthorised act.
- (b) Ever since the sting operation, there has been much opposition from they who maintain that it had been an unauthorised act.
- (c) Ever since the sting operation, there has been much opposition from those who maintain that it was an unauthorised act.
- (d) Ever since the sting operation, there has been much opposition from those maintaining that it was an unauthorised act.
- (e) Ever since the sting operation, there has been much of an opposition from them who maintain that it was an unauthorised act.
23. Having stole the money, the class teacher searched the student's pocket.
- (a) Having stole the money, the class teacher searched the student's pocket.
- (b) Having stolen the money, the student's pockets were searched by the class teacher.
- (c) Having stolen the money, the class teacher searched the student's pockets.
- (d) Having stole the money, the class teacher was searched by the student.
- (e) While stealing the money, the class teacher had searched the student's pockets.
24. The child is neither encouraged to be critical or to examine all the aspects of his opinion.
- (a) The child is neither encouraged to be critical or to examine all the aspects of his opinion.
- (b) The child is neither encouraged to be critical nor to examine all the aspects of his opinion.
- (c) The child is either encouraged to be critical or to examine all the evidence for his opinion.
- (d) None of these
- (e) The child is either encouraged to be critical not to examine all the aspects of his opinion.
25. Although I calculate that my girlfriend will be here any minute, I cannot wait much longer for her to arrive.
- (a) Although I calculate that my girlfriend will be here any minute, I cannot wait much longer for her to arrive.
- (b) Although I reckon that my girlfriend will be here any minute, I cannot wait much longer for her to arrive.
- (c) Because I calculate that my girlfriend will be here any minute, I cannot wait much longer for her to arrive.
- (d) Although I think that my girlfriend will be here any minute, I cannot wait much longer for her to arrive.
- (e) Because I think that my girlfriend will be here any minute, I cannot wait any longer for her to arrive.
26. The process by which the community influences the actions of its members is known as social control.
- (a) The process by which the community influences the actions of its members is known as social control.

- (b) The process by which the community influence the actions of its members is known as social control.
- (c) The process by which the community goes about influencing the actions of its members is known as social control.
- (d) The process by which the community influences the actions of its members is known as social control.
- (e) The process by which the community influences the actions of its members could be known by social control.
27. To be sure, there would be scarcely no time left over for other things if school children would have been expected to have considered all sides of every matter on which they had opinions.
- (a) There would be scarcely no time left over for other things if working people would have been expected to have considered all sides of every matter on which they had opinions.
- (b) To be sure, there would be scarcely any time left for other things if working people should be expected to have considered all sides of every matter on which they had opinions.
- (c) To be sure, there would be scarcely any time left over for other things if school children were expected to consider all sides of every matter on which they had opinions.
- (d) To be sure, there would be scarcely no time left over for other things if school children will be expected to have been considering all sides of every matter on which they had opinions.
- (e) Sure enough, scarcely there would be any time left for other things if school children were expected to consider all sides of the matters on which they had opinions.
28. Depending on skillful suggestion, argument is seldom used in advertising.
- (a) Depending on skillful suggestion, argument is seldom used in advertising.
- (b) Argument is seldom used by advertisers, who depend on skillful suggestion instead.
- (c) Skillfull suggestion is depended on by advertisers instead of argumentation.
- (d) Suggestion, which is skillful, is used in place of argumentation by advertisers.
- (e) Suggesting skillfully is what advertisers do apart from argumentation.
29. When this war is over, no kingdom will either be isolated in war or peace.
- (a) When this war is over, no kingdom will either be isolated in war or peace.
- (b) When this war is over, no kingdom will be either isolated in war or peace.
- (c) When this war is over, no kingdom will either be isolated in war or be isolated in peace.
- (d) When this war is over, no kingdom will be isolated either in war or peace.
- (e) When this war is over, no kingdom will be isolated either in war nor peace.
30. The twelve-hour work day not only has been reduced to one of ten hours but also, in some lines of work, to below eight hours.
- (a) The twelve-hour work day not only has been reduced to one of ten hours but also, in some lines of work, to below eight hours.
- (b) Not only has the twelve-hour work day been reduced to one of ten hours but also, in some lines of work, to below eight hours.
- (c) The twelve-hour work day has not only been reduced to one of ten hours but also, in some lines of work, to below eight hours.
- (d) The twelve-hour work day has been reduced not only to one of ten hours but also, in some lines of work, to below eight hours.
- (e) The twelve-hour working day has not only been reduced to ten hours but also, in some cases, to less than eight hours.
31. If some Indians look at where they are going, it can be seen that our goal is money.
- (a) If some Indians look at where they are going, it can be seen that our goal is money.
- (b) If some Indians look back to where they are going, it can be seen that our goal is money.
- (c) If some Indians look at where they are going, it can be seen that their goal is money.
- (d) If some Indians look at where they are going, they can see that their goal is money.
- (e) If they Indians look at where they are going, they can see that their goal is money.

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32. Sherry, a little girl with little talent for cooking, enjoys preparing Fried Rice.
- (a) Sherry, a little girl with little talent for cooking, enjoys preparing Fried Rice.
  - (b) Sherry, is a little girl who has little talent for cooking but she enjoys preparing Fried Rice.
  - (c) Sherry, a little girl who has little cooking talent, enjoys preparing Fried Rice.
  - (d) Sherry, a girl with little talent for cooking, enjoys preparing Fried Rice.
  - (e) Sherry, a little girl, having little talent of cooking, still enjoys preparing Fried Rice.
33. Of all the persons I have ever met, Arjit is the most remarkable person.
- (a) Of all the persons I have ever met, Arjit is the most remarkable person.
  - (b) Arjit is the most remarkable person of all the persons I have ever met.
  - (c) Of all the persons I have ever met, Arjit is the most remarkable person.
  - (d) Of all the persons I have ever met, Arjit is the most remarkable.
  - (e) Arjit being the most remarkable person of all I have met.
34. Unless they reverse present policies immediately, the world may suffer irreversible damage from the unregulated use of Bio weapons.
- (a) Unless they reverse present policies immediately, the world may suffer irreversible damage from the unregulated use of Bio weapons.
  - (b) Unless present policies are reversed immediately, the world may suffer irreversible damage from the unregulated use of Bio weapons.
  - (c) Unless present policies are reversed, the world may suffer irreversible damage by the unregulated use of Bio weapons.
  - (d) Unless present policies are reversed, the world may suffer irreversible damage through the unregulated use of Bio weapons.
  - (e) Unless reversal of the present policies happen, the world should suffer irreversible damage from the unregulated use of Bio-weapons.
35. The panel interviewed several candidates who they thought had the experience and qualifications the position at IIM Bangalore required.
- (a) The panel interviewed several candidates who they thought had the experience and qualifications the position at IIM Bangalore required.
  - (b) The panel interviewed several candidates whom they thought had the experience and qualifications the position at IIM Bangalore required.
  - (c) The panel interviewed several candidates from whom they thought had the experience and qualifications the position at IIM Bangalore required.
  - (d) The panel interviewed several candidates which he thought had the experience and qualifications the position at IIM Bangalore required.
  - (e) The panel interviews several candidates who they thought has the experience and qualifications the position at IIM Bangalore required.
36. The trend toward a decrease in the working hours is already evident in the longer weekend given to employees in many multinational organisations.
- (a) The trend toward a decrease in the working hours is already evident in the longer weekend given to employees in many multinational organisations.
  - (b) The trend toward a decrease in the working hours is all ready evident in the longer weekend given to employees in many multinational organisations.
  - (c) The trend toward a decrease in the working hours is allready evident in the longer weekend given to employees in many multinational organisations.
  - (d) The trend toward a decrease in the working hours is all in already evident in the longer weekend given to employees in many multinational organisations.
  - (e) The trend toward a decrease in working hours is already evidently in the longer weekend given to employers in many multinational organisations.
37. Using it wisely, leisure promotes health, long life, efficiency, and happiness.
- (a) Using it wisely, leisure promotes health, long life, efficiency, and happiness.

- (b) If used wisely, leisure promotes health, long life, efficiency, and happiness.
- (c) Having used it wisely, leisure promotes health, long life, efficiency, and happiness.
- (d) If it is used wisely, leisure promotes health, long life, efficiency, and happiness.
- (e) If, when using wisely, leisure promotes health, long life, efficiency, and happiness.
38. We want the trainer to be him who has the best rapport knowledge about the subject and the most superior communication skills.
- (a) We want the trainer to be him who has the best rapport knowledge about the subject and the most superior communication skills.
- (b) We want the trainer to be he who has the best rapport knowledge about the subject and the most superior communication skills.
- (c) We want him to be the trainer who has the best rapport knowledge about the subject and the most superior communication skills.
- (d) We desire that the trainer be him who has the best rapport knowledge about the subject and the most superior communication skills.
- (e) We would want the trainer to be him who has the best rapport knowledge about the subject and superior most communications skill.
39. If she were to win the Olympic medal, I for one would be surprised.
- (a) If she were to win the Olympic medal, I for one would be surprised.
- (b) If she were to go on to win the Olympic medal, I for one would be surprised.
- (c) If she becomes the winner of the Olympic medal, I for one would be surprised.
- (d) In the event that she would win the Olympic medal, I for one would be surprised.
- (e) If she goes to win the Olympic medal, I for one would be surprised.
40. The soldiers were told to take a long arduous hike, pitch their camps, have dinner, and that they should be in bed by 10 p.m.
- (a) The soldiers were told to take a long arduous hike, pitch their camps, have dinner, and that they should be in bed by 10 p.m.
- (b) The soldiers were told to take an arduous hike, pitch their camps, have dinner, and that they should be in bed by 10 p.m.
- (c) The soldiers were told to take a long arduous hike, pitch camp, have dinner, and be in bed by 10 p.m.
- (d) The soldiers were told to take a long arduous hike, pitching their camps, have dinner, and be in bed by 10 p.m.
- (e) The soldiers was told to take a long arduous hike, pitch camp, having dinner and to be in bed by 10 p.m.
41. The Indian government's failing to keep its pledges will have the effect of earning distrust from all the other nation in the region.
- (a) The Indian government's failing to keep its pledges will have the effect of earning distrust from all the other nation in the region.
- (b) The Indian government failing to keep it's pledges will have the effect of earning distrust from all the other nations in the region.
- (c) The Indian government's failing to keep its pledges will have the effect of earning distrust from all the other nations in the region.
- (d) The Indian government failing to keep its pledges will have the effect of earning distrust from all the other nations in the region.
- (e) The Indian government's fail to keep its pledges will have the effect of earning distrust of all other nations in the region.
42. Her elder brother along with her grandparents insist that she remain in the same collage.
- (a) Her elder brother along with her grandparents, insist that she remain in the same college.
- (b) Her elder brother along with her grandparents insists that she remain in the same college.
- (c) Her elder brother along with her grandparents are insisting that she remain in the same college.
- (d) Her brother along with her grandparents have insisted that she remain in the same college.
- (e) Her elder brother along with her grandparents insisted on that she remained in the same college.

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43. Most students like to read these kind of books for using their spare time.
- (a) Most students like to read these kind of books for using their spare time.
  - (b) Most students like to read these kind of book for using their spare time.
  - (c) Most students like to read this kind of book for using their spare time.
  - (d) Most students like to read this kind a book for using their spare time.
  - (e) Most students like to read this kind of book for using of their spare time.
44. Not only was he efficient but also welcoming in nature.
- (a) He not only was competent but also friendly in nature.
  - (b) Not only was he competent but also friendly in nature.
  - (c) He not only was competent but friendly too in nature.
  - (d) He was not only competent but also friendly in nature.
  - (e) He, not only was competent but friendly also in nature.
45. In the normal course, John will graduate from college and enter a Post Graduate course in two years.
- (a) In the normal course, John will graduate from college and enter a Post Graduate course in two years.
  - (b) In the normal course, John will graduate college and enter a Post Graduate course in two years.
  - (c) In the normal course, John should graduate from college and enter a Post Graduate course in two years.
  - (d) In the normal course, John will be able to graduate from college and enter a Post Graduate course in two years.
  - (e) In the normal course, John would graduate of college and enter a Post Graduate course in two years.
46. With the exception of Dipanjan and I, everyone in the class finished the assignment before the teacher came.
- (a) With the exception of Dipanjan and I, everyone in the class finished the assignment before the teacher came.
  - (b) With the exception of Dipanjan and me, everyone in the class finished the assignment before the teacher came.
  - (c) With the exception of Dipanjan and me, everyone in the class had finished the assignment before the teacher came.
  - (d) With the exception of Dipanjan and I, everyone in the class had finished the assignment before the bell rang.
  - (e) With the exception of Dipanjan and I, everyone in the class finished the assignment before the teacher comes.
47. Familiar with the terrain from previous visits, the explorer's search for the Big Monkey's abode was a success.
- (a) Familiar with the terrain from previous visits, the explorer's search for the Big Monkey's abode was a success.
  - (b) Familiar with the terrain from previous visits, the success of the explorer's search for the Big Monkey's abode was a mere formality.
  - (c) Familiar with the terrain from previous visits, the explorer succeeded in finding the Big Monkey's abode.
  - (d) Familiar with the terrain from previous visits, the search by the explorer for the Big Monkey's abode was successful.
  - (e) Familiar of the terrain with previous visits, the explorer succeeded in searching the Big Monkey's abode.
48. Liberalisation has gone hand in hand and has offered incentives for such things as personal initiative, ambition, loyalty, hard work, and resourcefulness.
- (a) Liberalisation has gone hand in hand and has offered incentives for such things as personal initiative, ambition, loyalty, hard work, and resourcefulness.
  - (b) Liberalisation has gone hand in hand with and has offered incentives for such things as personal initiative and ambition, loyalty, hard work, and resourcefulness.
  - (c) Liberalisation has gone hand in hand with and has offered incentives for such things as personal initiative and ambition, loyalty, hard work, and resourcefulness.



- (d) Liberalisation has gone hand in hand and is offering incentives for such things as personal initiative ambition, loyalty, hard work, and resourcefulness.
- (e) Liberalisation has gone hand in hand while and providing incentives for such things as personal initiative and ambition, loyalty, hard work, and resourcefulness.
49. I am not too eager to go to this movie because it did not get good reviews.
- (a) I am not too eager to go to this movie because it did not get good reviews.
- (b) Because of its poor reviews, I am not too eager to go to this movie.
- (c) I am not too eager to go to this movie because the critics did not give it good reviews.
- (d) I am not too eager to go to this movie because of its poor reviews.
- (e) I am not too eager to go to these movie because of its poor reviews.
50. May I venture to say that I think this batting performance is the most superior I have ever seen?
- (a) May I venture to say that I think this batting performance is the most superior I have ever seen?
- (b) May I venture to say that this batting performance is the most superior I have ever seen?
- (c) May I say that this batting performance is the most superior I have ever seen?
- (d) I think this performance is superior to any I have ever seen.
- (e) May I venture to say that this batting performance is more superior to anyone I have ever seen.
- (b) referred to the expert committee since the solution to the problem was different from the one proposed earlier.
- (c) referred back to the expert committee since the solution to the problem was different than the one proposed earlier.
- (d) referred to committee since the solution to the problem was different than the one proposed earlier.
- (e) referred back to the committee since the solution for problem was different than one proposed earlier.
2. Completing the physical examination, the tonsils were found to be diseased.
- (a) Completing the physical examination, the tonsils
- (b) Having completed the physical examination, the tonsils
- (c) When the physical examination was completed, the tonsils
- (d) The physical examination completed, the tonsils
- (e) Completion of the physical examination, the tonsils
3. The smaller firms in any industry sell either on a price or quality-of-workmanship basis.
- (a) The smaller firms in any industry sell either on a price or quality-of-workmanship basis.
- (b) The smaller firms in any industry either sell on a price or quality-of-workmanship basis.
- (c) The smaller firms in any industry sell on either a price or a quality-of-workmanship basis.
- (d) The smaller firms in any industry sell on either a price or on a quality-of-workmanship basis.
- (e) The smaller firms of any industry sell off either on a price or quality-of-workmanship basis.
4. Current economic conditions demand that we not only cut jobs and prices but also reduce the rate of interest on PF deposits.
- (a) that we not only cut jobs and prices but also
- (b) not only cutting job and prices but also to
- (c) not only to cut jobs and prices but also
- (d) not only a cut in jobs and prices but also to

**Type 2**

**Directions for Questions 1 to 25:** For each of the following questions, a part or the whole of the original sentence has been underlined. You have to find the best way of writing the underlined part of the sentence.

1. The matter was referred back to the expert committee since the solution to the problem was different from the one proposed earlier.
- (a) referred back to the expert committee since the solution to the problem was different from the one proposed earlier.

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5. All rounders in any cricket team, in theory, make good sense; in actuality, however, they are normally difficult to discover.
- (a) they are normally
  - (b) it is normally
  - (c) such players are normally
  - (d) it is usually expected that it is
  - (e) as they are normally difficult to discover.
6. Aamir was sitting with his friends when the Premier, in accompaniment with his only social secretary, entered the garden.
- (a) in accompaniment with his only social secretary
  - (b) accompanying only by his social secretary
  - (c) accompanied only by his social secretary
  - (d) only accompanied by his social secretary
  - (e) is accompanied by only his social secretary
7. Being in the need for a variety of clothing, he founded Azam Lucman, a Bihari tailor in Patna who could produce any type of uniform in a couple of days.
- (a) he founded Azam Lucman, a Bihari tailor in Patna who could produce any type of uniform in a couple of days.
  - (b) a Bihari tailor Azam Lucman found him in Patna who could produce any type of uniform in a couple of days.
  - (c) a Bihari tailor Azam Lucman was found by him a couple of days later, who could produce any type of uniform.
  - (d) he founded Azam Lucman tailors, a Bihari tailor in Patna who could produce any type of uniform in a couple of days.
  - (e) a Bihari tailor Azam Lucman was founded by him in Patna who could produce any type of uniform in a couple of days.
8. Reared in a village where computers and the internet were objects of curiosity, Purty today hardly gives a thought to the immense possibilities that the internet revolution has thrown open to him.
- (a) Reared in a village where computers and the internet were objects of curiosity
  - (b) Curious to know that computers and the internet were objects of curiosity in the village he was reared up
  - (c) Being reared in the village where the computers and the internet are objects of curiosity
  - (d) Reared in a village where computers and the internet were an object of curiousness
  - (e) Rearing in a village where computers and the internet were objects of curiosity
9. In the attempt to destroy them with completeness, the Indian team has launched a coordinated attack on the opposing team.
- (a) In the attempt to destroy them with completeness
  - (b) In attempting to destroy them completely,
  - (c) In an attempt to destroy them completely,
  - (d) In the attempt of destroying them completely,
  - (e) In the attempt to destroy them with completely
10. Balancing a home delivery pizza with one hand and gripping a six-pack carton of Coke with another, the young boy Vijay, paused in front of the guard room of the building.
- (a) Balancing a home delivery pizza with one hand and gripping a six-pack carton of Coke with another
  - (b) Balancing a home delivery pizza with one hand and having gripped a six-pack carton of Coke with another
  - (c) Having a balance of a home delivery pizza with one hand and gripping a six-pack of carton of Coke with the other
  - (d) Balancing a home delivery pizza with one hand and gripping a pack of six Cokes with the other
  - (e) Balancing a home delivery pizza in one hand and gripping a six-packed carton of Coke with another
11. Armed with the talents of a high intellect, an actor with extraordinary gifts and an ingenious criminal, Charles Sobhraj played an overbearing role in the sensationalisation of crime during the later part of the 20<sup>th</sup> century in the Indian sub continent.
- (a) an actor with extraordinary gifts and an ingenious criminal,
  - (b) an ingenious actor and an extraordinarily gifted criminal,
  - (c) a gifted actor and an ingeniously criminal,
  - (d) an extraordinarily gifted actor and an ingenious criminal,

- (e) An actor with extraordinary gifts of an ingenious criminal,
12. Dr. Pam Saxena, an Indian specialist in drug rehabilitation medicine, advises against going easy on rehabilitated drug addicts for the fear of their relapsing into addiction.
- (a) Dr. Pam Saxena, an Indian specialist in drug rehabilitation medicine, advises against going easy on rehabilitated drug addicts
- (b) An Indian specialist in drug rehabilitation medicine, Dr. Pam Saxena, advises against going easy on rehabilitated drug addicts
- (c) An Indian specialist in drug rehabilitation medicine, Pam Saxena, is of the opinion that one should not go easy on rehabilitated drug addicts
- (d) Dr. Pam Saxena, an Indian specialist in drug rehabilitation medicine, advice against going easy on rehabilitated drug addicts
- (e) Dr. Pam Saxena, an Indian specialist in drug rehabilitation medicines advises against easy going of rehabilitated drug addicts
13. In the fall of 1996, the Indian government dispatched samples of the cells of the militants to those four US scientists, who were only the Americans authorised to test them.
- (a) dispatched samples of the cells of the militants to those four US scientists, who were only the Americans authorised to test them.
- (b) dispatched samples of the militant's cells to those four US scientists, the only Americans authorised to test them.
- (c) dispatched samples of the cells of militants to those four US scientists who were authorised to test them.
- (d) dispatch the samples of the cells of the militants to those four US scientists, who were the only Americans authorised to test them.
- (e) dispatched samples of cells of militants to those four US scientists, of the only Americans authorised to test them.
14. To prepare himself, he subjected himself to two weeks of total abstinence and intensive training in the open fields of the Panipat, climbing the hills nearby 30 times, spend nights in the open and to test to see how long he could hold out without food.
- (a) climbing the hills nearby 30 times, spend nights in the open and to test to see
- (b) climbed the hills nearby 30 times, spending nights in the open and tested to see
- (c) spending nights in the open by climbing the hills nearby 30 times and tested for seeing
- (d) climbing the hills nearby 30 times, spending nights in the open and testing to see
- (e) climbing the nearby hills 30 times, spend nights in the open and tested to see
15. In November 1984, the Vesuvius volcano, started showing seismic activity, and later beginning belching gases, fumes and water and rumbled with the force of millions of tones of molten rock beneath the earth.
- (a) started showing seismic activity, and later beginning belching gases, fumes and water and rumbled with
- (b) started showing seismic activity, and later began belching gases, fumes and water and rumbling with
- (c) showing some seismic activity, and later began belching gases, fumes and water and rumbled with
- (d) had started to show seismic activity, and later began belching gases, fumes and water and began rumbling with
- (e) has starting to show some seismic activity, and later began belching gases, fumes and water and rumbled with
16. Many middle-class South Asians find that they cannot obtain good medical attention, despite the fact they need it badly.
- (a) they need it badly.
- (b) they badly need it.
- (c) of they need it badly.
- (d) that they need it badly.
- (e) they need it that badly.
17. The world today is totally different than, we have seen in the last century.
- (a) than, we have seen
- (b) from what we have seen
- (c) from what we seen
- (d) than what we seen
- (e) than from that we have seen

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18. Start the engine, and then you should press the accelerator.
- (a) Start the engine, and then you should press
  - (b) Start the engine and then press
  - (c) Start the engine, then go on pressing
  - (d) Starting the engine, then pressing
  - (e) Starting the engine go on to pressing
19. He is an asset to the organisation, although he seems to be an eccentric and is a loner.
- (a) He is an asset to the organisation, although he seems to be an eccentric and is a loner.
  - (b) Although he is eccentric, he is an asset to the organisation and wants to be a loner.
  - (c) Although he is eccentric, he is an asset to the organisation although he wants to be a loner.
  - (d) Although he is eccentric and wants to be a loner, he is an asset to the organisation.
  - (e) He is an asset to the organisation, seeming an eccentric and a loner although.
20. During the oil price hike of 2005 caused by the global market conditions, the amount of oil imported by our country decreased markedly.
- (a) amount of oil imported by our country decreased markedly.
  - (b) amount of the oil imported by our country decreased markedly.
  - (c) amount of oil imported by our country decreased very visibly.
  - (d) amount of the oil we imported as a country decreased markedly.
  - (e) amount of oil imports of our country decreases markedly.
21. In rural India, many mango trees are planted at the end of a village or at the border of a district, for providing excellent shade during summer, and shelter during winter.
- (a) for providing excellent shade during summer, and shelter during winter.
  - (b) to provide excellent shade in summer, and shelter in winter.
  - (c) in order to provide excellent shade in summer, and shelter in winter.
  - (d) so as to excellently provide shade in summer, and shelter in winter.
  - (e) for providing excellent shading during summer and shelter in winter.
22. Some of the most gut wrenching images of the previous year 1985 were, the tsunami striking South East Asian countries, the earthquake striking Pakistan, and famine stalking region after region.
- (a) the tsunami striking South East Asian countries, the earthquake striking Pakistan, and famine
  - (b) the tsunami stricken South East Asian countries, the earthquake stricken Pakistan, and famine
  - (c) the tsunami striking South East Asian countries, the earthquake stricken Pakistan, and famine
  - (d) the tsunami striking South East Asian countries, the earthquakes striking Pakistan, and the famine
  - (e) the tsunami striking the South East Asian countries, the earthquake striking the Pakistan, and famine
23. Mental intelligence and common sense are essential for outstanding achievement because they involve your natural ability to comprehend difficult concepts quicker and to analyse them clearly and incisively.
- (a) your natural ability to comprehend difficult concepts quicker and to analyse them clearly and incisively.
  - (b) one's natural ability for the comprehension of difficult concepts quickly and analysing them clearly and incisively.
  - (c) your natural ability of comprehension of difficult concepts quickly and clear and incisive analysis of it.
  - (d) one's natural ability to comprehend difficult concepts quickly and to analyse them clearly and incisively.
  - (e) one has natural ability to comprehension of difficult concepts quickly and to analyse them clearly and incisively.
24. Panchayati Raj institutions are now entrusted upon the execution of all rural upliftment schemes and programs in India.
- (a) entrusted upon the execution of all rural upliftment schemes and programs

- (b) entrusted with the execution of all rural uplift schemes and programs
- (c) entrusted with the execution of all rural upliftment schemes and programs
- (d) entrusted within the execution for all rural uplift programs and schemes
- (e) entrusted of the execution of all rural upliftment schemes and programs
25. Mr. Singhanian was perhaps the single most effective executive within the country, who had succeeded without a degree, money and without any logistic support.
- (a) who had succeeded without a degree, money and without any logistic support.
- (b) without whom, a degree, money or logistic support, succeeded.
- (c) who, without a degree, money or logistic support, succeeded.
- (d) who, succeeded without a degree, money or logistic support.
- (e) who, had succeed without a degree, money and without any logistic support.
- Type 3**
- Directions for Questions 1 to 50:** *In the following questions, you have to identify the correct sentence/s.*
- For each of the following questions find the sentence/s that are correct.
- (A) When you look up a word, the main thing that you want to know was its basic meaning.
  - (B) It's time to winding up the discussion now.
  - (C) A great many various words in English have more than one meaning.
  - (D) That wasn't a very fair thing to say!
    - D only
    - A and D
    - A, B and D
    - All of the above are correct
    - None of the above
- (A) She has a fair chance of winning the first prize.
  - (B) Fair weather is forecasted for tomorrow.
  - (C) There's a fair on at the park this very week.
  - (D) Don't forget to wind down your watch.
    - A only
    - A and C
    - A, B and C
    - None of the above are correct
    - Only A and B
- (A) Every language has a lot of different words with similar but slightly differing meanings.
  - (B) Words are used with each other in fairly fixed ways in every language.
  - (C) Words do not only have meanings, they also have associations.
  - (D) At an advanced level of any language, it is important to develop an impression of what connotations certain words have.
    - A only
    - A and C
    - A, B and C
    - All of the above are correct
    - Only (b)
- (A) Make a special note of any special characteristics that a word has had.
  - (B) The judge Mr. Dhuan increased the sentence of life imprisonment.
  - (C) We had a lightish dinner.
  - (D) Raveesh is very good at putting on different accentuals.
    - A only
    - A and C
    - A, B and C
    - None of the above are correct
    - Only (b) and (c)
- (A) I don't like recorded music, I prefer the real thing.
  - (B) These items are the genuine articles.
  - (C) You can give a wide summary of something.
  - (D) You can describe something in minute detail.
    - A and C
    - A and B
    - B and D
    - C only
    - None of these
- (A) It's something I feel powerfully about.
  - (B) If I remember perfectly, it happened at about six-thirty.
  - (C) It is useful to learn which adverbs most typically modify particular types of objectives.
  - (D) The majority of these adjectives has a negative connotation.
    - C only
    - B and C
    - A only
    - None of these
    - All of these

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7. (A) You lift your hand to ask a question.  
(B) You can raise a family.  
(C) You can go to a website on the world wide web.  
(D) You can inspect a hotel inside which you want to stay.  
(a) A only (b) C only  
(c) B and D (d) B and C  
(e) None of these
8. (A) The Seven Horses hotel in Singapore is much great.  
(B) He just doesn't live in the genuine world.  
(C) This briefcase is made of authentic leather.  
(D) She is a very genuine person.  
(a) A, B and D (b) B and D  
(c) C only (d) D only  
(e) A and B only
9. (A) After his death, she went to the hospital to collect his personal affairs.  
(B) He made a rather fragile attempt of an apology, but it didn't convince anyone.  
(C) Abhijit was a dreadful opponent, and I respected him for that.  
(D) I was feeling pretty anxious when she didn't arrive on time.  
(a) A only (b) B only  
(c) D only (d) C only  
(e) None of these
10. (A) A brash walk before dinner helps to enforce the appetite.  
(B) The death tally in the Pakistan earthquake has now risen to 300,000.  
(C) Let's take a sluggish stroll along the beach, shall we?  
(D) If you want to stay at home tonight, that's perfectly OK with me.  
(a) A only (b) B only  
(c) C only (d) D only  
(e) A and B only
11. (A) My aunt bereaved Rs.500,000 in her will to cancer research.  
(B) If I remember rightly she had two brothers, both older than her.  
(C) If you want information about the publisher of this book, you can accede their website.  
(D) Eating all those peanuts has attacked my appetite.  
(a) B only (b) B and C  
(c) A and C (d) D only  
(e) Only A
12. (A) It's only fair that we should share the work equally.  
(B) The Patna Book Fair is a very important event for most publishers.  
(C) Our house gives us shelter through fair weather or foul.  
(D) I've got fair eyelashes, hence my eyes look awful without mascara.  
(a) A, B and C (b) C and D  
(c) A, C and D (d) All of the above  
(e) Only A and B
13. (A) The firefighters managed to save the people trapped in the burning third-floor flat.  
(B) The countryside round here is terribly flattened and boring.  
(C) To join the Lucknow Golf Club you pay a flattened fee of Rs. 5 lacs.  
(D) He was able to erect the child's toy in five minutes flat.  
(a) B and C (b) A only  
(c) A and D (d) None of above  
(e) A and B
14. (A) He struck a match box and we slowly began to look around the pitch dark room.  
(B) The batsmen of the visiting team were not a matching for any of the home team batsmen.  
(C) Their marriage has been called a matching made in heaven.  
(D) The tense match between India and Pakistan ended in a draw.  
(a) A only (b) C only  
(c) D only (d) C and D  
(e) Only B
15. (A) Rameez's going to be in the saddle while the boss is on the foreign trip.  
(B) It's hard to know what to do when the management keeps moving the goalposts.  
(C) Starting his own decorating business was just another of his half-baked ideas.  
(D) We've had to tighten our belts since our father lost his job.  
(a) A only (b) B, C and D

- (c) All of the above (d) A, C and D  
(e) A and B
16. (A) More unusual and original metaphors are used a great dealing in literature.  
(B) All the world's a stage and all the men and women merely players.  
(C) The candles of the night are burnt out; and the jocular day stands tiptoe atop the misty mountain tops.  
(D) There is a tide in the affairs of men, which, taken at the peak of the flood, leads on to fortunate.  
(a) B and C (b) D and C  
(c) C only (d) B only  
(e) Only A
17. (A) This book threw a great deal of fresh light on the history of the period.  
(B) We could save half an hour at least if we went through the wood forest.  
(C) Try to keep your cool even if he argues with you.  
(D) She spent all her life fighting to get her company recognised and magnificent.  
(a) A only (b) B only  
(c) C only (d) C and D  
(e) A and C
18. (A) She works in a shop that sells lady's clothes.  
(B) Do you like the new shades that I've got?  
(C) Did you see that documentary about Wales on TV last night?  
(D) Have you met Amita's newish boy friend?  
(a) C only (b) B only  
(c) B and C (d) D only  
(e) C and D
19. (A) It was a very bad hotel, with an overpriced menu.  
(B) In this program, you can choose to overwrite the existing file or to save it as a new file.  
(C) Our garden is overshadowed by the apartment block built next door.  
(D) Amit always felt overshadowed by his older, more talented and successful, brother.  
(a) All of the above (b) A, C and D  
(c) A, B and D (d) C and D  
(e) None of the above
20. (A) Don't underestimate the time that the work will take.  
(B) The company is variously understaffed.  
(C) The underlying issue is a very simple one.  
(D) Kapil wishes his would not undermine everything that he does.  
(a) A and C (b) C and D  
(c) B and D (d) A and B  
(e) Only B
21. (A) The airline upgraded me to business class.  
(B) There has been an upward upturn in the economy.  
(C) Cross-border cooperation has led to series of arrests of drug smugglers.  
(D) Cross-cultural misunderstandings happen very often in today's world.  
(a) C and D (b) B and C  
(c) A and B (d) A and D  
(e) B and D
22. (A) He was ejected from the restaurants for bad behaviour.  
(B) The engine emitted a loud noise and then stopped running.  
(C) The building is adjacent of the hotel.  
(D) She gave me an annotated edition to Salman Rushdie's works.  
(a) A and B (b) B only  
(c) B and C (d) D only  
(e) All of the above
23. (A) I really think he overstayed his case, and lost a lot of sympathy.  
(B) The plane's undercarriage failed to open and it crashed.  
(C) A detailed list of the participants in the seminar is given overleaf.  
(D) Rajendra has a very overbearing personality.  
(a) C and D (b) A and C  
(c) A and B (d) D only  
(e) Only A
24. (A) The project was underfunded from the outset.  
(B) During the cruise, a small cat fell board and drowned.  
(C) Cooperation across the fronts has been very good.  
(D) Cross-border cooperation has been exemplary good.  
(a) A only (b) B only  
(c) C and D (d) None of the above  
(e) A and B

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25. (A) The hotel staff members gave me a luxury room instead of the ordinary one I'd booked.  
(B) Would you like to spend the night at the camp site or come back the same day?  
(C) The problem that lies under surface is a very serious one.  
(D) Misunderstandings between cultures, is sadly, extremely frequent.  
(a) A and C                      (b) B and C  
(c) B only                        (d) A and D  
(e) A, B and C
26. (A) I think this restaurant charges too much.  
(B) The company experienced a rise in popularity since he changed its name.  
(C) I felt that what she said was critical of my position and weakened it some well.  
(D) It would be a mistake to think Monica was less intelligent than she really would be.  
(a) A only                        (b) B only  
(c) C only                        (d) D only  
(e) A and D
27. (A) The weather can't be predictable.  
(B) Poisonous snakes can be easily identified.  
(C) He thinks so much about his career that he has no time for their family.  
(D) The new windscreen designs are supposed to be in the process of being destructible by vandals.  
(a) A and D                      (b) A, B and C  
(c) B only                        (d) C and B  
(e) Only C
28. (A) I had to postpone my trip to Kanpur.  
(B) She asked the star for his signature on the behind of her table napkin.  
(C) She took a degree in the sciences of crime at the Harvard University.  
(D) The novel is largely based on the writer's own life story.  
(a) A only                        (b) B only  
(c) A and D                      (d) C only  
(e) C and B
29. (A) It's an art exhibition looking back of the artists life and work.  
(B) Deepak Chopra believes you can cure yourself into telling yourself that you are cured.  
(C) Working at the home site and keeping in contact with the office by phone, fax and electronics is becoming increasingly common.  
(D) Some constituencies are now deliberately trying to becoming less backward.  
(a) None of Above            (b) A only  
(c) C only                        (d) D only  
(e) A and C
30. (A) Most of the time modern airplanes fly on autopilot.  
(B) The firm makes job applicants do a graphology tests.  
(C) Rajat's a technique-wizard!  
(D) Is it OK if I post-date this cheque!  
(a) A only                        (b) B only  
(c) C only                        (d) D only  
(e) All of the above
31. (A) The company will be committing economics harakiri if it agrees to such a proposal.  
(B) Most children these days are inoculated against vaccines when they are babies.  
(C) I have some lovely pink earrings, they match my pink pendant perfectly.  
(D) A weekend at the seaside was just the roster we needed after the long arduous journey.  
(a) A only                        (b) A and B  
(c) A and D                      (d) C only  
(e) None of the above
32. (A) Seventeen prisoners have broken out into the high security Ambarka jail.  
(B) The disease has broken out of several villages in the north of the country.  
(C) Economists are looking out for signs in an end to the recession.  
(D) He stood at the corner looking out at passing cars.  
(a) A only                        (b) C and D  
(c) B only                        (d) None of the above  
(e) A and D
33. (A) There has been a breakout of a high security jail.  
(B) There has been an outbreak of the deadly disease in several villages in the south of the state.  
(C) The outlook is not gracious as the country's economy seems be stagnant.  
(D) He was the overlooker while the others robbed the bank.  
(a) A only                        (b) A and C  
(c) B only                        (d) B and D  
(e) Only C



34. (A) I have always maintained a policy of not intervening affairs that are not my business.  
 (B) The traffic was stationery for a few minutes after the accident, then its begun to move again.  
 (C) She paid me a nice complement by saying that I was the most intelligent person she had ever worked with.  
 (D) I am sorry but I wasn't trying to avoid you.  
 (a) A and C (b) D only  
 (c) C and D (d) A and B  
 (e) B and C
35. (A) At the entrance there was a big signal saying 'No dogs allowed'.  
 (B) The coach intervened in order to stop the argument between the two players.  
 (C) The other benefits I received in the job were complimented by an excellent pension plan.  
 (D) If you need stationery for your desk at the office, just ask the secretary.  
 (a) A only (b) B only  
 (c) C only (d) D only  
 (e) All of the above
36. (A) Amitesh was continually complaining about something or other.  
 (B) Amit was fined Rs. 25,900 for avoiding taxes and failing to declare one's income.  
 (C) The signal changed to green and the train moved away from the station.  
 (D) You have to press the button continuously until the light comes out.  
 (a) C and B (b) D only  
 (c) C only (d) A only  
 (e) A and C
37. (A) I don't think these sweaters will outlast till the end of the season.  
 (B) We ended up the table and used it to block the doorway.  
 (C) The cheetah is such a fast animal that it can even out run the fastest cars.  
 (D) Binny is always trying to do out everyone.  
 (a) A only (b) B only  
 (c) C only (d) D only  
 (e) B and C
38. (A) The committee held up her complaint, and she was awarded compensation.  
 (B) The Rolling Stones have out lasted most other music groups of the 1960s in popularity.  
 (C) We ended up eating in a dingy café on the edge of town.  
 (D) I'll leave on Monday as I don't want to stay out my welcome.  
 (a) B only (b) B and A  
 (c) C and D (d) A and C  
 (e) A, B and C
39. (A) There has been a violence out break in the old part of the city.  
 (B) I couldn't go to work since my stomach was bad inside.  
 (C) He is extremely cheerful and positive about his life.  
 (D) They fooled him into thinking his car had been set up and stolen, but it hadn't.  
 (a) A and C (b) D only  
 (c) C only (d) B only  
 (e) None of the above
40. (A) I imagine that I would get bored if I had a nine-and five job.  
 (B) When I arrive in the morning and leave in the evening I use this card to clock out and check in.  
 (C) I'm very tired as recently I've had a very heavy task.  
 (D) I don't want an office job because I don't want to spend all day stuck in house.  
 (a) A only (b) B and C  
 (c) None of the above (d) D only  
 (e) B only
41. (A) Amitabh can clock in any time between eight and ten and clock out between four and six; he is on flexi-time.  
 (B) I'd hate to feel trapped in my job and to be stuck inside lift.  
 (C) Amitabh's not here this evening, he's working nights as he does shifty work.  
 (D) Amitabh said "I work for different companies at different times as it suits me. I'm flexi-worker."  
 (a) A only (b) B only  
 (c) C only (d) D only  
 (e) All of the above
42. (A) I used to work for a company, but now I'm my own senior boss, I'm free lance.

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- (B) Ravindra stopped working in the restaurant as it was just a dead shift.
- (C) When I was working for Reliance, all I could think of all day was about the evening.
- (D) Being a corporate executive is a nice job, but you can't go out much with friends.
- (a) A and C                      (b) C and D
- (c) D only                        (d) A and B
- (e) B and D
43. (A) A unique painting will come inside the hammer in at Sotheby's tomorrow.
- (B) It's a sensible idea to shop around a bit before buying a computer.
- (C) Jimmy has promised me that, if he ever decides to sell his motorbike, I can have refusal on it.
- (D) Amisha doesn't mind trying a hard sell on a person who has expressed an interest in her company's products.
- (a) B and C                      (b) A and C
- (c) D only                        (d) B and D
- (e) Only B
44. (A) I wasn't sure whether the shoe would fit my son's foot size so I bought it on approval.
- (B) If you hope to make a bids for something in an open auction you first have to catch the auctioneer's eyes.
- (C) If you work as a receptionist in this industry you spend most of your day on the cold-calling.
- (D) They produce special implements for elderly people who like to do yoga and have really captured this very wide market.
- (a) A only                        (b) B only
- (c) C only                        (d) D only
- (e) Only A and B
45. (A) As they had common business interests, it did not take them very long to come to an agreement on the issues under discussion.
- (B) If you want to go into the manufacturing business, you had better be prepared for a lot of bureaucracy and governance.
- (C) Sportswear is a very profitable business to be in at the peak of the inflation.
- (D) Only a small percentage of IIM Graduates have a real talent for the risk-taking of opening new business avenues.
- (a) A only                        (b) B only
- (c) C only                        (d) D only
- (e) All of the above
46. (A) Does the customer know that he has many accounts outstanding which have yet to be paid?
- (B) Until what date is the employment contract valid to expire?
- (C) Please let us know when you receive our payment.
- (D) It is very important that you complete your work by the agree time table.
- (a) A and B                      (b) C and D
- (c) C only                        (d) B and D
- (e) None of the above
47. (A) Perizaad is working on a very interesting resource project at the moment.
- (B) Unfortunately, there's a morale flaw in your reasoning.
- (C) What used to be called Personnel in the 1980s is now named Human Resource.
- (D) Mr. Mazumdar, the new COO is doing his best to raise the morale in the office.
- (a) A only                        (b) B only
- (c) D only                        (d) A and C
- (e) All of the above
48. (A) The top brass of an organisation is often in the habit of rewarding itself, regardless of the performance of the organisation.
- (B) It is impossible to be both brainy and beautiful at the same time.
- (C) Managers don't pay enough attention to the people who work for them.
- (D) Large businesses succeed by destroying small businesses.
- (a) All of the above            (b) B, C and D
- (c) A, B and D                 (d) D only
- (e) Only A
49. (A) It's very easy to fall behind your annual targets even if you under perform for a few days every month.
- (B) She seemed to just breeze through the exams.
- (C) I just can't seem to get hang of my biology subjects.
- (D) When I sat down and looked at the exam paper my mind just went black.
- (a) A only                        (b) B only
- (c) C and D                      (d) A and B
- (e) D only

50. (A) He is the nicest person you can hope to come across.  
 (B) Six Indians were awarded the Order of Merit by the foreign dignitary.  
 (C) You should treat everyone with equal respect.  
 (D) Man is a severely competent person.  
 (a) A only (b) B and C only  
 (c) A and C (d) A, B and C  
 (e) None of the above
- (C) Suddenly the hundreds of coral atolls have shifted over into focus, even though the documented evidence of oil and gas supplies is at best circumspect.  
 (D) Diplomatic reports suggest that China may be poised for a decisive push into the region.  
 (a) A only (b) A and C  
 (c) C only (d) A, B, C and D  
 (e) Only B

**Type 4**

**Directions for Questions 1–50:** *In each of the following questions, one or more of the sentences is/are incorrect. You have to identify the incorrect sentence/s:*

1. (A) Soaring oil prices have raised the stakes in China's game of brinkmanship over the hotly disputed Spratly islands, with the Philippines this week becoming the first rival claimant to break ranks.  
 (B) In a separate development, Beijing reacted with unusual restraint to Vietnam's announced plans to begin regular air services to another Spratly atoll within months, indicating that the feuding neighbors may have reached an accommodation on the issue.  
 (C) Philippine President Gloria Macapagal-Arroyo and her Chinese counterpart Hu Jintao agreed at talks in Beijing jointly to study potential oil deposits in the South China Sea atolls as part of a three-year research project involving two state energy firms.  
 (D) A communiqué by the Philippine government went to great pains to emphasise that the pact did not imply that the two countries, whose naval forces have clashed over the contested reefs, would proceed past the drilling stage.  
 (a) A and B (b) B and D  
 (c) A, C and D (d) D only  
 (e) All of the above
2. (A) Salvation was to come from the direction of Central Asia, with Russia shipping 400,000 barrels per day of crude through an overland pipeline to Daqing, in northern China.  
 (B) However, it is more than a year behind schedule, and dogged by uncertainty.  
 (C) Further to the east, Petro China has been given the green light to begin drilling for gas near the Nanxia Archipelago, a strategic area contested by Vietnam, Malaysia, Taiwan and the Philippines.  
 (a) A only (b) B only  
 (c) A and B (d) A and D  
 (e) None of the above
3. (A) Tokyo, concerned that gas fields on his side of the boundary might be exhausted, sent a survey team to the area in July.  
 (B) Japan's gas reserves are projected at 200 billion meters, a commercially viable level.  
 (C) Beijing proposed in June that the gas field be jointly developed, but Tokyo has not responded, reportedly because the extent of the Chinese reserves is unknown and out of concern that the issue might inflame tensions between China and Taiwan.  
 (D) Think of the merger and acquisition (M&A) game and immediately a lot number of American or European companies come to mind.  
 (B) Indian firms takes over more than 75 international companies last year.  
 (C) Among the most publicised deals, Tata Motors, part of Tata Group, India's oldest industrial conglomerate, bought South Korean company Daewoo's truck plant in that country.  
 (D) Reliance Infocomm, belonging to India's largest privately held business house, Reliance Group, took over Flag International, a major telecom network, for US \$211 million.  
 (a) A and B (b) A, B and C  
 (c) A only (d) B only  
 (e) C only
4. (A) Tokyo, concerned that gas fields on his side of the boundary might be exhausted, sent a survey team to the area in July.  
 (B) Japan's gas reserves are projected at 200 billion meters, a commercially viable level.  
 (C) Beijing proposed in June that the gas field be jointly developed, but Tokyo has not responded, reportedly because the extent of the Chinese reserves is unknown and out of concern that the issue might inflame tensions between China and Taiwan.  
 (D) Further to the east, Petro China has been given the green light to begin drilling for gas near the Nanxia Archipelago, a strategic area contested by Vietnam, Malaysia, Taiwan and the Philippines.  
 (a) A only (b) B only  
 (c) A and B (d) A and D  
 (e) None of the above
5. (A) In fact, the global ambitions of Indian industrial houses are best illustrated by Aditya Birla Group, which has a presence in 18 countries and overseas revenue of \$1.8 billion.

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- (B) The group employs 12,000 people in 20 countries.  
(C) Their manufacturing activities span carbon black, tire cord, viscose staple fiber, metals and chemicals.  
(D) Earlier, global operations for an Indian company means plain exports.  
(a) A and D                      (b) A only  
(c) D only                        (d) A, C and D  
(e) A, B and C
6. (A) It began with acquisitions in the information technology and related services sector.  
(B) In pharmaceuticals, Wockhardt has bought C P Pharma of the United Kingdom for \$10.85 million.  
(C) Tata Tea has taken over Tetley of the UK, the world's biggest tea bag maker, for \$430 million.  
(D) With the process, it has become the world's second largest tea company.  
(a) B and D                      (b) D only  
(c) B only                        (d) A, B and D  
(e) A only
7. (A) There are two main reasons for that predatory mood.  
(B) Having established a domestic presence, the component makers are now looking for an international presence.  
(C) Second, having improved their productivity, quality and reliability, Indian companies feel more confident about spreading their wings abroad.  
(D) Various other factors are being attributed to this Indian penchant for the takeover game in all sectors.  
(a) A only                        (b) A and B  
(c) B only                        (d) none of those  
(e) C only
8. (A) Since 1996, it has been regularly been winning GM's "Supplier of the year" award.  
(B) It is on the urging of GM that SFL set up its China operations in May 2004 in Hainan province.  
(C) A presence aboard means easier reaches to new markets.  
(D) This explains why TVS Group has also set up a motorcycle plant in China.  
(a) A and C                      (b) A, C and D  
(c) C and D                      (d) A and D  
(e) All of the above
9. (A) A changing perception as to India has also helped.  
(B) India is no longer a backward, third world country.  
(C) Helping boost the image are favorable opinions of leading international financial institutions (FI).  
(D) India will be the third biggest economy by 2050, just behind China and the US, in that order.  
(a) A                                (b) A and D  
(c) B only                        (d) No error  
(e) C only
10. (A) Alfa Laval India, which has plants in three locations, is taking this step to better utilise its reserves.  
(B) In the UK alone, Indian firms have about 440 investments/joint ventures.  
(C) There are 1,441 Indian companies operating in Singapore.  
(D) Of these more than 450 are technology enterprises.  
(a) A                                (b) B  
(c) B and C                      (d) no error  
(e) A and B
11. (A) A print design project communicates a message.  
(B) Contrast is a good way to create a noticeable design and layout.  
(C) Contrast can be size, color, direction, format or the expected versus the unexpected.  
(D) Size contrast can involve graphics or type.  
(a) B                                (b) B and C  
(c) C                                (d) A, B and C  
(e) A and C
12. (A) I remember seeing a full page-advertisement with a bright background colour.  
(B) The only other item on the page was a very small line of type in a lighter shade of the same colour.  
(C) Since I can still recall the ad, it must made an impression.  
(D) Using colour to impact your design works best when it involves the unexpected or extreme.  
(a) B                                (b) C  
(c) D                                (d) No error  
(e) A

13. (A) Moving one by one step away from the expected with graphics and photography can also create reader interest.  
 (B) Try using a conceptual image or photo to highlight your main message versus very first thing to come to mind when thinking about your product or service.  
 (C) Another form of contrast is in the actual design.  
 (D) An unusual fold in a brochure or direct mail piece can add excitement.  
 (a) A and B                      (b) B only  
 (c) A only                        (d) No error  
 (e) B and D
14. (A) The typeface that you choose for your print project is an important piece of the foremost overall design process.  
 (B) First, narrow down your choice by selecting the tone you want to present.  
 (C) Typefaces can convey personality.  
 (D) For instance, if you are in the banking industry you might choose a classic serif font such as Garamond, to convey dependability.  
 (a) A only                        (b) B only  
 (c) C only                        (d) no error  
 (e) D only
15. (A) Readability is crucial.  
 (B) Be sure the font we choose is legible and logical.  
 (C) With all of the newest and interesting typefaces available today, it is tempting to pick one that you think looks "cool".  
 (D) This can work if you are going for an edgy look that will appeal to a young audience, but your copy still needs to be easily understood.  
 (a) A and D                      (b) B only  
 (c) C only                        (d) B and C  
 (e) A only
16. (A) Words setting and word spacing are another consideration to achieve for your design.  
 (B) The optimal setting for your body text is flush left, rag right.  
 (C) This setting allows comfortable readability.  
 (D) The flush left makes it easier for the reader to find the next line.  
 (a) B only                        (b) C only  
 (c) B and C                      (d) no error  
 (e) A only
17. (A) Justified text works best for lengthy materials such as books or magazine articles.  
 (B) Centered text will create right and left ragged edges.  
 (C) This can create a dignified look if treated carefully.  
 (D) Vary the lines to give the ragged edges an interesting look and try increasing the space between the lines to add readability.  
 (a) A only                        (b) A and D  
 (c) B and D                      (d) C and D  
 (e) None of the above
18. (A) The brain is a strange organ.  
 (B) It works in ways we don't understand and manage to create everything we see.  
 (C) Working at odds with the rest of the body it performs best when we are not consciously trying.  
 (D) Creativity will be at the life-blood of every facet of life.  
 (a) B and D                      (b) B only  
 (c) D only                        (d) A and B  
 (e) A only
19. (A) One easy answer is water colour painting.  
 (B) The gentle movement of a brush has a relaxing, de-stressing effect which has also been noted in activities such as calligraphy.  
 (C) Whilst the mix of colours and there application energises parts of the brain which would normally get scanned stimulation.  
 (D) Couple this to mix this a visual/tactile experience as your painting emerges and presto!  
 (a) B, C and D                    (b) C and D  
 (c) B and D                      (d) B and C  
 (e) A, B and C
20. (A) Painting a water colour is a life-affirming thing.  
 (B) You have an image of the world in your head.  
 (C) You start getting it down on your art paper and before you know it you have captured a piece of the world around you and it's been through your own efforts.  
 (D) What could be more satisfying than that?  
 (a) B only                        (b) B and D  
 (c) A and C                      (d) no error  
 (e) A and B
21. (A) The rightfully believing that his geniuses in poetry laid in personal utterances, Irish poet

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William Butler Yeats recognised that these personal utterances alone could not organise a body of a lyric poetry and drama into the organic structure he hoped to build.

- (B) For one thing personal utterances is beset by danger of sentimentality, which leads poetry away from that reality that poetry would deal with various kinds of self-pity and self-deceptions.
- (C) He thus has to technique by which the person could some how be objectified, be given the appearance of impersonal “truth” and yet retained motive force of privately felt belief.
- (D) The partial solution was the theory the mask.  
(a) A, C and D            (b) B, C and D  
(c) A, B, C and D        (d) A and B  
(e) All of the above
22. (A) Those not under the confluence with the mask are much more concerned with the things at hand.  
(B) They see no reason of building castles in the air and certainly no reason to go live in them.  
(C) They will not dare to dream and will like things to be as they appear or seem to appear.  
(D) They do not question and certainly do not venture to know more than what is let known to them by their predecessors.  
(a) A and B                (b) A, C and D  
(c) A, B and C            (d) none of these  
(e) A only
23. (A) We observe today not a victory of party but a celebration of freedom.  
(B) Symbolising an end as well as a beginning.  
(C) I have sworn before you and Almighty God the same solemn oath our forbears will prescribed nearly a century and three-quarters ago.  
(D) The world was very different now.  
(a) A, C and D            (b) A and B  
(c) A, B and C            (d) All of above  
(e) B and C
24. (A) Let the world go forth from this time and place would be to friend and foe alike.  
(B) The torch has been passed to a new generation of Americans.  
(C) Born in this century, tempered by war, disciplined by a hard and bitter peace, proud of which our ancient heritage.
- (D) Unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed.  
(a) A and C                (b) A, B and C  
(c) A, C and D            (d) A only  
(e) No error
25. (A) In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger.  
(B) I do not believe that any of us would exchange places with any other people or any other generation.  
(C) The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it.  
(D) The glow from that fire can truly light the world.  
(a) A only                 (b) B only  
(c) C only                 (d) no error  
(e) D only
26. (A) Finally, television stars had came into their own.  
(B) They are big enough to be ‘celebrity contestants’ on KBC.  
(C) Of course, there are also endorsements, charity causes and ribbon-cuttings that were hitherto reserved for the big screen idols.  
(D) These gods of Bollywood clutter as the preferred professionals for festivals in Navratri and Diwali melas.  
(a) A and D                (b) A, B and C  
(c) B and D                (d) A and C  
(e) A only
27. (A) “I just read in a news magazine that TV comprises 67 per cent of the Indian entertainment industry.”  
(B) Films and other things comprise the other 23 per cent.  
(C) Finally, television is at par with the film industry.  
(D) A TV actor is a bonafide star now and TV is not a poor cousin of Bollywood anymore.  
(a) A and C                (b) B only  
(c) A, B and C            (d) A and D  
(e) C only
28. (A) I am probably the world’s worst cook.  
(B) I am fine when it comes to appreciating this cuisines of great chefs but, left to myself, I couldn’t even fry an egg.

- (C) It is not that I don't know how to do all this.
- (D) I can tell you how a kakori kabab is made, how the flavour of a coq au vin is directly related to the wine you should use.  
 (a) A only                      (b) B only  
 (c) B and D                    (d) no error  
 (e) C only
29. (A) The problem is that I am all theory; no practice.  
 (B) Put me in a kitchen and a look of panic will settle on my face while I clumsily bash around with the pots and pans.  
 (C) Within the trade, they have a term for this: a bad hand.  
 (D) A good chef is not somebody who know how the great dishes are made while these days everybody has access to most recipes.  
 (a) B only                      (b) B and D  
 (c) D only                      (d) C and D  
 (e) A and D
30. (A) The reason I like risotto has nothing to do with taste.  
 (B) Most rice dishes, pulao for instance—require you to cover the rice with water and then go away and do something else while it cooks.  
 (C) It requires very constant attention.  
 (D) Take your eye away from the pan and you will soon have an ex-risotto or a risotto that has failed its exam.  
 (a) A only                      (b) C only  
 (c) B and C                    (d) D only  
 (e) B only
31. (A) The whole point of a risotto is that the creaminess comes from the rice's own starch.  
 (B) You should never wash the rice you use for risotto (to preserve the starch) but should add it straight to the pan.  
 (C) Then you need to add stock, one ladleful at a time, and stir, stir, stir.  
 (D) It is the stirring that persuades the grains of rice to surrender to their starch.  
 (a) A and D                    (b) B and C  
 (c) C and D                    (d) D only  
 (e) Only A and C
32. (A) A new year is a goodwill time for a reality check on your love life.  
 (B) If we have attached any much importance to specific days, using those days to take specific decisions is a strategic approach.  
 (C) Let go of memorabilia from old, failed relationships.  
 (D) Bring all problems to the table in a spirit of give and take and thrash things out.  
 (a) A and B                    (b) B and C  
 (c) C and A                    (d) D and B  
 (e) A and D
33. (A) The phone rang horribly late at night fall but, for reasons I cannot fathom.  
 (B) Normally the hour and tone of the conversation would undoubtedly have put me off.  
 (C) I am a regular reader of your column and I notice that you are always criticising everything.  
 (D) The bold and blunt query took me aback.  
 (a) A only                      (b) B only  
 (c) C only                      (d) D only  
 (e) All of the above
34. (A) A reflective calm seemed to have released the earlier impatience.  
 (B) Why don't you write about what you like about India?  
 (C) Give me three good reasons on a Sunday morning to feel happy and satisfied.  
 (D) Instead, you often leave me feeling the opposite other way.  
 (a) A and C                    (b) B and D  
 (c) A and D                    (d) C and D  
 (e) Only B
35. (A) When they want to, Indians have an amazing way of telling the truth.  
 (B) At the most surprising of moments they exactly blurt it out.  
 (C) It's said without artifice and without care for political correctness.  
 (D) Unvarnished it no doubt is but it's also refreshingly unalloyed.  
 (a) A only                      (b) B only  
 (c) C only                      (d) D only  
 (e) A and D
36. (A) In fact, no other country seems to have this incredible quality.  
 (B) The Brits are too phlegmatic, the French too loquacious, the Germans far too upright and the Italians simply muddleheaded.

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- (C) The Americans wouldn't know enough and the Chinese races would be horrified at anything approximates to the blunt truth.
- (D) That's not their way of doing things.  
(a) A only                      (b) B only  
(c) C only                      (d) D only  
(e) None of these
37. (A) They don't ever care if they end up making a spectacle of themselves.  
(B) They do it because they feel they have to.  
(C) The passion that moves them cannot be diffused by etiquette or politesse or even lack of opportunity.  
(D) So, this morning, I want to compliment my late night interlocutor for helping me appreciate a quality I had not properly think before.  
(a) A and B                      (b) C and D  
(c) A, B and D                      (d) none of these  
(e) A and C
38. (A) Do you know how many illegal Bangladeshi immigrants there are in India?  
(B) I ask because this truth is that nobody knows how many illegal Bangladeshi migrants have made India their home.  
(C) Every figure you read will be an approximation.  
(D) The 30-million figure, for instance, is usually quoted by people who want to claim that the problem of migration has now veered dangerously out of control.  
(a) A and B                      (b) A and C  
(c) B, C and D                      (d) A, B and D  
(e) All of the above
39. (A) At an incentive level, however, we do recognise that there are many illegal migrants in India.  
(B) The border between India and Bangladesh is porous and there is little that anyone can do to check migration.  
(C) Moreover, many people in the border villages do not recognise that an international boundary exists.  
(D) It is not uncommon for a man to cycle from a Bangladeshi village to a town in India to buy something—and for him to then cycle back home on the same day.  
(a) A only                      (b) B only  
(c) D                      (d) C and D  
(e) C only
40. (A) First of all, there are supposed to be too many of them.  
(B) Secondary, there is a danger that some of them will have terrorist links.  
(C) There are simply not enough jobs too go around.  
(D) If you think about it, no of this makes much sense.  
(a) A, C and D                      (b) B, C and D  
(c) C and D                      (d) A and D  
(e) All of the above
41. (A) In my view, the police should have better things to do.  
(B) I don't to think it is possible for anybody to support the manner in which alleged Bangladeshis are being deported.  
(C) I have been reading a pamphlet produced by the Citizen's Campaign for Preserving Democracy.  
(D) Members of this group studied the way in which the police rounded up Bangladeshis.  
(a) A only                      (b) B only  
(c) C only                      (d) D only  
(e) B and C
42. (A) In effect, this means that the authorities can decide that anybody is an legal immigrant and can throw him out of the country.  
(B) There is nothing a victim can do by way of protest.  
(C) There is no appeal at all.  
(D) Anybody who does not keep them happy will be deported unless he then pays off the local police.  
(a) A only                      (b) B only  
(c) C only                      (d) D only  
(e) None of these
43. (A) For anyone who believes in the law of averages or the notion that whatever goes up must come down, it may well appear that the prospects for 2006 will not be as bright as they were in the last year.  
(B) After all, world economy grew at 4 per cent-plus for the second consecutive year in 2005.  
(C) Significantly, the biggest contribution to global growth came from Asia.  
(D) The Indian economy has grown at nearly 8 per cent in 2005, which is a rare feat considering that agricultural growth were quite ordinary.



- (a) A only                      (b) B only  
(c) A and D                    (d) D only  
(e) D and B
44. (A) One of the most telling trends of last year were that news of 8 per cent GDP growth stopped surprising us in India.  
(B) The competitiveness-led buoyancy would continue and consolidate further in 2006.  
(C) Even if one grants the possibility of some cyclical correction in the global growth momentum or the consumer demand, there is likely to be a compensatory force in the formed of investment demand.  
(D) No doubt, with such robust investment activity, it is now going to be increasingly difficult to keep interest rates low.  
(a) A and C                      (b) B and C  
(c) A and D                    (d) C and D  
(e) B and D
45. (A) As the growing economy makes increasing demands on infrastructure inputs, these problems could worsen in the coming year.  
(B) Therefore, addressing infrastructure gaps needs to doing our topmost priority next year.  
(C) The second risk lies in the global macroeconomic imbalances, reflected in the twin deficits of the US and rising surpluses of Asia.  
(D) The longer these imbalances have persisted, the greater has become the risk of a disruptive correction.  
(a) B only                      (b) A only  
(c) D only                      (d) C only  
(e) None of these
46. (A) Where there are wills there's always a way.  
(B) This is an old saying, but so true.  
(C) All these years we have been hearing from BCCI officials that if players don't play domestic cricket, they will not be considered for selection to the national team.  
(D) That was only talk and nothing else, for most of the top players stayed away from Ranji, Duleep or Challenger Trophy games.  
(a) A only                      (b) A and C  
(c) B and A                    (d) D  
(e) B and C
47. (A) The only problem is that the wickets that are on offer for domestic cricket are hardly conducive for batsman.  
(B) It is here that BCCI needs to show the same will, as they have shown in making players play domestic cricket.  
(C) For years now, pitches have been prepared to suit the home team's strengths and that is fine so long as the pitch is not a lottery.  
(D) If one goes by the scores in some of the matches, especially Delhi's games, then it is quite obvious that the pitches prepared are sub-standard and not conducive to a fair contest between bat and ball.  
(a) B only                      (b) A only  
(c) D only                      (d) C only  
(e) A and B
48. (A) A day after a controversy broke out over medicines manufactured by the guru, the Health Ministry said that they would put the medicines to the test.  
(B) The government will not scrap the Delhi-Mumbai airport modernisation plan.  
(C) In the district town, the children told the committee members that they were not consuming the meals served by the schools.  
(D) The committee would keep watch on the quality of grain.  
(a) B only                      (b) A only  
(c) D only                      (d) C only  
(e) C and D
49. (A) In an economy heady with its success in Information Technology, it is easy to forget that industrially advanced regions like California or countries like France are also leading agriculture producers.  
(B) But politicians have not been particularly helpful in the process.  
(C) The situation there is almost alarming.  
(D) The spread of these activities to the south is a clear matter of worry.  
(a) B only                      (b) A only  
(c) D only                      (d) No error  
(e) C only
50. (A) "You are from England? After Israel and America you are our best friends."  
(B) The national team floundered thanks to an insistence that players be pious rather than professional.

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- (C) In Iran, the conservative clergy has no greater foe than soccer.  
 (D) Now, any Iranian football defeat is laid at their feet.  
 (a) B only                      (b) A only  
 (c) D only                      (d) No error  
 (e) B and C

31. (d)    32. (a)    33. (a)    34. (c)    35. (b)  
 36. (c)    37. (b)    38. (a)    39. (a)    40. (c)  
 41. (b)    42. (a)    43. (d)    44. (a)    45. (a)  
 46. (a)    47. (b)    48. (c)    49. (b)    50. (d)

**ANSWER KEY**

**Type 1**

1. (b)    2. (d)    3. (c)    4. (d)    5. (a)  
 6. (d)    7. (a)    8. (a)    9. (d)    10. (d)  
 11. (b)    12. (c)    13. (a)    14. (d)    15. (d)  
 16. (d)    17. (d)    18. (c)    19. (b)    20. (d)  
 21. (d)    22. (c)    23. (b)    24. (d)    25. (d)  
 26. (b)    27. (c)    28. (b)    29. (d)    30. (d)  
 31. (d)    32. (a)    33. (d)    34. (b)    35. (a)  
 36. (a)    37. (b)    38. (b)    39. (a)    40. (c)  
 41. (c)    42. (a)    43. (c)    44. (d)    45. (b)  
 46. (c)    47. (c)    48. (b)    49. (d)    50. (a)

**Type 2**

1. (b)    2. (b)    3. (c)    4. (a)    5. (a)  
 6. (c)    7. (d)    8. (a)    9. (c)    10. (d)  
 11. (d)    12. (a)    13. (b)    14. (d)    15. (b)  
 16. (d)    17. (b)    18. (b)    19. (d)    20. (a)  
 21. (b)    22. (d)    23. (d)    24. (c)    25. (d)

**Type 3**

1. (a)    2. (a)    3. (d)    4. (d)    5. (b)  
 6. (d)    7. (d)    8. (d)    9. (c)    10. (d)  
 11. (a)    12. (d)    13. (c)    14. (c)    15. (c)  
 16. (d)    17. (c)    18. (c)    19. (a)    20. (a)  
 21. (d)    22. (b)    23. (a)    24. (d)    25. (c)  
 26. (a)    27. (c)    28. (a)    29. (a)    30. (a)  
 31. (d)    32. (d)    33. (c)    34. (b)    35. (b)  
 36. (c)    37. (c)    38. (a)    39. (c)    40. (c)  
 41. (a)    42. (b)    43. (d)    44. (a)    45. (a)  
 46. (c)    47. (c)    48. (a)    49. (d)    50. (d)

**Type 4**

1. (d)    2. (c)    3. (a)    4. (a)    5. (a)  
 6. (b)    7. (a)    8. (b)    9. (a)    10. (b)  
 11. (b)    12. (b)    13. (a)    14. (a)    15. (d)  
 16. (d)    17. (b)    18. (a)    19. (b)    20. (d)  
 21. (c)    22. (a)    23. (a)    24. (a)    25. (d)  
 26. (a)    27. (a)    28. (b)    29. (c)    30. (b)

**EXPLANATORY NOTES**

**Type 1**

1. B is the best way of expressing the idea.
2. D. The correct answer corrects the incorrect use of I in the other sentences.
3. The improper use of the pronouns *one* and *you* is corrected in Choice C.
4. The omission of the past participle *been* is corrected in Choice D.
5. A. There is no error in the original sentence.
6. D. The correct pronoun is *its*.
7. No error. *Poor product quality* is singular, so the singular noun 'it' must also be correct.
8. A. No error. The phrases are all parallel: soft hair sharp paws, and keen sense of hearing
9. D. *Having bowed our heads* is a dangling modifier. Option D is the best way of rephrasing it.
10. Option D is the best way of phrasing the message.
11. B. This corrects the unnecessary switch in the pronouns, *anyone-you*.
12. C. This is the most correct and concise form of the sentence.
13. A. There is no error in the original sentence.
14. D. *The reason is that* is preferable to *The reason is because*.
15. D. This corrects the double negative (*hadn't hardly*) and also uses *those* with *kinds* correctly.
16. D. Both *together* and *up* are unnecessary since their meaning is included in the words *cooperate* and *divide*.
17. D. Parallel structure requires the use of the verbal noun as the object of the verb *enjoyed*: *Enjoyed what? splashing, bathing; and sun bathing, Enjoy should not be followed by an infinitive construction.*
18. C. The other choices have misplaced modifiers.
19. B. The clause *that money doesn't make you happy* is the predicate nominative of the verb *is*.
20. D. This is an incomplete sentence since the verb is missing. Option D provides the verb (*is recognised*)

- and presents the only complete sentence among the options.
21. D. This was an unnecessary shift of pronoun. Do not shift from *you* to *one*. Choice D changes the meaning unnecessarily.
  22. C. The demonstrative pronoun *those* is needed here — *from those* (persons).
  23. B. This corrects the dangling participle and the misuse of *stole* for *stolen*.
  24. D. None of the sentences are correct.
  25. D. Do not use *caculate* or *reckon* when you mean *think*.
  26. B. This question tests the agreement between subject and verb and pronoun and antecedent are both involved. *Community* (singular) needs a singular verb, *influences*. Also, the pronoun which refers to *community* should be singular (*its*). Choice B is best.
  27. Option C is the correct answer as it is the best way of expressing the idea. All the other options are awkward.
  28. Option B is the best way of phrasing the answer. The original sentence contains a dangling participle *depending*. The other choices change the emphasis presented by the author.
  29. D. Either should precede the two choices offered.
  30. D. Since the words *but also* precede a phrase, the words *not only* should precede the previous phrase.
  31. Option D is the most appropriate answer. The pronoun *they* has to match with *their*.
  32. A. No error. Option D is also correct grammatically, but it changes the message.
  33. D. The other options repeat the word ‘person’ unnecessarily.
  34. B. Choice A suffers from the use of the ambiguous pronoun *they*. Choices C and D are correct grammatically but they change the message by dropping the word *immediately*.
  35. A. Choice A is correct because the subject of the verb *had* must be *who*, not *whom*. *Which* in Choice E should not be used to refer to a person.
  36. A. *Already* is an adverb; *all ready* is an adjectival construction. *Allready* is a misspelling. Choices D and E do not convey the thought of the sentence.
  37. B. One way of correcting a dangling participle is to change the participial phrase to a clause. Choices B and D substitute clauses for the phrase. However, choice D changes the meaning of the sentence.
  38. B. “He” is the subject of the sentence, which takes *who* as the relative pronoun.
  39. A. No error. Some of the other sentences are also grammatically correct, but are rejected on the grounds that Choice A is more concise than them.
  40. C. This choice does not violate the parallel structure, neither does it change the original message.
  41. Choice C corrects errors in the possessive form of *government* (needed before a verbal noun) and *it*.
  42. B. The agreement should be between *Her elder brother* and *insists*.
  43. C. This is also an error in agreement: *Kind* is singular and requires a singular modifier (*this*).
  44. D. This choice eliminates the error in parallel structure.
  45. B. The correct idiom is *graduate from*. Choice C changes the meaning of the message.
  46. C. This corrects the two errors in this sentence—the error in case (*me* for *I*) and the error in tense (*had finished* for *finished*).
  47. C. In choices A, B, and D, the modifier *familiar* is dangling. Choice C corrects the error while retaining the original meaning of the sentence and conveying it most concisely.
  48. B. The preposition *with* is needed to complete the phrase *has gone hand in hand with*. Choice C unnecessarily loses the parallel structure.
  49. D. It is the shortest and most concise form of writing the sentence, while retaining the original idea.
  50. A. The correct answer is Option A.
- Type 2**
1. B. *Referred back* is redundant. The prefix *re* means “back.”
  2. Option B is the best way to convey the message.
  3. C. The *either... or* structure should always be as close as possible to the things that they are attached to.
  4. Option A maintains the parallel structure in the best way.
  5. A.
  6. C.
  7. D. The modifier ‘Being in the need of a variety of clothing’ qualifies for the pronoun ‘he’. As a general rule, the modifier must be placed as near to the noun or pronoun it qualifies, as possible. Option D is both, grammatically and structurally correct.

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8. A. The 'first principle' of sentence correction questions is, 'never make an unnecessary correction.' There is nothing wrong with the original sentence. The modifier is correctly used and the part also follows 'subject-verb agreement.'
9. C. The problem in the original sentence is in the use of the noun (completeness) in place of an adverb (completely). Option C corrects this.
10. D. A question on parallelism. Two 'actions' are being described in the underlined part of the sentence, and both the 'actions' must be in the same form.
11. D. Option A is incorrect as it uses the adjective AFTER the noun it qualifies. Options B and C are eliminated as they change the meaning of the sentence. Hence, the correct option is D.
12. A. The original sentence is correct and needs no change.
13. B. The only problem with the original sentence is its structure. 'cells of the militants' should be replaced with 'the militants cells'. Moreover, the use of the modifier 'only' at the appropriate place can make the sentence correct. Option C changes the meaning of the sentence, and hence it is eliminated.
14. D. A question on parallelism. As the sentence has several 'actions', all the 'actions' must be in the same form. Only option D takes care of it. None of other options follows the rule of parallelism.
15. B. Another question on parallelisms which are only dealt with correctly in option B.
16. D. *Despite* should be used as a preposition, not as a word joining clauses.
17. Option B is the most grammatically correct way of phrasing the message.
18. B. The two verbs should be parallel: *start* and *press*.
19. D. The key idea is that *he is an asset to the organisation*. To create a suspenseful or periodic sentence, the writer should place *he is a genius* at the end of the sentence.
20. A. Never change a correct sentence.
21. B. 'To provide' is the best way to state the idea.
22. D. A sentence that tests the knowledge of 'prepositions' and 'parallelism'. Option A is perfect.
23. D. *One's natural ability* is the best way to phrase the start of the underlined portion. That leaves us with option B & D. Option D is more succinct and correct.
24. C. 'Entrust with' is the correct phrase. This eliminates options A and D. The noun 'upliftment' has to be used instead of the verb 'uplift'.
25. D. A question on parallel structure.



# FACT, INFERENCE, AND JUDGEMENT

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## INTRODUCTION

The CAT 2006 sprung up a surprise on the exam-takers when it revived an old question type after a gap of over a decade and brought out of its bag the fact, inference, and judgement, more commonly known as the FIJ.

Already being a part of the reading skills chapter of this book, our readers were not so much astounded as the rest of the exam takers but were definitely surprised at the rebirth of the question.

Before we actually start explaining the concepts involved, let us see the definition of the above given in the CAT 2006 examination, which is as follows:

- Facts, which deal with pieces of information that one has heard, seen, or read, and which are open to discovery or verification (the answer option indicates such a statement with an 'F').
- Inferences, which are conclusions drawn about the unknown, on the basis of the known (the answer option indicates such a statement with an 'I').
- Judgements, which are options that imply approval or disapproval of persons, objects, situations, and occurrences in the past, the present, or the future (the answer option indicates such a statement with a 'J').

So deriving our basis from the above let us define the concepts of Fact, Inference, Judgement.

## FACT

Fact can be defined as universal truths which are true under all circumstances.

*For example:* The sentence, "Moon is the satellite of the Earth", indicated a universal truth.

*Statements of facts are also picked up from historical events, scientific discoveries, and day-to-day events.*

*The ultimate test of whether a statement is a fact or not depends upon its verifiability.*

Our past experience tells us that our assumption that the lights will go on the next time we push the switch is very likely *close* to a fact, as long as there are no unexpected factors. (Power failure, fused bulb, unpaid bill, etc.) It will not become factual until the moment the light goes on and we observe it.

## INFERENCE

*A statement of inference differs from a statement of fact in the sense that the inference is not fully verifiable as it has elements of an unknown quantity which is being inferred about.*

*There is a difference between statements that represent what can be observed and those that represent what is only inferred. A speaker should be aware of the difference between speaking inferentially and speaking factually or between a statement of inference and a statement of fact.*

*Inferences may be carelessly or carefully made. They may be made on the basis of a great background of previous experience with the subject-matter.*

Based on our past experience, we sometimes **assume** that something did or will happen. When you push the light switch on the wall, you **assume** the lights will go on. This is exactly what an inference is.

When we believe an incident occurred or will occur because of something that was said, written, or otherwise communicated, but the incident was not specifically described, we can make **inferences** about that incident.



D. But how ironic it is that we should face a perennial shortage of drugs when India is one of the world's largest suppliers of generic drugs to the developing world.

- (a) JFIJ                      (b) JIJJ  
 (c) IFIJ                      (d) IFFJ  
 (e) JFII

**Question 3:**

- A. According to all statistical indications, the Sarva Shiksha Abhiyan has managed to keep pace with its ambitious goals.
- B. The mid day Meal Scheme has been a significant incentive for the poor to send their ones to school, thus establishing the vital link between healthy bodies and healthy minds.
- C. Only about 13 million children in the age group of 6 to 14 years are out of school.
- D. The goal of universalisation of elementary education has to be a prerequisite for the evolution and development of our country.
- (a) IIFJ                      (b) JIJJ  
 (c) IJFJ                      (d) IJFI  
 (e) JIFI

**Question 4:**

- A. We should not be hopelessly addicted to an erroneous belief that corruption in India is caused by the crookedness of Indians.
- B. The truth is that we have more red tape—we take eighty-nine days to start a small business, Australians take two.
- C. Red tape leads to corruption and distorts a people's character.
- D. Every red tape procedure is a point to contact with an official, and such contacts have the potential to become opportunities for money to change hands.
- (a) JFIF                      (b) JFJJ  
 (c) JIJF                      (d) IFJF  
 (e) JFJI

**Question 5:**

- A. Inequitable distribution of all kinds of resources is certainly one of the strongest and most sinister sources of conflict.
- B. Even without war, we know that conflicts continue to trouble us—they only change in character.

C. Extensive disarmament is the only insurance for our future; image the amount of resources that can be released and redeployed.

D. The economies of the industrialised western world derive 20 per cent of their income from the sale of all kinds of arms.

- (a) IJJI                      (b) JIJF  
 (c) IJFJ                      (d) JIIF  
 (e) IJIF

**Explanation of Questions 1 to 5**

CONFUSED?? No need to worry!! So were most CAT 2006 aspirants. In fact most trainers across the country were at their wits end to provide the correct answers. However, if you look at the process closely and with clarity you would realise that there are simple straight line thought based solutions to these questions. Let us now try to demystify this question type.

Let us first try to identify what we are actually looking for before we start to look for the solutions to the five questions above.

In the case of 'facts' you are looking for 'verifiable/discoverable pieces of information'. Looking at the 20 statements in the five questions above, it is quite clear that the second statement in the second question, third statement in the third question, second statement in the fourth question and the last statement of the last question are all facts. A close look would make you realise that each of these statements can be verified to be true or false—whether you are trying to verify since when the government is supplying free drugs (second question second statement), or you are trying to verify how many children in the age group of 6 to 14 are out of school (third question third statement), whether we have more red tape (second statement in the fourth question) or the percentage of their income that the industrialised western world derives from the sale of all kinds of arms. (fourth statement in the fifth question).

Next, Judgements are given clearly as opinions (and also the fact that they should signify approval or disapproval).

The four statements of the first question all imply approval/disapproval of certain issues.

In the second question, the first statement is clearly a judgement. ('poor quality' 'should'). Similarly, the fourth statement of the second question is also a judgement (since





- B. Citi will still receive its share of revenue from the joint venture, which overtakes the troubled Bank of America-Merrill Lynch combination as the world's largest broker by number of advisers, but there is no question who will be in charge
- C. Initial word of the deal sent Citi's share price skidding on January 12th, as investors reasoned that the bank must be desperate if it was choosing to sell one of its best assets.
- D. Without reform of expensive entitlements, the federal government faces bankruptcy
  - (a) FIFI
  - (b) FFFJ
  - (c) JJFI
  - (d) FFFF
  - (e) JFJF

**Question 4:**

- A. Cutting entitlements at the same time as buying hundreds of billions of dollars-worth of bad loans from Wall Street is difficult politics, to say the least.
- B. Subjects were presented simultaneously with one visual and one auditory stimulus and were instructed to decide whether these stimuli referred to the same object or not. Thus, we demonstrate how brain activation for audiovisual integration depends on the verbal content of the stimuli, even when stimulus and task processing differences are controlled.
- C. This instructor will never pass more than 20 people in an Intermediate Algebra class. The last four semesters the instructor taught Intermediate Algebra, no more than 20 people passed the class.
- D. "I don't believe it has been developing slowly," Nahamoo says. "We're trying to develop machines that expose intelligence by transforming sound into text that carries meaning, which is a very complicated problem we're trying to solve. ... We have been solving different aspects of the problem, but it's not a simple problem."
  - (a) JIIF
  - (b) FFIJ
  - (c) FFFF
  - (d) JJII
  - (e) IIFJ

**Question 5:**

- A. Nahamoo says 1,000 hours of recorded speech is considered the minimum database required for a building respectable system. And markoff notes that Google, in a technical paper on building large

models for machine translation, wrote that the system used 2 trillion "tokens," or words.

- B. While all the other students wrote a ten-page final exam for Dr. Hayakawa, I brought a typewriter and wrote a fifty-page final exam. It might have been on the basis of this that I received the special scholarship.
- C. He knew, as a teacher of public speaking, that he was using humor as a means to the end of education or learning, whereas the comedian could be using the humour as both the means as well as the end.
- D. Often, too, men and women come to see that there is a difference between sitting in judgment on another and understanding how and what he sees, assumes, and feels. They begin with what is easier, judging, approving, condemning. It is only as they mature in their study of others and themselves, that the easy praising and blaming give way to asking, searching, listening.
  - (a) FIFI
  - (b) FFFJ
  - (c) JJIF
  - (d) FIJJ
  - (e) IIFJ

**Question 6:**

- A. Leavened under the interacting scrutiny of students who are free to question and encouraged to enlarge their understanding of real problems.
- B. Several of the patterns of impatience and impulsiveness seem modified in a situation in which each man knows that it is better to be sure, than sorry he opened his mouth too soon.
- C. Irving Lee often said that general semantics is not something that happens to you—it is something you do. It's an operational discipline, it's something you perform.
- D. Since Jane was at the game, she would have seen the runback on the opening kick-off.
  - (a) JJJJ
  - (b) JJFI
  - (c) FJJI
  - (d) FFJJ
  - (e) JJII

**Question 7:**

- A. Any economy that cannot stay ahead of credit-crunched Britain is in deep trouble.

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- B. Figures released on Friday February 13 show that the euro-area's GDP fell by 1.5 per cent in the last three months of 2008.
- C. Any hopes that the euro area would be more resilient to the global credit crisis have been firmly dashed.
- D. Prudence is not always a virtue: the instinct to save for a rainy day seems only to harden when the rains set in.
  - (a) FFJJ
  - (b) JFJJ
  - (c) IIJJ
  - (d) FFJJ
  - (e) JJI

**Question 8:**

- A. Being the best at something does not mean that doing that thing is the best way to use your scarce economic resources.
- B. In 2000, the EU controversially blocked a merger between two American firms, GE and Honeywell; the deal had already been approved by America's antitrust regulators.
- C. Some kinds of arbitrage are completely risk-free—this is pure arbitrage. For instance, if EUROS are available more cheaply in dollars in London than in New York, arbitrageurs (also known as arbs) can make a risk-free PROFIT by buying euros in London and selling an identical amount of them in New York.
- D. But beggars cannot be choosers and newspaper managers have generally preferred to suffer the whims of deep-pocketed proprietors than go out of business.
  - (a) JFIJ
  - (b) FFIJ
  - (c) FFJJ
  - (d) JJJJ
  - (e) IIJJ

**Question 9:**

- A. The editor of the *Los Angeles Times*, Russ Stanton, says that its website's revenues now pay for the publication's entire print and online editorial staff.
- B. And the prestige and influence of being a press baron will continue to attract tycoons. Some papers' print editions may not be around by the end of this year, but the industry is not quite dead yet.
- C. Darwin was neither the first to recognise these simple ideas nor to put them together. Thinkers as far back as Empedocles, a Greek philosopher born in 490 BC, are known to have suggested that natural selection might explain why animals were adapted to their surroundings.

- D. Dictators and authoritarians will disagree, but democracies work better.
  - (a) FJFJ
  - (b) FFFF
  - (c) JJI
  - (d) FIJJ
  - (e) JJFF

**Question 10:**

- A. Condorcet's theory describes consensus decisions, outlining how democratic decisions tend to outperform dictatorial ones. If each member of a jury has only partial information, the majority decision is more likely to be correct than a decision arrived at by an individual juror.
- B. A study about bees reported that the queen goes off with about two-thirds of the worker bees to live in a new home leaving a daughter queen in the nest with the remaining worker bees. Among the bees that depart are scouts that search for the new nest site and report back using a waggle dance to advertise suitable locations.
- C. Another form of groupthink occurs when people are either isolated from crucial sources of information or dominated by other members of the group, some of whom may have malevolent intent. This too has now been demonstrated in animals.
- D. Animals that live in groups make two sorts of choices: consensus decisions in which the group makes a single collective choice, as when house-hunting rock ants decide where to settle; and combined decisions, such as the allocation of jobs among worker bees.
  - (a) FIFI
  - (b) JJFF
  - (c) IFIF
  - (d) FFJJ
  - (e) JFJF

**Question 11:**

- A. "A new Beijing, a new Olympics" is one of China's slogans for the games.
- B. For the first time since 1991 global average income per head is falling. Even as growth in emerging markets has come to a halt, the rich economies look set to shrink.
- C. Financial markets promised prosperity; instead they have brought hardship.
- D. Barry Eichengreen of the University of California at Berkeley and Michael Bordo of Rutgers University

identify 139 financial crises between 1973 and 1997 (of which 44 took place in high-income countries), compared with a total of only 38 between 1945 and 1971. Crises are twice as common as they were before 1914, the authors conclude.

- |          |          |
|----------|----------|
| (a) JFJF | (b) IFIF |
| (c) FFJJ | (d) FIJI |
| (e) IIFJ |          |

**Question 12:**

- A. Toulouse in France, observes that trust in a modern economy has evolved to the miraculous point where people give complete strangers sums of money they would not dream of entrusting to their next-door neighbours.
- B. The failure of finance will affect ideology, too. Many people find capitalism's central planner hard to put up with at the best of times. Free markets shun seemingly worthy causes, whereas the frivolous or apparently undeserving are rewarded.
- C. In 2006 America's current-account deficit peaked at 6 per cent of its GDP. Between 2000 and 2008 the country received over \$5.7 trillion from abroad to invest, equivalent to over 40 per cent of its 2007 GDP.
- D. Jeffrey Frieden, a political economist at Harvard University, says about three-quarters of credit booms financed from abroad end up in crashes.
 

(a) FJFF	(b) JFJF
(c) FFFJ	(d) JJFF
(e) JIII	

**Question 13:**

- A. In fact, the aim should be neither to banish finance nor to punish it, but to create a system that supports economic growth through the best mix of state-imposed stability and private initiative.
- B. WALES, Washington DC, Malta and New Delhi may have little in common, but the same debate is currently raging in all four places, on the rights and wrongs of plastic bags. The Welsh government has proposed levying a fee on them; Washington's city council is contemplating a similar measure; Malta has adopted one, which will come into force on March

1st; and Delhi announced an outright ban last month, which bag makers are petitioning the courts to overturn.

- C. Buy when others are fearful, sell when they are greedy.
- D. Walt Whitman's said: "O America because you build for mankind I build for you."
 

a. FFJJ	b. JFJF
c. JJFF	d. IFIF
e. FFJI	

**Question 14:**

- A. Pessimists talk about national decline and even make comparisons with the fall of Rome. But, if the pessimists were right, America would have declined long ago.
- B. Our hopes must be tempered with the caution of history—but with our hopes go the hopes of all mankind.
- C. The quality and spirit of our own society," said Kennedy, "must justify and support our efforts abroad."
- D. America is not a perfect society. But neither is any other society. In its heyday, America did a lot of good for the world for which it will always retain a reservoir of goodwill. But it will never again be viewed as an exceptional country.
 

a. JJII	b. JJFJ
c. FJFJ	d. FJI
e. IIFJ	

**Question 15:**

- A. May did not see a safe job as an ultimate measure of success.
- B. Two bad quarters and you are out.
- C. Artistic interpretations of prehistory rarely present landscapes that embody harmony and tranquillity.
- D. When modern mammals bite into bone they occasionally break a tooth, especially if they are starving and trying to tear off every last piece of meat. Overall, harder times should therefore lead to increased chances of a tooth striking bone and the possibility of a break.
 

(a) FFFF	(b) JJFF
(c) FJII	(d) JIII
(e) FJJI	

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**Question 16:**

- A. In the past, with humans absent, more intense competition for food between carnivores probably led to a need to eat kills quickly and completely, resulting in more broken fangs.
- B. FOR the past eight years, America's government has declined to fund new research into one of the world's most promising medical technologies: the use of human embryonic stem cells to repair or replace damaged tissue in the diseased and injured.
- C. Many observers do, however, see this research as a step along the road to reconnecting the brains and limbs of those with severed spinal cords, by growing new nerve cells to bridge the gap.
- D. Both ISCo and Advanced Cell Technology, of Los Angeles, are trying to create stem cells that could stop—and possibly reverse—a process called macular degeneration, which leads to blindness.
- (a) IIJJ                      (b) JJFF  
(c) IIFF                      (d) IFIF  
(e) JJJJ

**Question 17:**

- A. Michael West, the founder of Geron and now head of BioTime, another biotechnology company, says the existing legislation has affected privately financed research as well as the public sort.
- B. Nobody likes to admit an uncomfortable truth about himself, especially when charged issues such as race, sex, age and even supersized waistlines come into play.
- C. In a paper to be published next month in *Social Cognition*, a group of researchers led by Eugene Caruso of the University of Chicago report their use of a technique called conjoint analysis, which they have adopted from the field of market research and adapted to study implicit biases in more realistic situations.
- D. In their first study, Dr. Caruso and his team recruited 101 students and asked them to imagine they were taking part in a team trivia game with a cash prize. Each student was presented with profiles of potential team-mates and asked to rate them on their desirability.
- (a) FJFF                      (b) FJJJ

- (c) FFFJ                      (d) JJFI  
(e) IFFI

**Question 18:**

- A. People, it seems, are rather more prejudiced than they think they are.
- B. Whether these small differences in what are essentially artificial tasks really reflect day-to-day actions and choices was, until recently, untested.
- C. All the polls predicted that Likud, Yisrael Beitenu, and four small rightist-religious parties would together muster 65 or more seats, whereas Kadima, Labour and their leftist allies would have 55 or fewer.
- D. But for lending to continue, the government may need to inject fresh capital into the banks.
- (a) JJFF                      (b) JFFI  
(c) IIFF                      (d) IIFJ  
(e) JIFJ

**Question 19:**

- A. For now, Japan's economic crisis may have to wait until the political order is overturned, and something more robust put in its place. That may take months, if not years.
- B. Of particular concern are "Alt-A" mortgages, offered to borrowers sandwiched between subprime and prime.
- C. The days when subprime mortgages were what kept bankers awake at night are long gone—though thanks only to the barrage of explosions in other corners of finance. In terms of toxicity, however, subprime has had no equal.
- D. Moody's calls this "unprecedented". It now expects losses for 2006–07 Alt-A securitisations to top 20 per cent, compared with an historical average of well under 1 per cent.
- (a) FFFJ                      (b) IFFI  
(c) FFJJ                      (d) JJJF  
(e) JJJJ

**Question 20:**

- A. According to the Bank for International Settlements, a staggering 40 per cent of American mortgages origi-



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B. ONGC has been giving discount to cover one-third of the losses state-run oil marketers were suffering for selling fuels at government-capped rates even during oil's high run.

(c) FFJJ

(d) JJJJ

(e) IIIJ

C. British construction workers went on strike this month to protest against Italian and Portuguese employees being brought in to British building sites.

**ANSWER KEY**

D. There were usually more British contractors working abroad than foreigners in Britain in the early part of nineteenth century.

(a) JJJF

(b) JFFF

1. (b)    2. (b)    3. (a)    4. (a)    5. (d)

6. (b)    7. (b)    8. (a)    9. (a)    10. (c)

11. (d)    12. (a)    13. (b)    14. (b)    15. (e)

16. (d)    17. (a)    18. (b)    19. (d)    20. (a)

21. (c)    22. (b)    23. (d)    24. (a)    25. (b)



# P A R T 3

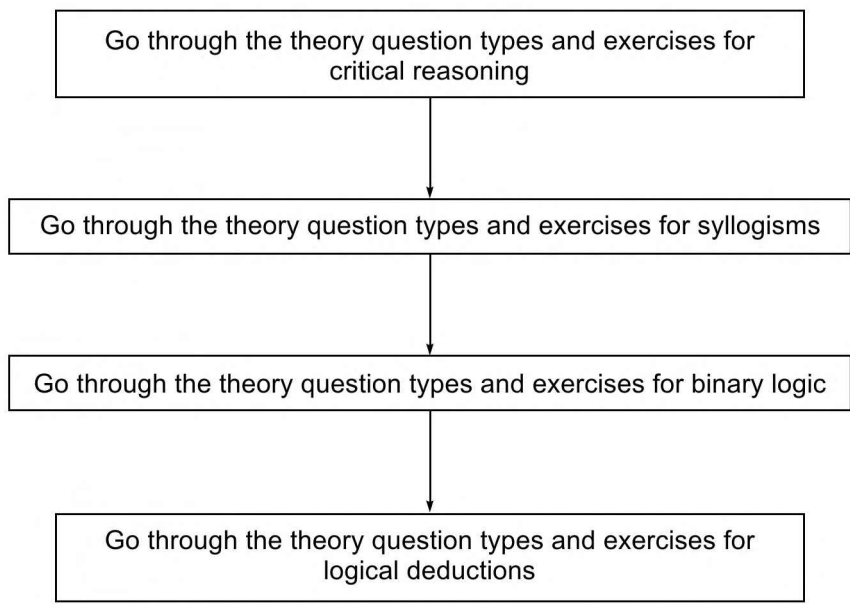
Verbal Reasoning is an important component of the CAT examination and hence has been classified as a separate part of this book. This part contains Critical Reasoning, Syllogisms, Binary Logic, and Logical Deductions. In each section of this part you will get to:

- Learn what question types you can expect to see in various aptitude exams.
- Get an opportunity to practise and hone your skills in each question type.
- Experience and review the typical types of traps that are used by question-setters to induce mistakes in each question type.

**Key Components of this Part:**

- Critical Reasoning with its 10 question types, including the popular CAT question types of Summary and Concluding sentence in a paragraph.
- Syllogisms and extensive practise exercises on the same covering all varieties of questions.
- Binary Logic Problems and solving tricks for this tricky question type.
- Logical Deductions.







# CRITICAL REASONING

CHAPTER 1: CRITICAL REASONING/PARAGRAPH  
COMPREHENSION

CHAPTER 2: PREVIOUS YEAR QUESTIONS FROM CAT



## SECTION 1

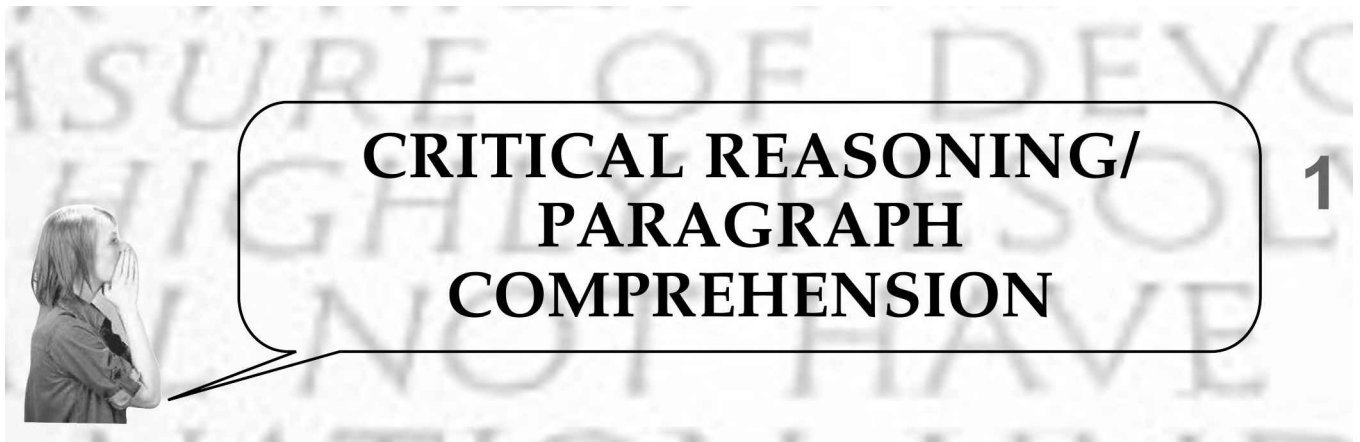
Critical Reasoning is one of the most important areas of questioning in the CAT. In this section we have given you the opportunity to learn about the various critical reasoning question types like, Strengthening Arguments; Weakening Arguments; Identifying Assumptions; Identifying Inferences; Select the Best Concluding sentence for a Paragraph; Summarising a Paragraph; Segregating Relevant and Irrelevant Information; Evaluating Method of the Argument; Identifying Flaws/ Fallacies in the Argument; Identifying Cause and Effect Relationships.

This section will help you in the following ways:

- In the chapter on Critical Reasoning/ Paragraph Comprehension the different question types on critical reasoning as well as the various techniques and methods to solve such questions are discussed.
- Besides, you would also have ample opportunity to practise the same in the chapter on Previous Year Questions from CAT.







# CRITICAL REASONING/ PARAGRAPH COMPREHENSION

1

## INTRODUCTION

Over the past ten years, Critical Reasoning (CR) questions have been a consistent presence in the CAT and other exams like XAT. The ability of the student to solve this question type depends on his/her ability to recognize and evaluate argumentative logic. The better you are at understanding arguments, the better you will be at questions related to critical reasoning. As a reader, you are likely to agree with the point that argumentation is essentially a social skill that depends on exposure and the logical ability to reason out, rather than on the knowledge of one particular language. Hence, doing well at CR questions depends more on your ability to reason out logically, than on your's specific knowledge of English.

This being so, CAT/MBA aspirants who consider themselves weak at the English section, should target these questions as possible scoring areas. Thus, strategically CR is one of the most important areas of the CAT exam.

A nice added benefit to preparing yourself for the critical reasoning questions on the CAT is that this preparation will also help you in your Management studies. Many of the techniques used to answer these test questions will come in handy when you are asked to do projects, case analyses and discussions in general.

## WHAT IS CRITICAL REASONING?

The typical structure of CR questions is that of a short passage (mostly consisting of a single paragraph) followed by a question on the basis of the paragraph.

However, classifying them as short Reading Comprehension questions is not correct. They differ from Reading Comprehension in both the structuring of the passage and the types and variety of questions. The typical CR passage is anything between 50 words to 200 words

long and necessarily contains an **argument**. As already mentioned in the chapter on Reading Skills Development, under Part I of this book, an argument will always have a **claim**, supported by **reasons/evidences**.


## CHARACTERISTICS OF A CRITICAL REASONING PASSAGE

While writing argumentatively, the author's principal objective is to persuade the reader about his/her point of view. A successfully presented argument convinces the reader about the author's point of view. In order to do so, not only does the author have to present his point of view, but he also needs to support it with reasons—after all, the reader needs to know why he should agree with the author's points of view. Hence, the author has to provide enough support for his point of view in order to convince the reader. These supports may be in the form of reasons or evidences. The **supports** of an argument are also called as the **premises** of the argument.

The structure of the argument is:

Because of **these** (reasons or facts), we should conclude **this** (claim/conclusion)

Consider the following examples:

 (A) Abortion should not be allowed **because** we have no right to kill a human life.

The opposite argument for statement (A) would be:

(B) Abortion should be allowed **because** a woman has the right to decide what she wants to do with her body.

(C) Smoking and chewing of pan masala should be banned **because** they are harmful to the health of the consumer.


All the above arguments are in the form: "This because of that".

### 3.6 How to Prepare for Verbal Ability and Reading Comprehension for the CAT

#### Supports of an Argument


The supports of an argument can be visualised as the foundations on the basis of which arguments are made. They are similar to the foundations of a building—the stronger the foundation, the stronger the building. Similarly, the stronger the support for an argument, the stronger the argument.

Consider the following passage that appeared in a newspaper editorial. The passage below has a claim supported by reasons.

 Flexitime, or flexibility of working hours, has become popular amongst corporates in recent times. (*This is the claim*). Many corporates have found that flexitime has several advantages. The most obvious advantage is less absenteeism. When employees can choose working hours that meet their needs, they are less likely to take time off. Another advantage of flexitime is more efficient use of the business office. The additional hours that a company is “open for business” often converts into higher productivity and greater profits.

Besides giving employees a choice of their working hours, it allows them to exert more control over their working environment. This leads to increased job satisfaction and less employee turnover.

Similarly, there could be a passage having a claim supported by facts. (Please recollect that ‘Facts’ are statements/information that can be physically verified. They might prove to be true or false on verification.) Consider the following passage:

 Country X’s relations with Country Y have varied from being stormy and incordial at times to being icy cold and impersonal at other times. There have been periods in the histories of the two countries when their relationships have been dictated by the military maneuvers around their borders—for instance the times preceding the 1945, the 1957 and the Kampaundril wars—while at other times, the relationship has been cold and impersonal at best - due to Country X’s constant refrain that Country Y has been instigating terrorism within it’s borders.

Let us now look at some additional points that you need to keep in mind while reading for the conclusion and the supports in a paragraph:

1. Try to identify the conclusion sentence/s within a paragraph. Many a time the conclusion sentence will be indicated by the use of signal words. While reading a CR paragraph, look for such words. Some of

them are: *therefore, thus, hence, so, in conclusion, as a result of, in short, in sum, the point is.*



The consumption of tobacco is harmful to the health of the individual. Hence, smoking should be banned.



The signal word hence at the beginning of the second sentence, indicates the oncoming conclusion.

2. If no conclusion or main claim is stated, you can construct it by finding the main question which the essay directly addresses.

Let us now work out a few examples in spotting Conclusions and Reasons.

**Directions:** For each of the arguments given below, write down the conclusion and the reasons.

1. If any government becomes tyrannical, then the people governed under that government have a right to revolt. The government of France has become tyrannical. Therefore, the people governed by the government of France have a right to revolt against it.

Conclusion:

Reasons:

2. I don’t care how many acting awards Salim Khan has won. He simply has no sense of acting. He looks like a dud in whatever roles he plays. Be it a romantic, action or a dramatic role, he simply is not able to act.

Conclusion:

Reasons:

3. If you haven’t tried our Pack and Chew’s Pastry, you simply must. It’s the best pastry in town. We make it the home made way. Besides, it’s good because we use vitamin enriched materials.

Conclusion:

Reasons:

Having recognized that every Conclusion-Reason passage is composed of an argument supported by its set of reasons/ facts, we need to look at two additional components which underlie every argument (Hence which are a part and parcel of every CR passage)—viz. **Assumptions and Inferences**.

**What are Assumptions?**

An *assumption* is the passage’s “must have.” In other words, if the assumption is not true, it follows that the conclusion is not true.

Assumptions can be defined as additional unstated evidence/information, which bridges the gap between the argument, its evidence presented and the conclusion. In other words, you can also look at assumptions as additional information that the author has assumed the reader already knows while reading the argument. It is best explained through an example.

*Argument:* Since, India’s time zone is five and a half hours ahead of GMT, we can conclude that India is to the East of the United Kingdom.

The unstated assumption here is that if the time of a country is ahead of the GMT, it lies to the east of the United Kingdom. Another, unstated assumption here is that the United Kingdom follows the GMT.

The assumption is a support to the argument, which must be true. Else the argument will fall apart. In the best case, the argument is seriously weakened if the assumption that the author assumes is false.

**How do we Spot Assumptions?** In order to deduce assumptions in an argument, you need to look for holes in the argument. Try to identify a missing support that would have the effect of providing a missing support to the argument. The author’s belief about an unstated assumption is that it need not be explicitly stated. He believes that his reader will automatically assume the missing assumption. Hence, he does not feel the need to write it explicitly in the passage.

In order to find the hole, ask yourself the following question:

*Is the evidence/supporting logic explicitly presented in the argument sufficient so as to support the argument? Is any additional evidence/supporting logic necessary to justify the argument? If yes, an assumption has been made.*

Once you have identified a hole, your next objective is to try to word the additional evidence/supporting logic that you need to assume for the argument to make sense. For this purpose, ask yourself the following question:

What additional evidence/supporting logic do I as a reader, need to assume for the argument to make sense?

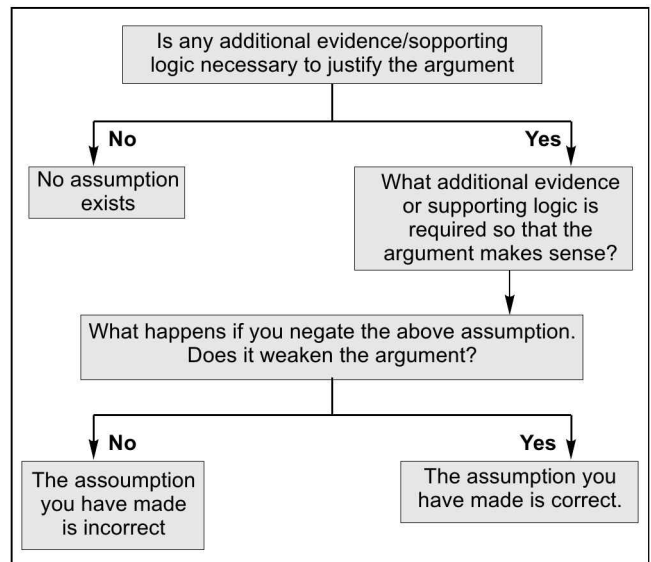
The answer to the above question gives you a possible assumption. Before you accept that assumption, however,

you might need to test whether your assumed assumption is valid or not. In order to do so, try to **deny or negate** the assumption.

What happens when you negate the assumption? Does it weaken your argument?

If yes, then your assumption is correct, i.e., in case the assumption is not true, then the argument makes no sense. Hence, you have a valid assumption.

If no, then the assumption you have identified is not correct, i.e., the argument continues to make sense even if the assumption is not true. In such a case, you should realise that your assumption is wrong.



**Fig. 1.1** Identifying an Assumption in an Argument

Let us now move on to the next issue—inferences

**What are Inferences?**

An inference can be defined as an unstated extension of the argument. In other words, it can also be seen as an implied conclusion. The inference may be about the main point in the paragraph or it could be about a less central issue. This factor does not affect the fact that an inference is an implied conclusion.

*The Cream of the Piece*

Unlike assumptions which are the basis of the argument and hence, come before the argument, inferences come after the argument.

### 3.8 How to Prepare for Verbal Ability and Reading Comprehension for the CAT

Figuratively speaking, imagine a 3 storey building as an argument. The assumptions can be seen as the foundation of the building. At the same time, an inference would be akin to the 4<sup>th</sup> storey of the building. While the building would not exist without a foundation, the shape and size of the 4<sup>th</sup> storey can be logically deduced from that of the third storey.

Further, unlike assumptions, which you have to find, an inference will show itself to you when you read the entire argument. Inferences emerge out of a combination of the statements in the paragraph. If all the statements in the passage are true, the inferences which emerge out of the combination of some or all of the statements must also be true.

#### *The Cream of the Piece*

The logic of an inference (or an implied conclusion) can be captured as follows:

If **A** (statement in a paragraph) and **B** (statement in the paragraph) **are true**, then **C** (inference or the implied conclusion) is automatically true.

Hence, in order to check whether the inference you have drawn is correct, try to deny the inference.

i.e. given that **A** and **B** are true, **C** need not be true.

If this logic can be justified, then the inference you might have drawn is incorrect. On the other hand, if this logic cannot be justified, then the inference is correct.

As a recap of this section, we would like to remind you that in order to be able to solve a CR question, you should be reading the CR paragraph with four basic objectives.

These are:

- (1) What is the claim/argument made by the author of the paragraph?
- (2) What are the supports the author is providing to the claim/argument?
- (3) What are the assumptions the author is making while making the claim/argument?
- (4) What unstated inferences/conclusions should you draw from the statements contained in the paragraph?

The principles elucidated above are principles associated with good reading of arguments. Initially, you will need to practice applying these principles consciously. Like any other activity, the more you apply these principles, the better you will become at them. You need to continue

practicing these principles consciously till you feel that they have become a part of your reflexes. After that, all these principles will apply intuitively, i.e., you will be able to spot the claim, its supports, the assumptions as well as the inferences, as a reflex to the reading of the question. When you reach that stage, you will realise that you have become good at solving CR questions.

We now move on to the typical question types asked under CR.

## QUESTION TYPES IN CRITICAL REASONING

Critical reasoning questions will ask you to do any of the following:

- (1) Test for the strengthening of an argument with (a) additional evidence (b) additional reasons/arguments.
- (2) Test for the weakening of an argument with (a) additional evidence (b) additional reasons/arguments.
- (3) Identify an assumption.
- (4) Identify an inference.
- (5) Select the best concluding statement for a paragraph.
- (6) Summarise the argument.
- (7) Segregate relevant and irrelevant information.
- (8) Evaluate the method of the argument.
- (9) Identify the flaws/fallacies in an argument.
- (10) Identify Cause and Effect relationships.


### Question Type 1: The Strengthening of an Argument

The claim of an argument is supported by reasons or evidences. In questions on strengthening of the argument, the question will ask you to select from amongst the four/five options, the one that strengthens the argument. Arguments can be strengthened in two ways: either through the introduction of some supporting evidence or the introduction of some supporting reasons. Hence, these questions might ask you to select an option that provides either supporting evidence or supporting reasons.

Besides, if we have an option that strengthens an assumption that is the key to the argument's claim, then that option will also strengthen the argument.

In a figurative sense, if you look at the argument as a building with supports, then supporting evidences/reasons

provide us with additional supports to the claim of the question. In such questions, while evaluating the options, you should try to assess which option best supports the claim of the argument. The strengthening evidence/reason might be stronger/equal to/or weaker than the explicitly stated evidences/reasons in the argument. However, in order to find out the correct answer to such questions, you do not need to compare the quality of the support an option provides with respect to the explicitly stated supports. All you need to do is compare the respective options and try to see which option best supports the claim of the argument. By evaluating the relative strengths of the support provided to the claim of the argument, you can easily identify the correct option. The following question will make this question type clear to you.

 One of the most important and constructive reforms in National Politics has been the abolition of the post of State Ministers in the various departments.

Each of the following, if true, would strengthen the above argument, except

- (A) There are few, if any, specific duties or responsibilities assigned to the State Minister in any department.
- (B) A historian claimed that the post was “superfluous.”
- (C) People of Cabinet minister caliber normally refuse the post if offered a ministership in the guise of a state minister.
- (D) The office is used as a means of appeasing regional parties, by giving their MPs ministerial status and perks without giving them, any significant responsibilities.



The correct answer is B.

### Question Type 2: The Weakening of an Argument


These questions are very similar to strengthening argument questions—the only difference being that they are on the other side of the fence. Similar to the strengthening of arguments, weakening of arguments can also be done by the introduction of additional evidence and/ or reasons that attack the basis of the claim of the argument.

After identifying the claim in an argument and the supports provided for the claim, you will need to evaluate

each option for the degree to which it goes towards weakening the argument. The evidence/ reason that most/ least seriously weakens, the supports of the argument’s claim would be the answer (depending upon what you have been asked to identify).

In a figurative sense, the weakening evidence/reasons are like attacks on the pillars of the building—(i.e., they attack the supports of the argument’s claim). Your judgment needs to tell you how serious the attack is.

Besides, if we have an option that weakens an assumption that is key to the argument’s claim, then that option will also have the effect of weakening the argument. Let us look at a few examples that will make this question type clear to you:


 Before the arrival of a new trainer, the sales output in AMS Learning Systems Ltd. had been rising by 20% per year on the average over the past ten years. However, after new training innovations by the trainer (which included computerisation of training processes and reductions in the need for additional work force) annual sales output has only risen by 10% this year. It appears that Joe’s innovations have caused the reduction in the annual growth rate.

Which of the following, if true, would most seriously weaken the conclusion above?

- (A) The investment in computerisation has a provision for depreciation of the cost of the computers.
- (B) Increases in selling price did not follow increases in the cost of the inputs.
- (C) The innovations brought in by the new trainer were intended as long-term investments and not made for short-term profit growth.
- (D) General demand for the training provided by the company has declined.



The correct answer is D.

 In the past, to run for one’s country in the Asiad was the ultimate achievement of any athlete. Nowadays, an athlete’s motives are more and more influenced by financial gain, and consequently, we do not see our best athletes in the Asiad, which is still only for amateurs.

Which of the following will most weaken the above conclusion?

- (A) The publicity and fame that can be achieved by competing in the Asiad makes the athletes who do

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so, more “marketable” by agents and potential sponsors. Thus, they can earn a lot of money even while retaining their amateur status.

- (B) The spirit of the Asiad places emphasis on participation rather than on the winning of the race.
- (C) A leading columnist recently argued on the basis of concrete evidence that our best Asiad athletes already receive enough in terms of promotions and sponsorships.
- (D) It has been suggested that professional athletes should be allowed to compete in the games.



The correct answer is A.

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In these times of growing economic turbulence, unless new reserves are found soon, the world’s supply of natural gases is being depleted in such a way that with demand continuing to grow at the present rates, reserves will be exhausted by the year 2200 AD.

Which of the following, if true, will most weaken the above argument?

- (A) There has been a slowdown in the rate of increase in world demand for natural gases over the last decade, from 20% to 10%.
- (B) It has been known for many years that there are vast stocks of natural gases under Antarctica, which have yet to be economically exploited.
- (C) Electricity is being used increasingly in place of natural gases for many industrial and domestic uses.
- (D) None of the above.



The correct answer is D.

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In accordance with their powers, many zilla panchayats are introducing chlorination of the drinking water provided to families through the water supply system. This follows the conclusion of 10 years of research that the process ensures that children and adults receive the required intake of fluoride that will strengthen teeth. The maximum level has been set at one part per million. However, there are many who object, claiming that chlorination removes freedom of choice.

Which of the following will weaken the claim of the proponents of chlorination?

- (A) Chlorination over a certain prescribed level has been shown to lead to a general weakening of teeth.

- (B) There is no record of the long-term effects of drinking chlorinated water on dental and general health.
- (C) In a study done at the grassroots level, it was found that some people to be affected by chlorination claim that they have not had sufficient opportunity to voice their views about the issue.
- (D) Water already contains natural chlorine.



The correct answer is B.

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#### Question Type 3: Identify an Assumption

We have already looked at assumptions in details. This question type asks you to identify the assumption in the paragraph. The following examples will make it clear to you:



In response to the criticism about the methods used by his poll predicting agency, a leading psephologist Mannoy Toy, replied: “I realise there are some shortcomings to the questionnaire method that we have applied to do the survey. However, since we have ensured that we send a copy of the questionnaire to every home in each of the constituency where we have carried out our survey, we believe the results to be quite representative..... We think the numbers received are so large that it overcomes the lack of a scientific approach that might have crept into our survey.

The writer of the above statement makes which of the following assumptions?

- (A) A high proportion of the respondents who have received the questionnaire have replied to the same.
- (B) A majority of the voters in the constituency live in homes.
- (C) The method of data collection used by the agency is unscientific.
- (D) A large, absolute number of replies automatically guarantees the accuracy of the results.



The correct answer is D.

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A recent survey by a leading NGO came to the following conclusion about donor psychology:




If you are interested in getting a good donation, you need to realise that Donors are almost never disturbed by being asked for too much. In fact, the result is the opposite—they are flattered. Besides, if you ask for too much, the donor can always suggest a smaller amount. On the other hand, if you ask for too little, the donor is usually offended. A common reaction to being asked too little is “so that’s all he thinks I’m worth.”

The above statement assumes that

- (A) Donors are usually never asked for enough.
- (B) A good fund raiser will value the worth of the donor.
- (C) It is worth the gamble to ask for large donations.
- (D) None of these.



The correct answer is C.


 New age problems require new age solutions. Further new age problems arise with new age populations and new age technologies. In order to find solutions to these problems we need to build new age institutions as well as new age political, economic and social mechanisms. Yet, institutions and political and economic mechanisms grow slowly and die slowly. Hence, new age institutions should be given every chance of trying to achieve success in their objectives.

The argument above rests on which of the following assumptions:

- (A) New age institutions are needed because old institutions are inefficient.
- (B) New age institutions are created in order to solve existing problems.
- (C) Over a course of time, as an institution grows, it has chances of succeeding in its objectives.
- (D) None of these



The correct answer is C.

 In its quest to go global, once an Indian company has established an extensive sales network in a foreign market and therefore, has achieved substantial sales, it seems that these markets should be treated in a very similar fashion to those in India. It is therefore only in those countries where only initial sales networks have been developed, where marketing methods will have to differ from the methods applied in India.

The above statement assumes that:

- (A) Sales networks can be the same in both foreign countries and in India.
- (B) Extensive sales networks are preferable to less developed ones.
- (C) The markets of some countries will develop faster than others.
- (D) None of these.



The correct answer is B.



The main monetary policy objective is to reduce substantially, the import surplus of the coming years while resuming economic growth. Realisation of this goal entails a marked structural change of the economy, which can be brought about by freezing the standard of living (per capita private consumption plus public services) and restricting investments that do not further exports.

The writer of the above policy assumes that:

- (A) Economic growth will lead to structural changes in the economy.
- (B) If people consume less, the economy grows.
- (C) In order to reduce import surplus investment needs to be restricted.
- (D) People should be persuaded to give up consumption in order to achieve the national good.



The correct answer is B.



The reason that is most commonly quoted for nationalisation of foreign companies is a change in governance. Nationalisation tends to cover a wide range of industries and is not selective to the country of ownership of the foreign company.

The above statement assumes that:

- (A) Some critical industries are more likely to be nationalised than others which might not be so critical.
- (B) The process of nationalisation is not limited to any particular industry or country.
- (C) Nationalisation of businesses is so widespread as to cause concern at the international level.
- (D) Sharing ownership with local nationals will forestall takeovers by foreign governments.


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The correct answer is B.

#### Question Type 4: Identify an Inference/Conclusion

We have already discussed inferences and conclusions in details. Questions related to these will ask you to spot the option that is/is not an inference or a conclusion that can be drawn from the details mentioned in the paragraph. Consider the following examples, which will clarify to you how questions about inferences are structured:

 A pill that can induce abortions in pregnant women has become available in Australia. The drug Antiperphrine, has proved more than 98.9% effective in tests conducted by a scientific team in Sydney. The drug is an anti hormone and disrupts pregnancy by blocking the implantation of a fertilized egg in the wall of the uterus. In Australia, the pill will be available to women who are upto 42 days late in their menstrual cycle. The company that manufactures the pill, states however, that the pill is not a “morning after” pill for use as a contraceptive.

Which of the following statements can be correctly deduced from the text above?

- (A) The drug Antiperphrine uses a new type of contraceptive method.
- (B) The drug Antiperphrine blocks egg production.
- (C) The drug Antiperphrine has the effect of termination of pregnancy.
- (D) The drug is only available in Australia.



The correct answer is C.

One of the most important measures of a country's trading strength is the measurement of its net exports. Net exports are defined as exports less imports. It is important since the figure measures the net effect of a nation's trade in goods and services vis-a-vis the world. In 1998, the country's net exports were 7 percent of its GDP (Gross Domestic Product) and in 2005, they were 14 percent.


If the information above is accurate, which of the following must be true?

- (A) If GDP was constant from 1998 to 2005, net exports were greater in 2005 than in 1998.
- (B) Exports were greater than imports in 2005, but not in 1998.

- (C) Exports doubled from 1998 to 2005.
- (D) In 1998, net exports were lower than in 2005.



The correct answer is A.


 About 40 percent of urban Indian husbands think it is a good idea for wives with school age children to work outside the home. Only about ten percent of rural Indian husbands approve of the same. Every second urban Indian wife, and one in four rural Indian wives with school age children has a job outside her home.

If the information above is correct, which of the following can be inferred?

- (A) Rural Indian families have more children than urban Indian families.
- (B) Employment opportunities for urban Indian wives are greater than for rural Indian wives.
- (C) Urban Indian husbands have a less conservative attitude than rural Indian husbands.
- (D) Rural Indian husbands would seem to be less satisfied about working wives who have school age children than urban Indian husbands.



The correct answer is D.

 Paro overslept. Therefore, she was late for school by the time she got ready. Hence, she did not eat her breakfast. As she realised that she was late for her school bus, she ran as fast as she could from her home to the bus stop and did not see a banana skin that was lying on the ground in her path. She slipped on the banana skin and fractured her leg. Some passersby took her to the hospital and while lying in bed she was visited by her friend Dhanno, who wanted to know why she had got up so late.

Which of the following conclusions can be made from the above passage?

- (A) Because Paro did not eat her breakfast, she broke her ankle.
- (B) Paro's friend visited her in the hospital because she wanted to know why she was in the hospital.
- (C) Paro did not notice the banana skin because she overslept.
- (D) Paro's fractured leg meant that she did not go to school that day.



The correct answer is D.

A recent study on medicine addiction found out that there are principally three main factors that determine the risk of becoming dependant on or addicted to medicines. The first factor is the type of medicine, the second is the personality of the individual, and the third factor is controlled by the circumstances in which the medicine is taken. As a parallel example, we only need to look as far as alcohol. While it could be safely said that the majority of the adult population have taken alcohol, yet only a small proportion of these go on to get addicted to alcohol. Besides, it is well documented that many strong medicines that have been used for medical purposes have not caused the patient to become addicted.

However, the study found that people who took medicines for the heck of it were more likely to become dependent on the same. The dependence need not be restricted to the physiological side but may become psychological, although the effects are still essentially the same. People with psychopathic, immature or otherwise unstable personalities were shown to be at the greatest risk of becoming addicted.

Which of the following conclusions can be drawn from the text?

- (A) One becomes addicted to certain medicines only if one has a weak personality.
- (B) Taking medicines for the fun of it increases the possibility of becoming dependent on medicines.
- (C) Alcohol is a safe medicine since very few people become dependent on it.
- (D) Long-term use of certain drugs for medical purposes does not cause addiction.



The correct answer is B.



An advertisement for a leading racquet manufacturer made the following claim:

The last five Wimbledon men's single champions have all changed to Head's new tennis rackets—the only racket that uses genuine nano technology in its frame. In that case, isn't now the time to add power to your tennis strokes and to trade in your old racket for a Head?

Which of the following claims is not made and cannot be inferred from the above ad?

- (A) Frames strengthened by nano-technology are used only in Head's new rackets.

- (B) Nano technology strengthened frames make tennis rackets stronger and allow the player to make more powerful strokes.
- (C) Former Wimbledon champions know a great deal about tennis and their equipment.
- (D) Head tennis rackets helped the last five Wimbledon men's' singles champions achieve their status.



The correct answer is D.

### Question Type 5: Select the Best Concluding Statement of a Paragraph

In this type of question, a paragraph is given and four alternative concluding statements are given for the same. You are required to choose the option that best concludes the paragraph. These questions first made their appearance in the CAT 2005 examination and sparked huge debates amongst the student community about their answers.

The reason for the confusion was that when read normally, each of the four options for the concluding sentence, logically followed the material of the text in the paragraph. However, in these questions the key to deducing the one correct option is the ability to understand the author's opinion (Advanced Reading Skill 5 from Part I of this book.). Once you have identified the author's opinion, you can evaluate the options for the concluding sentence by trying to fit in the one option that made the most 'concluding sense' in the context of the author's opinion about the topic.

By trying to fit the concluding sense of each option, we mean to say that you need to compare how each sentence concludes the argument, i.e., winds up the points made by the author and best conveys the author's opinion about the topic.

Further, the concluding sentence also needs to be a conclusion of the paragraph. It should not leave the scope of further carrying the paragraph's discussion forward. The following examples will help you understand this type of question:



Complete the following paragraph with the most suitable sentence.

In order to boost sales of toys at times other than the peak sale time, toy-manufacturers take recourse to the use of several techniques. Some of these include promoting

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character toys from Bollywood and Hollywood movies or TV series. All these sets are marketed as “collectibles” for the young consumers. The collections within a family of Collectibles, however, never appear to be complete (especially to the parents). As soon as all the characters are acquired, the child then requires the associated gadgets and gizmos that are bundled into the collectible set. Thus parents go shopping for the “car,” the “home,” the “mobile home,” and even the “airplane” to ensure a happy homely environment for the toys. Ultimately, just as the elusive final piece of the series is attained, the manufacturer and promoter release the next series of “collectibles.”

The prime aim of the manufacturer and promoter is to ensure that

- (A) all children should be happy and no child can be happy without a complete series of toys.
- (B) as soon as one set is complete or almost complete, then the next one arrives on the scene.
- (C) children should be encouraged to complete their collections of toys.
- (D) sales need to be artificially bolstered throughout the year.



The correct answer is D.

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Let us now look at the following examples from the CAT 2005:

Federer’s fifth grand slam win prompted a reporter to ask whether he was the best ever. Federer is certainly not lacking in confidence, but he wasn’t about to proclaim himself the best ever. “The best player of this generation, yes” he said, “But nowhere close to ever. Just look at the records that some guys have. I’m a minnow.” \_\_\_\_\_

- 1. His win against Agassi, a genius of the previous generation, contradicts that.
- 2. Sampras, the king of an earlier generation, was as humble.
- 3. He is more than a minnow to his contemporaries.
- 4. The difference between ‘the best of this generation’ and ‘the best ever’ is a matter of perception.



The correct answer is 3. You need an answer that concludes the passage. While option 1 & 2 take the paragraph into a new direction, 4 is irrelevant in the context provided—it is too general in nature.

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Thus the end of knowledge and the closing of the frontier that it symbolizes is not a looming crisis at all, but merely one of many embarrassing fits of hubris in civilization’s long industry. In the end, it will pass away and be forgotten. Ours is not the first generation to struggle to understand the organizational laws of the frontier, deceive itself that it has succeeded, and go to its grave having failed. \_\_\_\_\_

- 1. One would be wise to be humble.
- 2. But we might be the first generation to actually reach the frontier.
- 3. But we might be the first generation to deal with the crisis.
- 4. However, this time the success is not illusory.



Options 2 & 4 seem to indicate that we might have reached the frontier. But by its very definition, the frontier of knowledge can never be reached. Hence, you can eliminate these answers. Further, if you consider option 3, it talks about dealing with the crisis—which does not exist at all according to the first sentence of the paragraph. Thus, the correct answer is option 1.

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Most firms consider expert individuals to be too elitist, temperamental, egocentric, and difficult to work with. Force such people to collaborate on a high stakes project and they just might come to fisticuffs. Even the very notion of managing such a group seems unimaginable. So most organizations will fall into default mode, setting up project teams of people who get along nicely. \_\_\_\_\_

- 1. The result however is disastrous.
- 2. The result is mediocrity.
- 3. The result is the creation of experts who then become elitists.
- 4. Naturally, they drive innovations.



The paragraph clearly states that teams are formed on the basis of people’s ability to get along with each other (rather than on their merit with respect to the task at hand). Obviously, this leads to a compromise in the quality of the work being performed. Hence, Option 4 is eliminated. Option 1 simply does not follow from the previous sentence since the word *however* indicates that the author should be contradicting his previous idea with this sentence. However, if you analyse the ideas in the last sentence of the paragraph and the Option 1, you will clearly see that there is no contrast between the two ideas.

Option 3 talks about an effect that is highly improbable in the context. Option 2 is perfect since you will expect mediocrity when you create a team on the basis of parameters other than ability.



The audiences for crosswords and sudoku, understandably, overlap greatly, but there are differences, too. A crossword attracts a more literary person, while sudoku appeals to a keenly logical mind. Some crossword enthusiasts turn up their noses at sudoku because they feel it lacks depth. A good crossword requires vocabulary, knowledge, mental flexibility and sometimes even a sense of humor to complete it. It touches numerous areas of life and provides an 'Aha!' or two along the way.

1. Sudoku, on the other hand, is just a logical exercise, each one similar to the last.
2. Sudoku, incidentally, is growing faster in popularity than crosswords even among the literate.
3. Sudoku, on the other hand, can be attempted and enjoyed even by children.
4. Sudoku, however, is not exciting in any sense of the term.



In order to solve the above question, you need to understand that you are looking for the option that best 'completes' the paragraph. The structural construct under which we reach the last sentence of the paragraph is that of a comparison between crosswords and sudokus. The author has shown a clear bias towards crosswords—and in fact is in the process of explaining his sentence '*Some crossword enthusiasts turn up their noses at sudoku because they feel it lacks depth.*' So obviously, after praising crosswords, he has to talk in a dark light about sudoku. Option 1 has the perfect fit under this structure. Although Option 4 is also negative in its construction, it is unlikely to be the answer because of the fact that it is too crude and direct—something that you cannot associate with the author's style of writing. Options 2 and 3 get eliminated because they are talking positively about sudokus—something that goes against our expectations of what the author is likely to convey.

### Question Type 6: Questions that Ask You to Summarise an Argument

This is another important question type which has been regularly seen in the CAT and other top Management Entrance Exams. A **summary** is defined as the reduction of a large amount of information to its most important points. You need to remember the following points about summarising in order to be able to spot summaries effectively:

- (1) While achieving a reduction of the passage into its summary, care is taken to ensure that the main idea of the passage is properly communicated—i.e., there is no compromise or dilution of the sense of the main idea communicated by the passage while framing the summary. The summary might have the main idea stated in the original words of the author or in fresh words which will essentially convey the same meaning. This factor should always be kept in mind while solving summary based questions. Hence, recognising the main idea of the passage while reading the original text for the first time is extremely crucial for identifying the correct summary.

A good process to follow in trying to recognise the summary is to go back to the questions:

- Who or what is the original text talking about? (Answer: TOPIC of the text); and
- What is the main idea about the topic that is being conveyed by the original text? (Answer: MAIN IDEA of the text)

Then, you go on to the alternative summaries available and ask the same questions again with respect to the proposed summary.

- Who or what is the summary talking about? (Answer: TOPIC of the summary) and;
- What is the main idea about the topic that is being conveyed by the summary? (Answer: MAIN IDEA of the summary.)

For the correct option, the two answers that emerge out of these questions should be exactly the same as the two answers that emerged out of the original text.


- (2) Significant reduction from the original text to the summary is generally achieved by either condensing or removing altogether the supporting details in the passage. In many cases, it is not even necessary to mention some of the details presented in the original paragraph in order to write a good summary.
- (3) Very often, authors of texts repeat the main idea several times while writing. This is done to ensure that their main idea is hammered into the minds of the reader several times and in several ways so that the gaps (if any) in understanding the main idea may be removed.

Needless to say, in the summary, the main idea will be written only once—and **that too in one**

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**sentence only.** Any repetitions of ideas present in the original text are removed from the summary.

Consider the following example:

 Jaya and Devika are both successful women who are also members of a socially disadvantaged section of the society. Jaya has a firm belief in positive discrimination. By positive discrimination she believes that the negative discrimination that society has subjected her section of the society to can only be offset through reverse discrimination. She believes that if positions of economic, social and political eminence, power and honor are offered principally to historically disadvantaged sections of society, then these groups will begin to play a more significant role in society today.

Devika, on the other hand, feels that she has succeeded in her chosen field of work on her hard work and on her own merits. She thinks that the principle of positive discrimination is flawed since it will result in the lowering of standards and decreases competition between similarly qualified personnel who will expect to achieve positions because of their factors other than rather than their suitability for the particular position.

Which of the following best sums up Jaya's argument?

- (A) Positive discrimination will encourage more people to apply for jobs, previously unavailable to them.
- (B) Positive discrimination will give extra opportunities to socially disadvantaged sections of the society.
- (C) Quality and professionalism will improve because of the greater number of positions held by members of minority groups.
- (D) Positive discrimination will remove deep rooted prejudices against the weaker sections of society from the work arena.



The correct answer is B.

#### **The Question type 7: Questions that Ask You to Identify the Relevance of the Argument**


Relevant information questions are framed with the objective of testing the student's abilities to understand the main idea of the passage. The student is expected to test various options for their relevance to the arguments presented.

A relevant piece of information can be defined as something that affects the argument—either positively by strengthening it or negatively by weakening it. The degree

to which the argument is affected in either direction is not a factor while testing the relevance of the information.

In some cases, information is relevant to the argument simply because it has the effect of either elaborating or explaining or expanding the main point.

Obviously, when the argument is not affected by the information provided in any way, it becomes irrelevant in the context of the text provided.

 Another way in which you will have to test the reasonableness of an argument is by linking the information to how it helps you judge an assumption in the argument. Does the information whose relevance you have to judge have any effect on how reasonable an assumption underlying the argument is? Does it make the assumption more valid and reasonable? Does it reduce the reasonableness of the assumption of the argument? If the answer to either of these is yes, then it automatically makes the information reasonable.

Consider the following example:

A service oriented company, Bharadwaj Inc., included in its annual balance sheet and P&L accounts presented to its shareholders at its AGM, the following note on its policy of accounting:

Fixed assets are stated in the consolidated balance sheet at cost minus accumulated depreciation and amortization. Depreciation is provided on all fixed assets, except land. This is done to reflect the true value of the asset. The writing off of their cost is done by using the Straight Line Method of depreciation over the estimated economically useful lives of the respective assets.

The cost of leasehold improvements, if any, is amortized over the term of the remaining number of years of the lease in equal annual installments.

Which of the following statements is relevant to, but not consistent with, the above accounting policy?

- (A) The economic useful life of land and buildings is assumed to be 40 years, and Bharadwaj Inc., therefore, employs a depreciation rate of 2.5% per annum.
- (B) Bharadwaj Inc. include in their plant, equipment whose historical cost is Rs. 1.5 crore. This is mentioned at its historical cost itself, even though this equipment is more than 10 years old and the depreciation rate on plant and machinery has been 1.5% for many years.
- (C) The company spent Rs. 30 lakh on improving a building, which is leased. The period of the lease was seven years, but the lease must be renewed in

two years time. The company provided for amortization at 50% of the amount for this year.

- (D) None of these



The correct answer is B.

### Question Type 8: Questions that Ask You to Evaluate the Method of the Argument

Questions based on the method of the argument, ask the student to identify the technique applied by the author of the argument in order to make his argument, i.e., the logic for the support of the claim that the author is making.

Method questions are normally general about the entire argument, but can be sometimes specific about a part of the argument.

Some examples of the kinds of options the method based questions might give

- (1) The author argues from a small sample to a large population.
- (2) The author compares two parallel events and argues on the basis of parallels and contrasts.
- (3) The author uses an analogy to present his case.
- (4) The author transfers a cause and effect relationship from one field to another.
- (5) The author uses an appeal to popular opinion in order to make his point.
- (6) The author is making a prediction based on the evidence from events of the past.
- (7) The author attacks the opponent rather than attacking his argument.
- (8) The author discusses two diverse issues by comparing commonalities between them.
- (9) The author makes an extrapolation of a personal experience into a general case.
- (10) The author argues from the specific to the generic.
- (11) The author argues from the generic to the specific.

In order to solve questions based on Method, ask yourself how the author has reached the conclusion and in what context each part of the evidence is presented.



A famous judge stated that if murder is a worse crime than blackmail and blackmail is a worse crime than theft, then murder is a much worse crime than theft.

Which is a correct analysis of the above argument?

- (A) A case operating in one situation will also be operative in another situation, if both situations are characterised in identical terms.
- (B) A case that operates under certain conditions will surely be operative in other situations in which the same conditions are present in a more acute form.
- (C) A case that clearly expresses the purpose it was meant to serve will also apply in other situations in which the identical purpose may be served.
- (D) None of the above.



The correct answer is D.

### Question Type 9: Questions that Ask You to Identify the Flaws/Fallacies in an Argument

Flaw based questions are similar to method based questions. The only difference is that unlike in the case of method questions where the validity of the argument does not matter, in flaw based questions, the validity of the argument matters. You need to identify whether there is an error in the entire argument or whether it is in a specific part of the argument.

Consider the following questions based on flaws/fallacies in an argument.



Roma: The number of accidents on state and national highways this year in the state of Karnataka, where the speed limit was lowered to fifty kmph an hour two years ago, is clear evidence that speed restrictions rigorously enforced, make drivers more aware of the dangers of going too fast.

Aamir: Wrong. If you take a close look at the records it will show you that the number of accidents has been falling ever since the introduction of newer and stricter penalties for traffic rules violations, which happened two years before the lowering of the speed limit.

Which of the following best describes the weak point in Roma's statement upon which Aamir focuses?

- (A) The decrease in highway accidents may be a temporary phenomenon.
- (B) The evidence Roma cites comes only from one area.
- (C) No exact statistics for freeway accidents are given by Roma.
- (D) Roma fails to provide concrete evidence to prove a direct causative relationship between the cause and the effect.


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The correct answer is D.

#### Question Type 10: Questions that Ask You to Identify Cause-Effect Relationships

Cause-effect relationships are commonly used in all types of argumentations. We have studied this in detail under Reading Comprehension as well as under the chapter on Paragraph Jumbles. Questions of this type will ask you to spot/reason out causal relationships between diverse events/phenomena. Look at the following question in order to get a clearer picture of such questions:

 In India in 1990, there were, on an average 14 deaths at birth (infant mortality) per 1,00,000 population. By 2000 there were 11, and by 2001, 8. Today, there are 5 deaths at birth per 1,00,000 population, and it is anticipated that the downward trend will continue.

Each of the following, if true, would help account for this trend except:

- (A) Medical care is more widespread and available.
- (B) More effective birth control methods have been implemented.
- (C) The number of pediatricians per 10,000 population has increased.
- (D) Midwifery has declined in favor of doctors.



The correct answer is D.

#### GENERAL APPROACH FOR SOLVING CRITICAL REASONING QUESTIONS

##### *The Cream of the Piece*

**Step 1:** Read the question stem first. This will help you to decide what you are going to be looking for in the paragraph when you read it for the first time.

**Step 2:** Next read the passage, identifying the claim, the supporting reasons/evidence, the assumptions inherent in the argument and the inferences that can be made from the argument.

**Step 3:** Pre-phrase your answer—Knowing what you are going to be looking for while reading the options is helpful in order to get the correct answer. Then, check the options to see which one best fits your opinion.

#### ELEMENTARY PRACTICE EXERCISE

1. The best movie showing in the country right now is *Black and Red*—it has been in the #1 position for three weeks.
  - How can we weaken this argument?
  - How can we strengthen this argument?
2. All mammals have red blood. Therefore, deers have red blood.
  - If so, what is the “missing step,” or “hidden assumption?”
3. The Education Minister has recently suggested that all people should go to school for at least 15 years. However, this argument is clearly wrong since the minister himself is educated only upto the sixth class.
  - How can we weaken this argument?
  - How can we strengthen this argument?
4. It is a well accepted fact that in order to raise your scores in the CAT, you should study and practice the question types in the test a lot. However, Motilal used this strategy and he did not get the score that he wanted. Therefore, this strategy is not helpful.
  - How can we weaken this argument?
  - How can we strengthen this argument?
5. It is a commonly known fact that most people do not obey traffic signals when they drive on the roads. Isn't it very often that you have noticed people disobey signals and get away scotfree? We can therefore conclude that the system of traffic signals is entirely useless.
  - How can we weaken this argument?
  - How can we strengthen this argument?
6. Frozen water is less dense than liquid water. Therefore, frozen water will float in liquid water.
  - If so, what is the “missing step,” or “hidden assumption?”
7. The President has recently suggested adding fluoride to all public water sources. This is obviously a bad idea since many of the former communist and fascist countries also added fluoride to all their public water sources.
  - How can we weaken this argument?
  - How can we strengthen this argument?
8. Four hours ago I had a bad cold and headache, so I took six Dercold tablets. I still have the cold and the headache. Therefore, Dercold is a useless medicine.



- How can we weaken this argument?
  - How can we strengthen this argument?
9. In an attempt to increase sales, HTR Ltd. implemented a new customer service policy that required all sales representatives to address all prospective clients by name. Within three months of this step, sales had risen by over 25%, something that had never happened in the company's history. The new policy was therefore a success.
- How can we weaken this argument?
  - How can we strengthen this argument?
10. It is obvious to everyone who can reason that Einstein could not have formulated the theory of relativity. It is a common fact that Einstein did not receive a passing grade in math class as a child.
- What is the "missing step" or "hidden assumption" in this argument?
  - How can we weaken this argument?
  - How can we strengthen this argument?

### PRACTICE EXERCISES

1. Oligopoly is the state where there are many competitors within a single market. The Pepsi Company realizes that its operations are in competitive industries.
- Which of the following conclusions may be inferred from the above?
- (a) Pepsi's market is not oligopolistic.
  - (b) Monopoly is defined as one seller in a market.
  - (c) The Pepsi Company has a lot of domestic competition
  - (d) The Pepsi Company is operating in an oligopolistic market.
  - (e) Monopoly and oligopoly are similar markets.
2. People in a South African tribe have observed that heavy rains are usually preceded by claps of thunder. They are convinced that the heavy rains are somehow caused by the claps of thunder.
- Which of the following, if true, would weaken the tribals, conviction?
- (a) The temperature must fall below 20 degrees Celsius for both heavy rains and claps of thunder to occur.
  - (b) The presence of rain bearing clouds is the reason for the heavy rains as well as the claps of thunder.

- (c) The tribals of the particular tribe are unscientific people prone to superstitions.
  - (d) It is as yet to be proved that claps of thunder precede and hence, cause heavy rains.
  - (e) Claps of thunder actually cause heavy rains.
3. Professor Krithileshwar Jhamb argued that that the method of evaluation for teachers, used at IIM Bangalore where students evaluated the teachers, was not a valid measure of teaching quality. Students should fill out questionnaires at the end of the term when the courses have been completed.
- Which of the following, if true, provides support for Professor Jhamb's proposal?
- (a) Professor Jhamb received low ratings from a majority of his students.
  - (b) Under the present system, students were made to evaluate their teachers' mid term.
  - (c) Students at IIM Bangalore are not interested in evaluating their teachers.
  - (d) The institution should have more methods to evaluate teachers.
  - (e) A new proposal for methods of evaluation is being decided.
4. PM Manmohan Singh lobbied for the inclusion of India amongst the set of ASEAN countries. This would help develop and liberalize trade with countries such as Japan, China and other prominent members of the ASEAN group.
- Each of the following, if true, could account for the above, except:
- (a) The PM is up for re-election and needs to show results.
  - (b) The PM's United Party Alliance had promised the creation of new jobs in the economy.
  - (c) The inclusion of India in the ASEAN would be a major achievement on the economic and political front for Manmohan Singh.
  - (d) Being a shrewd economist, Manmohan Singh realised that trade agreements with prominent nations of the ASEAN would definitely lead to an increase in the trade deficit of the country.
  - (e) The IMF would punish the PM for such a deal.
5. "If the islanders are doomed to have local self governance—and it is the islanders who have determined this—then they should be ready to bear the negative consequences of local self governance."

### 3.20 *How to Prepare for Verbal Ability and Reading Comprehension for the CAT*

said a British colonist as he left the shores of the island he was governing.

Which of the following, if true, would weaken his argument?

- (a) Local rulers are always more interested in the development of their country than foreign colonists.
- (b) Local self governance is not child's play.
- (c) The islanders are equally qualified and competent, if not more than the colonists, to run their own government.
- (d) A group of islanders were against the transfer of power.
- (e) The islanders were not working to form their own government.

6. Amrinder Singh is no big catch for the Tongress Party in Uttam Pradesh. Even though he is the brother of the Chief Minister of the opposing Bhrasthwadi Party, he himself has no political clout and was not even important organizationally for his own party.

Which of the following statements is inconsistent with the above?

- (a) Amrinder Singh is the brother of the present Chief Minister of Uttam Pradesh.
- (b) The Bhrasthwadi Party and the Tongress Party are political rivals.
- (c) Amrinder Singh is being touted as the next leader of the Bhrasthwadi Party.
- (d) Amrinder Singh has not been interested in politics.
- (e) Amrinder Singh is not treated as very important by his own party men.

7. Stock market analyst Dhirubhai Mehta: "We believe that company's stock will appreciate at 35% a year for the next 10–12 years. The company just became the leader in its industry and we expect its sales to continue to grow at 8% a year over this period."

Investor: "But how can the stock's price be expected to grow more quickly than the company's underlying sales?"

Which of the following facts would best support the stock analyst?

- (a) The company's expenses will be declining over the next 5 to 10 years.
- (b) The company just won a patent on a new product.

- (c) Company A's stock is currently overvalued by a significant amount.

- (d) The company's industry peer group is expected to experience stock appreciation rates of 30% over the same time horizon.

- (e) The company is expecting some losses in the coming season.

8. A car magazine report: 'The average mileage in the small car market was found to be 18 kilometers per litre. The average mileage was calculated by taking cars of all manufacturers in the segment, filling them with 10 litres of fuel and driving them along the Mumbai-Pune expressway. However, for the Karuti, the mileage was 22 kilometers per litre. Clearly, if you want to buy a new car, you should buy the Karuti.' Which of the following assumptions does the magazine make?

- (a) The reader is interested in buying a car.
- (b) Mileage is the sole consideration for the readers of the magazine who intend to buy a car.
- (c) No other car in the segment had a mileage better than the Karuti's mileage.
- (d) None of these.
- (e) The readers might also look for other factors as comfort, etc.

9. For the above question, which of the following additional information makes the argument stronger?

I. Petrol prices have touched the sky, and hence the reader should be primarily interested in saving on fuel costs while purchasing a new car.

II. Besides mileage, Karuti scored the best on 9 out of 10 performance indicators used by the survey.

III. The article is titled—"Your first Car"

- (a) I and II
- (b) II and III
- (c) II only
- (d) All of these
- (e) None of these

10. Per-capita income in India last year was Rs 17,600. Real median income for female headed families was Rs. 38,000. Therefore, women wage-earners are paid more than the national average.

Which of the following would, if true, weaken the above conclusion?

- (a) Only a small proportion of the total wage earners are women family heads.
- (b) In 99 percent of the cases, families headed by a female included other wage-earners.



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than natural foods, which were dominant a decade or two ago. Many nutritionists claim that pizza and doughnuts give less nourishment than natural foods. A spokesman of a leading junk food Company—Pizza House—stated recently that an examination of grade-school students shows less nutritional deficiency than in their parents' time. Hence, junk foods are not as bad as made out to be.

Which of the following, if true, would tend to strengthen the view of the spokesman?

- (a) Grade school children reported eating no breakfast at all.
  - (b) Fewer junk foods were available to the parents.
  - (c) Adults claim to eat junk foods as well as natural foods.
  - (d) Both (b) and (c).
  - (e) Only (a) and (c).
18. My neighbour, Mr. Kohli's dogs bark and howl every time he lets them outside. My class teacher told me that dogs tend to bark and howl when they see other dogs eating biscuits sitting in their owner's laps. I personally believe they bark and howl because they enjoy disrupting my meditations.
- Which of the following can be inferred from the preceding passage?
- (a) Mr. Kohli lets out his dogs very often.
  - (b) The dogs are always howling and barking to disturb neighbours.
  - (c) The dogs enjoy being outside.
  - (d) Mr. Kohli's dogs bark and howl whenever they are outside.
  - (e) None of these.
19. The argument for liberalization which answers the worries of the left parties about the possible trade deficits created by the opening up of the Indian economy goes thus: 'In today's economic scenario, where there are many trading countries, the trade between two specific countries need not be balanced. The differing demands of goods and services and the differing productive capabilities of the same among different countries will cause a country like India to have trade deficits with some countries and surpluses with other countries. On the whole, the trade deficits and surpluses will balance out in order to give a trade balance'.
- Which of the following conclusions best summarises the argument presented in the passage above?

- (a) Left parties need not worry about trade deficits in India since its trade will always be in balance even though it runs a deficit with a single country.
  - (b) India's trade deficits and surpluses with other countries always balance out.
  - (c) The left parties in India should not be concerned about India's trade deficits with specific countries because they will balance out in the long run.
  - (d) None of these.
  - (e) Only (a) and (b).
20. Most citizens are very conscientious about observing a law when they can see the reason behind it. For instance, there has been very little need to actively enforce the recently-implemented law that increased the penalty for godmen duping people of their money by playing with their emotions. This is because citizens are very conscientious about duping someone in the name of religion, as it leaves their religious gurus with a bad name.
- Which of the following statements would the author of this passage be most likely to believe?
- (a) The increased penalty alone is a significant motivation for most citizens to obey the law.
  - (b) There are still too many inconsiderate citizens in the society.
  - (c) Godmen should not be allowed to play with the emotions of the people.
  - (d) Society should make an effort to teach citizens the reasons for its laws.
  - (e) People would be more likely to listen to genuine religious gurus than self proclaimed godmen.
21. Throughout the first decade of the 21<sup>st</sup> century, net increases in Indian direct investments in the Far East (funds outflows) exceeded net new Far East direct investment in India.
- Each of the following, if true, could help to account for this trend except:
- (a) Land values in the Far East were increasing at a faster rate than in India.
  - (b) Labor mobility was higher in India than in the Far East.
  - (c) The cost of labor (wages) was consistently lower in the Far East than in India.
  - (d) Corporate liquidity was lower in India than in the Far East.

(e) Labour and land values were increasing at a faster rate in the Far East.

22. Inflation can only be fundamentally caused by two factors—Supply side factors and demand side factors. These factors are either reductions in the supply of goods and services or increases in demand due to either the increased availability of money or the re-allocation of demand. Unless other compensating changes also occur, inflation is bound to result if either of this occurs. In economies prior to the introduction of banks (a pre banking economy) the quantity of money available, and hence, the level of demand, was equivalent to the quantity of gold available. If the statements above are true, then it is also true that in a pre banking economy

- (a) any inflation would be the result of reductions in the supply of goods and services.
- (b) if other factors in the economy are unchanged, increasing the quantity of gold available would lead to inflation.
- (c) if there is a reduction in the quantity of gold available, then, other things being equal, inflation would result.
- (d) Whatever changes in demand occur, there would be compensating changes in the supply of goods and services.
- (e) All of the above.

23. Which of the following best completes the argument below?

One effect of the FM radio was a collapse in the market for audio cassettes. Formerly, people had to buy audio cassettes in order to listen to their favorite music, but the advent of FM radio changed all that by 'giving people music on tap'. Similarly, the introduction of crops genetically engineered to be resistant to pests will

- (a) increase the size of crop harvests.
- (b) increase the cost of seeds.
- (c) reduce demand for chemical pesticides.
- (d) reduce the value of farmland.
- (e) None of the above.

24. Most large retail stores of all goods and brands hold discount sales in the month of November. The original idea of price reduction campaigns in November became popular when it was realized that the sales of products would generally slow down following the

Diwali rush, were it not for some incentive. The lack of demand could be solved by the simple solution of reducing prices.

There is now an increasing tendency among major chains of stores across the country to have their "November sales" begin before Diwali. The idea behind this trend is to endeavor to sell the maximum amount of stock at a profit, even if that may not be at the maximum profit.

Which of the following conclusions cannot be drawn from the above?

- (a) The incidence of "early" November sales results in lower holdings of stocks with the corollary of lower stock holding costs.
- (b) Demand is a function of price; as you lower price, demand increases.
- (c) Major stores seem to think it makes sense to have the November sales campaigns pre-Diwali.
- (d) The major department stores do not worry as much about profit maximisation as they do about sales maximisation.
- (e) A price cut offers an incentive to buy for the customs.

25. Of the world's largest AIDS cases countries in 2010, three had the same share of world AIDS patients as they had in 2000. These three countries may serve as examples of countries that succeeded in holding steady their share of the AIDS disease.

Which of the following, if true, would most seriously undermine the idea that these countries serve as examples as described above?

- (a) Of the three countries, two had a much larger share of world AIDS incidence in 2000 than in 2010.
- (b) Countries should strive to reduce their share of the total AIDS patients in the world, rather than try to hold it constant.
- (c) The three countries have different rates of population growth.
- (d) None of these.

26. In a famous experiment at the IISC campus, when a cat smelled milk, it salivated. In the experiment, a bell was rung whenever food was placed near the cat. After a number of trials, only the bell was rung, whereupon the cat would salivate even though no

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food was present. Such behaviour has been observed in other animals such as dogs, monkeys, etc. and is a vital input for training domesticated animals.

Which of the following conclusions may be drawn from the above experiment?

- (a) Cats and other animals can be easily tricked.
  - (b) The ringing of a bell was associated with food in the mind of the Cat.
  - (c) A conclusion cannot be reached on the basis of one experiment.
  - (d) Two stimuli are stronger than one.
27. At a rally in the Moinul Haque Stadium, candidate Laloo exclaimed: "Nearly everyone at the rally is behind me. It looks like I am going to be elected." Which of the following statements, if true, best supports the above conclusion?
- (a) Laloo's opponent also appeared at the rally.
  - (b) The rally was attended by almost all the residents of Laloo's constituency.
  - (c) Laloo was never defeated in an election.
  - (d) Laloo was supported by the MLA
  - (e) Laloo was an undesirable candidate.
28. Ram is a terrible driver. He has had at least five traffic violations in the past year. Which of the following can be said about the above claim?
- (a) This is an example of an argument that is directed against the person making an argument rather than the argument itself.
  - (b) The argument is fallacious because it contains an illegitimate parallelism.
  - (c) The above argument obtains its strength from a similarity of two compared situations.
  - (d) The argument is built upon an assumption that is not stated but is concealed.
29. Since the late 1970s, there has been a dramatic decline in the incidence of traditional childhood diseases such as chicken pox, in India. This decline has been accompanied by an increased incidence of scleroid malaria, a hitherto rare viral infection among children. Few adults, however, have been affected by the disease. Which of the following, if true, would best help to explain the increased incidence of scleroid malaria among children?
- (a) Hereditary factors determine in part, the degree to which a person is susceptible to the virus that causes scleroid malaria.
  - (b) The decrease in traditional childhood diseases and the accompanying increase in scleroid malaria have not been found in any other country.
  - (c) Children who contract chicken pox develop an immunity to the virus that causes scleroid malaria.
  - (d) None of these.
  - (e) Children who get a rubeolla infection don't get chicken pox.

#### **Questions 30 and 31 are based on the following:**

An annually conducted nationwide survey by a leading health research organization, shows a continuing marked decline in the use of illegal drugs like hashish and charas by high school seniors over the last five years.

30. In using the results of the survey described above, in order to make conclusions about illegal drug use in the teenage population as a whole, which of the following, if true, casts most doubt on the relevance of the survey results?
- (a) Because of cuts in funding, no survey of illegal drug use by high school seniors will be conducted next year.
  - (b) Another survey found an increase in the rate of smoking amongst the high school seniors.
  - (c) Illegal drug use by teenagers is highest in those areas of the country where teenagers are least likely to stay in high school for their senior year.
  - (d) The proportion of high school seniors who say that they strongly disapprove of illegal drug use has declined over the last three years.
  - (e) Both (a) and (c).
31. Which of the following, if true, would provide most support for concluding from the survey results described above that the use of illegal drugs by people below the age of 20 is declining?
- (a) Another survey found an increase in the rate of smoking amongst the high school seniors.
  - (b) In the past, high school seniors were consistently the population group most likely to use illegal drugs and most likely to use them heavily.
  - (c) The percentage of high school seniors who use illegal drugs is consistently very similar to the percentage of all people below the age of 20 who use illegal drugs.
  - (d) Both (b) and (c).
  - (e) All of (a), (b) and (c).

32. The local education authorities in India have recently issued a “prescribed” list of books that are approved for reading in schools by children aged between 5 and 11.

A furor has arisen among many parents because an authoress by the name of Pooja Mehta, very popular with children, has been omitted from the said list. When asked to comment on the omission, the head of the committee that was responsible for preparing the list of books said that the books of Mrs Pooja Mehta have been omitted because “we thought they are of an inferior quality and do not sufficiently stimulate the children’s intellectual ability and not because they contain characters which are stereotypes or may show racial prejudice.”

Which one of the following statements can be inferred from the above paragraph?

- (a) There was an opinion that Mrs Mehta’s books were omitted because they contained characters that were stereotypes or showed racial prejudice.
  - (b) The parents’ view is that Mrs Pooja Mehta’s books might have been left off the list because some of her characters were racist.
  - (c) Mrs Pooja Mehta was popular with children and parents because she included stereotype characters in her books.
  - (d) None of these.
  - (e) Mrs. Pooja Mehta’s speciality was the ability to write about racial prejudice.
33. All televisions emit sounds. And all radios emit sounds. Therefore, I conclude that all televisions are radios.
- The argument above is invalid because
- (a) the writer bases his argument on another argument that contains circular reasoning.
  - (b) the writer has illogically classified two disparate groups together when there is no relationship between them, except that they both have the same attribute.
  - (c) the writer has made a mistaken analogy between two dissimilar objects.
  - (d) the writer has failed to express his reasoning fully.
  - (e) The writer has failed to express a relation between the two objects.
34. In elections in a democratic set up, the proper role of the press is to cover only those factors in the cam-

paign which bear on the eventual outcome. Since the outcome is invariably a victory for the candidate of one of two major parties, the press should not cover the campaigns of candidates of minor parties. The argument above relies on which of the following assumption ?

- (a) It is unlikely that there will be more than three candidates in any given race.
  - (b) Candidates of minor parties will never win elections.
  - (c) The number of votes cast for a candidate of a minor party is not likely to affect the outcome of the contest between the candidates of the two major parties.
  - (d) Both B and C.
  - (e) None of the above.
35. The daily journey from his home to his office takes Shyam on an average fifty five minutes by car. Shyam learns about a different route from a neighbour. This route is longer in distance, but will only take thirty five minutes on the average, because it contains stretches of roads where it is possible to drive at higher speeds. Shyam ‘s only consideration apart from the time factor, is the cost. He calculates that his car will consume 10% less gasoline if he takes the suggested new route. Shyam decides to take the new route for the next two weeks as an experiment.
- If the above were the only considerations, which one of the following may have an effect on the decision Shyam has made?
- (a) Major road work is begun on the shorter distance route, which holds up traffic for an extra ten minutes. The project will take six months, but after it, the improvements will allow the journey to be made in half an hour less than at present.
  - (b) Re-routing of heavy vehicular traffic from the shorter route to a new route, is expected to reduce the amount of traffic to one third of the current levels
  - (c) Shyam finds a third route which is slightly longer than his old route, but shorter than the suggested route.
  - (d) Both A and B.
  - (e) Shyam suffers from an eye problem which makes it difficult for him to drive longer distances.

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36. The cost of housing in many urban parts of India has become so excessive that many young couples, with above-average salaries, can only afford small apartments. EMI and rent commitments are so huge that they cannot consider the possibility of starting a family since a new baby would probably mean either the mother or father giving up a well-paid position—something they can ill afford. The lack of or great cost of child-care facilities further precludes the return of both parents to work.

Which of the following adjustments could practically be made to the situation described above which would allow young couples to improve their housing prospects?

- (a) Encourage couples to remain childless.
- (b) Encourage couples to have one child only.
- (c) Encourage young couples to move to cheaper areas for living.
- (d) None of these is likely to have an impact on the current situation.
- (e) Both (a) and (c).

37. By the early 1990s, the services sector contributed approximately 20 percent of India's GDP. Still, no coherent system of rules, principles, and procedures exist to govern the service sector.

Which of the following best summarises the argument?

- (a) Regulatory systems lag behind reality.
- (b) A regulatory system ought to reflect the importance of the service sector.
- (c) India's GDP was five times its service sector.
- (d) None of these.
- (e) The service sector contributes insignificantly to the GDP.

38. In 1980, Uttam Pradesh earned Rs. 17 million in tourist revenue. By 1990, tourist revenue doubled and in 2000, it reached the sum of Rs. 132 million. Each of the following, if true, may explain the trend in tourist revenue except:

- (a) The number of tourists has increased from 1940 to 1980.
- (b) Average expenditure per tourist has increased.
- (c) Average stay per tourist has increased.
- (d) The number of total hotel rooms has increased.
- (e) Only (a) and (b).

39. Following the massive earthquake in Gujarat, building rules in Gujarat required all apartment buildings constructed after 2002 to have earthquake resistant designs.

From which of the following can the statement above be inferred?

- (a) Apartment buildings built after 2002 had to be earthquake resistant.
- (b) All apartment buildings built in Gujarat after 2002 have to have earthquake resistant designs.
- (c) Some apartment buildings constructed before 2002 had earthquake resistant designs.
- (d) Both A and B.
- (e) Building rules require the buildings to have fixed number of floors.

40. In 1980, the average per capita telephone consumption in India was one telephone per hundred people. By 2005, the figure became one telephone per 8 people.

Each of the following, if true, could explain this trend except:

- (a) The cost of owning telephones has gone down to one fifth of its earlier values.
- (b) There has been a privatisation of the telecom sector in the 1990s.
- (c) Getting a telephone connection has been simplified, and waiting lines have been eliminated.
- (d) There has been an increase in affluence and disposable income amongst the country's vast middle class.
- (e) Only (a) and (b).

#### ANSWER KEY

- |         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 1. (d)  | 2. (b)  | 3. (b)  | 4. (d)  | 5. (c)  |
| 6. (c)  | 7. (a)  | 8. (b)  | 9. (c)  | 10. (d) |
| 11. (b) | 12. (c) | 13. (b) | 14. (c) | 15. (c) |
| 16. (c) | 17. (b) | 18. (d) | 19. (d) | 20. (d) |
| 21. (d) | 22. (b) | 23. (c) | 24. (a) | 25. (b) |
| 26. (b) | 27. (b) | 28. (d) | 29. (c) | 30. (c) |
| 31. (c) | 32. (a) | 33. (b) | 34. (d) | 35. (a) |
| 36. (c) | 37. (b) | 38. (d) | 39. (b) | 40. (b) |





# PREVIOUS YEAR QUESTIONS FROM THE CAT

# 2

## CAT 2003

**Directions for Questions 1 and 2:** *Four alternative summaries are given below each text. Choose the option that best captures the essence of the text.*

1. You seemed at first to take no notice of your school-fellows, or rather to set yourself against them because they were strangers to you. They knew as little of you as you did of them; this would have been the reason for their keeping aloof from you as well, which you would have felt as a hardship. Learn never to conceive a prejudice against others because you know nothing of them. It is bad reasoning, and makes enemies of half the world. Do not think ill of them till they behave ill to you; and then strive to avoid the faults which you see in them. This will disarm their hostility sooner than pique or resentment or complaint.
  - (a) The discomfort you felt with your school fellows was because both sides knew little of each other. You should not complain unless you find others prejudiced against you and have attempted to carefully analyse the faults you have observed in them.
  - (b) The discomfort you felt with your school fellows was because both sides knew little of each other. Avoid prejudice and negative thoughts till you encounter bad behaviour from others, and then win them over by shunning the faults you have observed.
  - (c) You encountered hardship amongst your school fellows because you did not know them well. You should learn to not make enemies because of your prejudices irrespective of their behaviour towards you.
  - (d) You encountered hardship amongst your school fellows because you did not know them well.

You should learn to not make enemies because of your prejudices unless they behave badly with you.

2. The human race is spread all over the world, from the polar regions to the tropics. The people of whom it is made up eat different kinds of food, partly according to the climate in which they live, and partly according to the kind of food which their country produces. In hot climates, meat and fat are not much needed; but in the Arctic regions they seem to be very necessary for keeping up the heat of the body. Thus, in India, people live chiefly on different kinds of grains, eggs, milk, or sometimes fish and meat. In Europe, people eat more meat and less grain. In the Arctic regions, where no grains and fruits are produced, the Eskimo and other races live almost entirely on meat and fish.
  - (a) Food eaten by people in different regions of the world depends on the climate and produce of the region, and varies from meat and fish in the Arctic to predominantly grains in the tropics.
  - (b) Hot climates require people to eat grains while cold regions require people to eat meat and fish.
  - (c) In hot countries, people eat mainly grains while in the Arctic, they eat meat and fish because they cannot grow grains.
  - (d) While people in Arctic regions like meat and fish and those in hot regions like India prefer mainly grains, they have to change what they eat depending on the local climate and the local produce.

## CAT 2004

**Directions for Questions 3 to 5:** *Four alternative summaries are given below each text. Choose the option that best captures the essence of the text.*

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3. Although almost all climate scientists agree that the Earth is gradually warming, they have long been of two minds about the process of rapid climate shifts within larger periods of change. Some have speculated that the process works like a giant oven or freezer, warming or cooling the whole planet at the same time. Others think that shifts occur on opposing schedules in the Northern and Southern Hemispheres, like exaggerated seasons. Recent research in Germany examining climate patterns in the Southern Hemisphere at the end of the last Ice Age strengthens the idea that warming and cooling occurs at alternate times in the two hemispheres. A more definitive answer to this debate will allow scientists to better predict when and how quickly the next climate shift will happen.
  - (a) Scientists have been unsure whether rapid shifts in the Earth's climate happen all at once or on opposing schedules in different hemispheres; research will help find a definitive answer and better predict climate shifts in future.
  - (b) Scientists have been unsure whether rapid shifts in the Earth's climate happen all at once or on opposing schedules in different hemispheres; finding a definitive answer will help them better predict climate shifts in future.
  - (c) Research in Germany will help scientists find a definitive answer about warming and cooling of the Earth and predict climate shifts in the future in a better manner.
  - (d) More research rather than debates on warming or cooling of the Earth and exaggerated seasons in its hemispheres, will help scientists in Germany predict climate changes better in future.
4. Local communities have often come in conflict with agents trying to exploit resources, at a faster pace, for an expanding commercial-industrial economy. More often than not, such agents of resource-intensification are given preferential treatment by the state, through the grant of generous long leases over mineral or fish stocks, for example, or the provision of raw material at an enormously subsidized price. With the injustice so compounded, local communities at the receiving end of this process, have no recourse except direct action, resisting both the state and outside exploiters through a variety of protest techniques. These struggles might perhaps be seen as a manifestation of a new kind of class conflict.
  - (a) A new kind of class conflict arises from preferential treatment given to agents of resource-intensification by the state, which the local community sees as unfair.
  - (b) The grant of long leases to agents of resource-intensification for an expanding commercial-industrial economy leads to direct protests from the local community, which sees it as unfair.
  - (c) Preferential treatment given by the state to agents of resource-intensification for an expanding commercial-industrial economy exacerbates injustice to local communities and leads to direct protests from them, resulting in a new type of class conflict.
  - (d) Local communities have no option but to protest against agents of resource-intensification and create a new type of class conflict when they are given raw material at subsidised prices for an expanding commercial-industrial economy.
5. Modern bourgeois society, said Nietzsche, was decadent and enfeebled—a victim of the excessive “development of the rational faculties at the expense of will and instinct.” Against the liberal-rationalist stress on the intellect, Nietzsche urged recognition of the dark mysterious world of instinctual desires—the true forces of life. Smother the will with excessive intellectualizing and you destroy the spontaneity that sparks cultural creativity and ignites a zest for living. The critical and theoretical outlook destroyed the creative instincts. For man's manifold potential to be realized, he must forego relying on the intellect and nurture again the instinctual roots of human existence.
  - (a) Nietzsche urges the decadent and enfeebled modern society to forego intellect and give importance to creative instincts.
  - (b) Nietzsche urges the decadent and enfeebled modern society to smother the will with excessive intellectualising and ignite a zest for living.
  - (c) Nietzsche criticizes the intellectuals for enfeebling the modern bourgeois society by not nurturing man's creative instincts.
  - (d) Nietzsche blames excessive intellectualisation for the decline of modern society and suggests nurturing creative instincts instead.

CAT 2003

**Directions for Questions 6 to 9:** *Four alternative summaries are given below each text. Choose the option that best captures the essence of the text.*

6. Some decisions will be fairly obvious—“no-brainers.” Your bank account is low, but you have a two-week vacation coming up and you want to get away to some place warm to relax with your family. Will you accept your in-laws’ offer of free use of their Florida beachfront condo? Sure. You like your employer and feel ready to move forward in your career. Will you step in for your boss for three weeks while she attends a professional development course? Of course.

I. Some decisions are obvious under certain circumstances. You may, for example, readily accept a relative’s offer of free holiday accommodation. Or step in for your boss when she is away.

II. Some decisions are no-brainers. You need not think when making them. Examples are condo offers from in-laws and job offers from bosses when your bank account is low or boss is away.

III. Easy decisions are called “no-brainers” because they do not require any cerebral activity. Examples such as accepting free holiday accommodation abound in our lives.

IV. Accepting an offer from in-laws when you are short on funds and want a holiday is a no-brainer. Another no-brainer is taking the boss’s job when she is away.

- |         |        |
|---------|--------|
| (a) I   | (b) II |
| (c) III | (d) IV |

7. Physically, inertia is a feeling that you just can’t move; mentally, it is a sluggish mind. Even if you try to be sensitive, if your mind is sluggish, you just don’t feel anything intensely. You may even see a tragedy enacted in front of your eyes and not be able to respond meaningfully. You may see one person exploiting another, one group persecuting another, and not be able to get angry. Your energy is frozen. You are not deliberately refusing to act; you just don’t have the capacity.

I. Inertia makes your body and mind sluggish. They become insensitive to tragedies, exploitation, and persecution because it freezes your energy and decapitates it.

II. When you have inertia, you don’t act although you see one person exploiting another or one group persecuting another. You don’t get angry because you are incapable.

III. Inertia is of two types—physical and mental. Physical inertia restricts bodily movements. Mental inertia prevents mental response to events enacted in front of your eyes.

IV. Physical inertia stops your body from moving; mental inertia freezes your energy and stops your mind from responding meaningfully to events, even tragedies, in front of you.

- |         |        |
|---------|--------|
| (a) I   | (b) II |
| (c) III | (d) IV |

8. Try before you buy. We use this memorable saying to urge you to experience the consequences of an alternative before you choose it, whenever this is feasible. If you are considering buying a van after having always owned sedans, rent one for a week or borrow a friend’s. By experiencing the consequences first hand, they become more meaningful. In addition, you are likely to identify consequences you had not even thought of before. May be you will discover that it is difficult to park the van in your small parking space at work, but that, on the other hand, your elderly father has a much easier time getting in and out of it.

I. If you are planning to buy a van after being used to sedans, borrow a van or rent it and try it before deciding to buy it. Then you may realise that parking a van is difficult while it is easier for your elderly father to get in and out of it.

II. Before choosing an alternative, experience its consequences if feasible. If, for example, you want to change from sedans to a van, try one before buying it. You will discover aspects you may never have thought of.

III. Always try before you buy anything. You are bound to discover many consequences. One of the consequences of going in for a van is that it is more difficult to park than sedans at the office car park.

IV. We urge you to try products such as vans before buying them. Then you can experience consequences you have not thought of such as parking problems. But your father may find vans more comfortable than cars.

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- (a) I                      (b) II  
(c) III                     (d) IV

9. It is important for shipping companies to be clear about the objectives for maintenance and materials management—as to whether the primary focus is on service level improvement or cost minimization. Often, when certain systems are set in place, the cost minimization objective and associated procedures become more important than the flexibility required for service level improvement. The problem really arises since cost minimization tends to focus on out of pocket costs which are visible, while the opportunity costs, often greater in value, are lost sight of.

I. Shipping companies have to either minimize costs or maximize service quality. If they focus on cost minimization, they will reduce quality. They should focus on service level improvement, or else opportunity costs will be lost sight of.

II. Shipping companies should determine the primary focus of their maintenance and materials management. Focus on cost minimization may reduce visible costs, but ignore greater invisible costs and impair service quality.

III. Any cost minimization program in shipping is bound to lower the quality of service. Therefore, shipping companies must be clear about the primary focus of their maintenance and materials management before embarking on cost minimization.

IV. Shipping companies should focus on quality level improvement rather than cost cutting. Cost cutting will lead to untold opportunity costs. Companies should have systems in place to make the service level flexible.

- (a) I                      (b) II  
(c) III                     (d) IV

CAT 1999

**Directions for Questions 10 to 17:** *Read each of the eight short passages given below and answer the questions that follows it.*

10. Three airlines—IA, JA and SA—operate on the Delhi-Mumbai route. To increase the number of seats sold, SA reduced its fares and this was emulated by IA and JA immediately. The general belief was that

the volume of air travel between Delhi and Mumbai would increase as a result.

Which of the following, if true, would add credence to the general belief?

- (a) Increase in profitability of the three airlines.  
(b) Extension of the discount scheme to the other routes.  
(c) A study that shows that air travelers in India are price-conscious.  
(d) A study that shows that as much as 80% of air travels in India are company-sponsored.

11. According to Mc Neil, a Brahmin priest was expected to be able to recite at least one of the Vedas. The practice was essential for several centuries when the Vedas had not yet been written down. It must have had a selective effect since priests would have been recruited from those able or willing to memorize long passages. It must have helped in the dissemination of the work, since a memorized passage can be duplicated many times.

Which one of the following can be inferred from the above passage?

- (a) Reciting the Vedas was a Brahmin's obligation.  
(b) The Vedic priest was like a recorded audio cassette.  
(c) Mc Neill studied the behavior of the Brahmin priests.  
(d) Vedic hymns had not been scripted.

12. Developed countries have made adequate provisions for social security of senior citizens. State insurers (as well as private ones) offer Medicare and pension benefits to people who can no longer earn. In India, with the collapse of the joint family system, the traditional shelter of the elderly has disappeared. And a state faced with a financial crunch is not in a position to provide social security. So it is advisable that the working population give serious thought to building a financial base for itself.

Which one of the following, if it were to happen, weakens the conclusion drawn in the above passage the most?

- (a) The investable income of the working population as a proportion of its total income will grow in the future.  
(b) The insurance sector is underdeveloped and trends indicate that it will be extensively privatised in the future.

- (c) India is on a path of development that will take it to a developed country's status with all its positive and negative implications.
- (d) If the working population builds a stronger financial base, there will be revival of the joint family system.

13. Various studies have shown that our forested and hilly regions and, in general, areas where biodiversity—as reflected in the variety of flora—is high, are the places where poverty appears to be high. And these same areas are also the ones where educational performances seem to be poor. Therefore, it may be surmised that, even disregarding poverty status, richness in biodiversity goes hand in hand with educational backwardness.

Which of the following statements, if true, can be said to best provide supporting evidence for the surmise mentioned in the passage?

- (a) In regions where there is little variety in flora, educational performance is seen to be as good as in regions with high variety in flora, when poverty levels are high.
  - (b) Regions which show high biodiversity, also exhibit poor educational performance, at low level of poverty.
  - (c) Regions which show high biodiversity reveal high levels of poverty and poor educational performance.
  - (d) In regions where there is low biodiversity, at all levels of poverty, educational performance is seen to be good.
14. Cigarettes constitute a mere 20% of tobacco consumption in India, and fewer than 15% of the 200 million tobacco users consume cigarettes. Yet these 15% contribute nearly 90% of the tax revenues to the exchequer from the tobacco sector. The punitive cigarette taxation regime has kept the tax base narrow, and reducing taxes will expand this base.
- Which one of the following best bolsters the conclusion that reducing duties will expand the tax base?
- (a) The cigarette manufactures' association has decided to indulge in aggressive promotion.
  - (b) There is a likelihood that tobacco consumers will shift to cigarette smoking if cigarette prices were to reduce.

- (c) The cigarette manufacturers are lobbying for a reduction on duties.
- (d) An increase in duties on non-cigarette tobacco may lead to a shift in favour of cigarette smoking.

15. Thomas Malthus, the British clergyman turned economist, predicted that the planet would not be able to support the human population for long. His explanation was that human population grows at a geometric rate, while the food supply grows only at an arithmetic rate.

Which one of the following, if true, would not undermine the thesis offered by Malthus?

- (a) Population growth can be slowed down by the voluntary choices of individuals and not just by natural disasters.
  - (b) The capacity of the planet to feed a growing human population can be enhanced through biotechnological means.
  - (c) Human systems, and natural systems like food supply, follow natural laws of growth, which have remained constant, and will remain unchanged.
  - (d) Human beings can colonise other planetary systems on a regular and ongoing basis to accommodate a growing population.
16. The company's coffee crop for 1998–99 totalled 8079 tonnes, an all-time record. The increase over the previous year's production of 5830 tonnes was 38.58%. The previous highest crop was 6089 tonnes in 1970–71. The company had fixed a target of 8000 tonnes to be realized by the year 2000-01, and this has been achieved two years earlier; thanks to the emphasis laid on the key areas of irrigation, replacement of unproductive coffee bushes, intensive refilling and improved agricultural practices. It is now our endeavour to reach the target of 10,000 tonnes in 2001–02.
- Which one of the following would contribute most to making the target of 10,000 tonnes in 2001–02 unrealistic?
- (a) The potential of the productivity enhancing measures implemented up to now has been exhausted.
  - (b) The total company land under coffee has remained constant since 1969 when an estate in the Nilgiri Hills was acquired.

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- (c) The sensitivity of the crop to climatic factors makes predictions about production uncertain.
- (d) The target-setting procedures in the company have been proved to be sound by the achievement of the 8000 tonne target.
17. Animals in general, are shrewd in proportion as they cultivate society. Elephants and beavers show the greatest signs of this sagacity when they are together in large numbers, but when man invades their communities, they lose all their spirit of industry. Among insects, the labours of the bee and the ant have attracted the attention and admiration of naturalists, but all their sagacity seems to be lost upon separation, and a single bee or ant seems destitute of every degree of industry. It becomes the most stupid insect imaginable and it languishes and soon dies. Which of the following can be inferred from the above passage?
- (a) Humankind is responsible for the destruction of the natural habitat of animals and insects.
- (b) Animals, in general, are unable to function effectively outside their normal social environment.
- (c) Naturalists have great admiration for bees and ants, despite their lack of industry upon separation.
- (d) Elephants and beavers are smarter than bees and ants in the presence of human beings.
18. He tends to
- (a) entertain women.
- (b) be a successful arbitrator when dissenting parties are anxious to agree.
- (c) be helpful when solicited.
- (d) tell a long story to people who have heard it many times before.
19. The unreasonable man tends to
- (a) bring a higher bidder to a salesman who has just closed a deal.
- (b) disclose confidential information to others.
- (c) sing the praises of the bride when he goes to a wedding.
- (d) sleep late and rise early

**Directions for Questions 20 to 24:** Read each of the short passages given below and answer the questions that follow it.

20. The Kolahal party had to fight the Golmal party bitterly to win the mayoral elections. One of the main features of its campaign was that it would make public all the papers related to a scandal during the regime of the Golmal party. After the victory, however, the new mayor got busy introducing many schemes, both liked and not liked by the public. The Golmal party made only mild protests but refrained from tabling a serious no-confidence motion in the council which it could have won by obtaining the support of the independent members. Which of the following statements, if true, implies that the Kolahal party is blackmailing the Golmal party?
- (a) The papers mentioned in the election campaign are prepared and ready.
- (b) Some members of the public disliked the reforms made by the new mayor.
- (c) People complained about collusion between the two parties.
- (d) Independent members were not keen on supporting the Golmal party.
21. Cellular phone services are being provided by two companies in each telecom circle. These companies were awarded the contracts based on the licence fees they agreed to pay the government and were selected on a competitive basis. Cellular phone service providers have found that their profits are much less

#### CAT ARCHIVES

**Directions for Questions 18 and 19:** For each of the two questions, indicate which of the statements given with that particular question is consistent with the description of the unreasonable man in the passage below.

*Unreasonableness is a tendency to do socially permissible things at the wrong time. The unreasonable man is the sort of person who comes to confide in you when you are busy. He serenades his beloved when she is ill. He asks a man who has just lost money by paying a bill for a friend to pay a bill for him. He invites a friend to go for a ride just after the friend has finished a long car trip. He is eager to offer services which are not wanted but which cannot be politely refused. If he is present at an arbitration, he stirs up dissension between the two parties, who are really anxious to agree. Such is the unreasonable man.*

than they expected—in fact, in most cases they are losing money.

Which of the following can be inferred from the above passage?

- (a) All the cellular phone service providers have been operating inefficiently.
  - (b) The government was wrong in allowing private provision of cellular services.
  - (c) Cellular service providers have been unable to match performance to plan.
  - (d) Paging services have eaten into the revenue of the cellular service.
22. Organizations are often defined as groups of people who come together to pursue a common goal. But more often than not, goals diverge as much as they converge, making the rationality of the overall organization no more than an elusive ideal. Beneath the collective irrationality, however, organizations are often operating in a way that is eminently rational from the standpoint of the individuals, groups and coalitions directly involved.
- Which of the following can be inferred from the above passage?
- (a) If all employees of an organization pursue their individual goals, one can never have an organization that behaves rationally.
  - (b) Although conceptually, an organization may appear to be irrational—behaviors of individuals, groups and coalitions in the organization may be rational.
  - (c) As individuals, groups or coalitions in an organization pursue their own interests, the conceptual issues of rational behavior get blurred.
  - (d) Since people are essentially irrational, the ideal of building a rational organization is elusive.
23. BSE officials point out that ever since on-line trading took off, surveillance isn't difficult any more. Sophisticated software has been installed for continuous monitoring of stock prices. If that is so, how could the unnatural spurt in prices of operator-driven stock go unnoticed? There does not seem to be regular checks or supervision.

Which of the following can be inferred from the above passage?

- (a) The software used at BSE is not as sophisticated as it is claimed to be.

- (b) The operators can drive stock prices crazy irrespective of the kind of software installed.
- (c) Nobody can ever predict how stock prices move in the market.
- (d) Having the infrastructure in place is one thing, but proper utilization is another.

24. At a movie theatre in Bangalore, last year, the proprietor decided to sell about one-third of his total balcony capacity on the internet. The response was tremendous. On every new release, the entire on-line capacity was sold out. Today, there are at least 2 million educated and well-heeled consumers in India who are ordering everything from cinema tickets to paan and tennis racquets to shirts from the comfort of their offices or homes.

Which of the following can be inferred from the above passage?

- (a) There is a growing breed of computer-savvy consumers in Bangalore.
- (b) It is more comfortable to purchase movie tickets through the internet.
- (c) A retailing revolution is underway in India, with the advent of the internet.
- (d) The proprietor of the theatre can profitably decide to sell all the balcony tickets through the internet.

**Directions for Questions 25 and 26:** *Each passage below is followed by a question and four alternative answers. Select the best alternative.*

25. In the Panchatantra, a woodpecker offered the following words of consolation to a hensparrow whose eggs had been crashed by an elephant with spring fever:

For the lost and dead and past

The wise have no laments:

Between the wise and fools

Is just this difference.

This stanza highlights an important lesson that:

- (a) wisdom is a direct function of retaining the lessons contained in the past.
- (b) there is no end to the reward of discriminating judgement.
- (c) one must be sensitive to the past only in so far as it offers wisdom, not as an object of brooding or regret.

### 3.34 *How to Prepare for Verbal Ability and Reading Comprehension for the CAT*

(d) Joy results from resolute yet circumspect use of the active powers; only the foolish would do otherwise.

26. The Sanskrit text of the Laws of Manu were first translated into English in 1794 and translations into other European languages swiftly followed. For Nietzsche, the humane wisdom of Manu far surpassed that of the New Testament; for the British Raj, it seemed to be the perfect tool with which to rule the Hindu. No understanding of modern India is possible without it and in the richness of its ideas, its aphoristic profundity and its relevance to universal human dilemmas, Manu stands beside the great epics, the Ramayana and the Mahabharata. The author of this passage

- (a) believes that the Laws of Manu are greater than the epics.
- (b) exaggerates the importance of Manu in Hinduism by declaring it to be the last word on the subject.
- (c) states that Manu's work is comparable to the great epics.

(d) Believes that the British could not have ruled India without reading the Laws of Manu; so great was its importance.

#### **ANSWER KEY**

##### **CAT 2003**

1. (b)    2. (a)

##### **CAT 2004**

3. (b)    4. (c)    5. (a)

##### **CAT 2003**

6. (a)    7. (d)    8. (b)    9. (b)    10. (c)

##### **CAT 1999**

11. (c)    12. (c)    13. (d)    14. (b)    15. (c)  
16. (a)    17. (b)

##### **CAT Archives**

18. (d)    19. (a)    20. (a)    21. (c)    22. (b)  
23. (d)    24. (c)    25. (c)    26. (c)





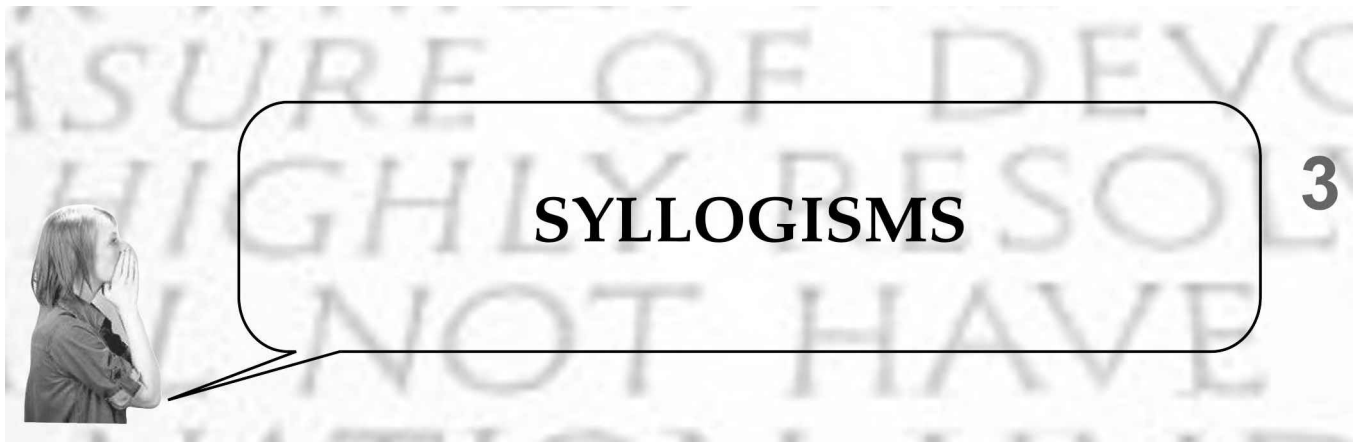
Although Syllogisms have not been seen in the CAT examination after 2000, they remain a vital question type as they are very commonly asked in almost all categories of Management entrance and other aptitude examinations. Besides, they can make a re-entry as an important question type for the CAT in any given year. Hence, familiarising yourself with syllogisms is crucial to your preparations for the CAT and other Aptitude exams.

This section will help you in the following ways:

- In the chapter on syllogisms, you would see the various question types that are asked under syllogisms.
- You would also learn about the processes to solve them.







## SYLLOGISMS—THEORY

Syllogisms can be defined as a deductive scheme under which a formal argument is made. It consists of a major and a minor premise, leading up to a conclusion.

For example, let us look at the following example:

*Major Premise:* Every crime is deplorable;

*Minor Premise:* Eve teasing is a crime;

*Conclusion:* Eve teasing is deplorable.

Questions based on Syllogisms always first state the premises and then ask you to derive the conclusion on the basis of the relationship existing between the different elements of the premises.

The best method for solving syllogisms involves the use of Venn Diagrams. We will first look at the main types of premises and then look in detail at the process to be used to solve questions of syllogisms.

## PREMISES—VARIOUS PATTERNS

A premise is defined as a proposition antecedently supposed or proved as a basis of argument or inference. In other words: something assumed or taken for granted.

### Type 1: All A's are B's (Or No A is not B):

There are two possible Venn diagrams for this situation. These are:

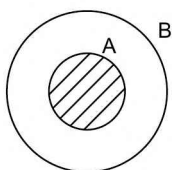


Fig. A

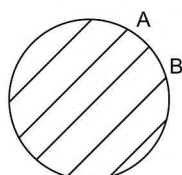


Fig. B

The following reactions to the premise *All A's are B's* are valid:

- (a) *Some B's are A's*. This is a definite conclusion. This is true in both Figures A and B.
- (b) *Some B's are not A's*. This is a probable conclusion and will occur only if the conclusion *All B's are A's* is not true.

Hence, it can be stated that if All A's are B's, then either All B's are A's (No B is Not A) or Some B's are not A's. As can be seen in the figures above, either *Some B's are not A's* (Figure A) or *All B's are A's* (as seen in Figure B).

### Type 2: Some A's are B's

This premise is represented by the following figure:

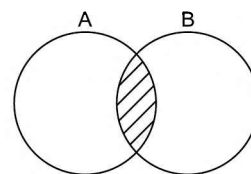


Fig. A

The valid reaction to this premise is:

*Some B's are A's*

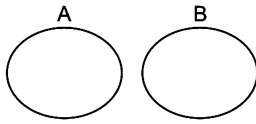
This is a definite conclusion (as can be seen clearly in figure A above.)

Although the above figure also supports the conclusion—some B's are not A's, this cannot be taken as a definite conclusion. This is because, when we say that *Some A's are B's*, it does not mean that there have to be some B's that are not A's.

### Type 3: No A is B

This premise is represented by the following figure:

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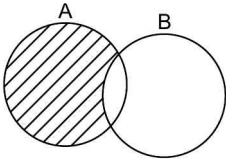


**Fig. A**

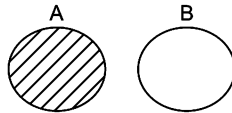
The conclusion *No B is A* is a valid conclusion.

**Type 4: Some A's are not B (Or All A is not B)**

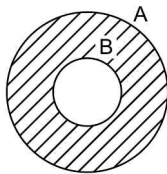
There could be three possible Venn Diagrams in this case, as shown below:



**Fig. A**



**Fig. B**



**Fig. C**

**STANDARD PROCESS FOR SOLVING SYLLOGISM QUESTIONS**

The most logical process of solving Syllogism questions is through Venn diagrams. The following examples will make the process clear:

**Solved Examples**



1. (A) All tigers lay eggs. (B) All cats lay eggs.  
 (C) Some cats can fly. (D) All tigers cannot fly.  
 (E) All tigers are cats. (F) All tigers cannot swim.  
 (a) BEA (b) ABE  
 (c) DEC (d) ECB



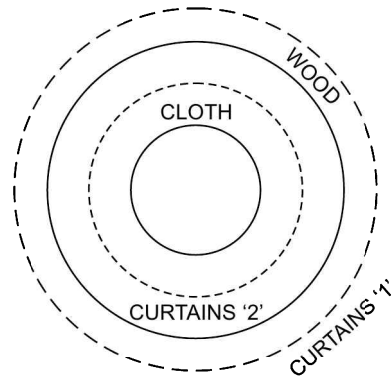
In the above question, it can be clearly seen that the sequence BEA is the most appropriate since if all cats lay eggs is true and it is also true that all tigers are cats, then it will also be true that all tigers lay eggs.

2. (A) Some curtains are cloth. (B) All cloth is wood.  
 (C) All that is wood is cloth. (D) All cloth are curtains.  
 (E) All curtains are wood. (F) Some curtains are wood.  
 (a) BED (b) BDF  
 (c) FAB (d) FBA.



BDF is the most logical sequence here since if we take B and D as the premises, then the curtains which are cloth, will also be wood.

The Venn diagram for BD will look like this—

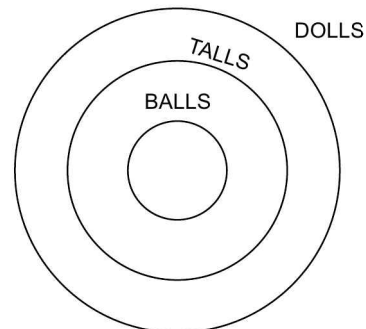


Hence, F is the correct conclusion.

3. (A) All balls are talls. (B) Some talls are dolls.  
 (C) Some dolls are balls. (D) Some talls are not balls.  
 (E) All talls are dolls. (F) No talls are dolls.  
 (a) EAC (b) BCD  
 (c) ABC (d) EDC



EA will give the following figure which will give C as the conclusion. Hence, the answer is (a).



4. (A) Some stone is bone. (B) All slipper is bone.  
 (C) All bone is stone. (D) No stone is slipper.  
 (E) No bone is stone. (F) Some bone is slipper.  
 (a) BCA (b) AFE  
 (c) DEC (d) CEA

(CAT 1996)

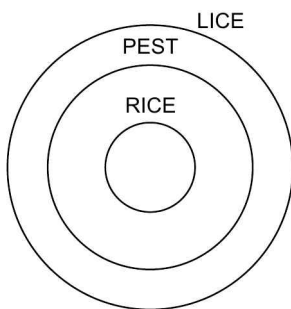


(a) is the obvious answer here, since if all bone is stone(C), then obviously, some stone is bone(A).

5. (A) No rice is a pest. (B) All pest is lice.  
 (C) Some rice is lice. (D) All rice is pest.  
 (E) All rice is lice. (F) No rice is lice.  
 (a) BEF (b) FCB  
 (c) ABF (d) BDE



BDE will give the following Venn Diagram which makes E the correct conclusion for the premises BD.



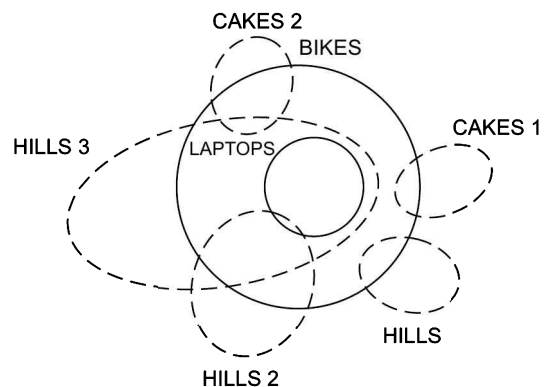
6. For this question, you have to base your conclusion on the three premises (viz: a, b and c). Identify the correct answer from amongst the options given to you:

- Statements a. Some cakes are bikes  
 b. Some bikes are hills  
 c. All laptops are bikes
- Conclusions I. All laptops are hills  
 II. Some laptops are cakes  
 III. Some cakes are hills  
 IV. Some laptops are not cakes
- 1) Only I follows  
 2) Only either II or IV follows  
 3) Only I or III follow

- 4) Only I and IV follows  
 5) None of these



For the question above, the following Venn Diagram can be drawn:



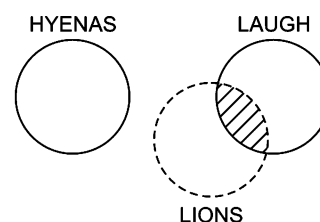
It is clear from the figure that the conclusion 'All Laptops are Hills' does not hold.

Similarly, some Cakes are hills is also not necessarily true. If we take a look at II & IV, we can conclude that one of them has to be true. Hence, the answer is (2).

7. (A) No hyenas laugh. Some who laugh are lions. Some lions are not hyenas.  
 (B) All ghosts are red. Some ghosts do not dance. Some dancers are not red.  
 (C) Australians indulge in swearing. Those who swear are fined. Some who are fined are not Australians.  
 (D) Some Europeans are Spanish. All Europeans are British. Some British are Spanish.  
 (a) A and B (b) C only  
 (c) A and D (d) D only

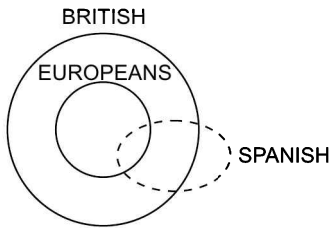


The following Venn Diagram can be made for the sequence A:



Obviously, the lions who laugh are not hyenas. Hence, the conclusion is justified.

The following Venn Diagram will be made for the sequence D:

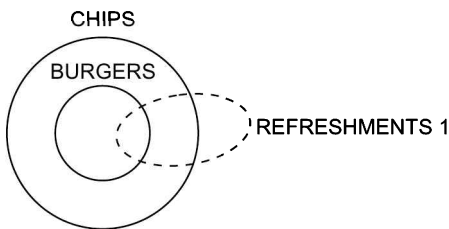


It is obvious that whatever circle we draw for Spanish (apart from the one shown) it will have to intersect the circle for Europeans. This in effect, means that, it has also to intersect with the British circle. Hence, the conclusion that 'Some British are Spanish' is justified.

8. (A) All Pakistanis are brave. All baskets are Pakistanis: All brave are baskets.  
 (B) No golfers are Asian. All golfers are athletic. Some Asians are pros.  
 (C) All burgers are chips. Some refreshments are burgers. Some refreshments are chips.  
 (D) Some bowlers are fast. All bowlers are spinners. Some spinners are fast.  
 (a) C and D                      (b) Band C  
 (c) A only                        (d) C only

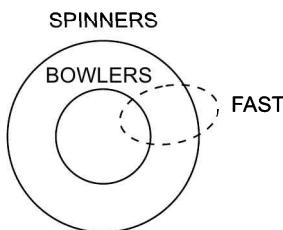


The following Venn Diagram can be made for the sequence C:



The conclusion for C is justified in exactly the same way as the one for the sequence D of Solved Example 7.

The following Venn Diagram can be made for sequence D:



As is clear from the diagram above, the conclusion is justified on the basis of the same logic as for the last two diagrams.

## PRACTICE EXERCISES

### Type 1

**Directions for Questions 1 to 10:** In each of the questions below are given two statements followed by two conclusions numbered I and II. You have to take the two given statements as true even if they seem to be at variance with commonly known facts. Read all the conclusions and then decide which of the given conclusions logically follow(s) from the given statements, disregarding commonly known facts.

- Give answers (a) if only conclusion I follows.  
 (b) if only conclusion II follows.  
 (c) if either I or II follows.  
 (d) if neither I nor II follows  
 (e) if both follow

- Statements: (A) All cats are dogs.  
 (B) All dogs are brown.

Conclusions: I. All cats are brown.  
 II. All brown are dogs.
- Statements: (A) All computers are pentiums.  
 (B) Some pentiums are machines.

Conclusions: I. Some computers are machines.  
 II. Some machines are computers.
- Statements: (A) Some apples are fruit.  
 (B) Some fruits are sour.

Conclusions: I. Some apples are sour.  
 II. Some sour are fruit.
- Statements: (A) Some rods are sticks.  
 (B) Some scales are rods.

Conclusions: I. Some sticks are rods.  
 II. Some scales are sticks.
- Statements: (A) Architects marry only fair girls.  
 (B) Bimla is very fair.

Conclusions: I. Bimla was married to an Architect.  
 II. Bimla was not married to an Architect.
- Statements: (A) Sehwag is a good batsman.  
 (B) Batsmen are physically powerful.

Conclusions: I. All physically powerful are Batsmen.

7. *Statements:* (A) Some cats are white.  
(B) Milk is white.  
*Conclusions:* I. Some cat is milk.  
II. Some white is milk.
8. *Statements:* (A) All pens are long.  
(B) All pencils are long.  
*Conclusions:* I. All pens are pencils.  
II. Some pens are pencils.
9. *Statements:* (A) All resorts have scenery.  
(B) Mahabaleshwar is a resort.  
*Conclusions:* I. Mahabaleshwar has scenery.  
II. Places other than resorts don't have scenery.
10. *Statements:* (A) All teenagers go to cinema.  
(B) Raveesh doesn't go to cinema.  
*Conclusions:* I. Raveesh is not a teenager.  
II. Going to cinema is not essential to be a teenager.

**Type 2**

**Directions for Questions 11 to 40:** In each of the questions below are given three statements followed by four conclusions numbered I, II, III and IV. You have to take the three given statements to be true even if they seem to be at variance with commonly known facts. Read all the conclusions and then decide which of the given conclusions logically follow(s) from the given statements disregarding commonly known facts.

11. *Statements:* (A) Some apples are fruits.  
(B) All vegetables are fruits.  
(C) All fruits are vegetables.  
*Conclusions:* I. Some apples are vegetables.  
II. All vegetables are fruits.  
III. All fruits are apples.  
IV. All vegetables are apples.  
(a) Only I and II follow.  
(b) Only II follows.  
(c) Only I and IV follow.  
(d) Only II and IV follow.  
(e) None of these.
12. *Statements:* (A) Some cars are four wheelers.  
(B) All four wheelers are vehicles.  
(C) Some vehicles are SUVs.  
*Conclusions:* I. Some SUVs are four wheelers.  
II. Some vehicles are four wheelers.  
III. Some vehicles are cars.  
IV. Some SUVs are cars.  
(a) All follow  
(b) Only II & III follow  
(c) Only III follows  
(d) Either III or IV follows  
(e) None of these.
13. *Statements:* (A) All principals are men.  
(B) Some women are principals.  
(C) All humans are women.  
*Conclusions:* I. All humans are men.  
II. Some humans are principals.  
III. Some men are principals.  
IV. All women are men.  
(a) Only I follows  
(b) Only II follows  
(c) Only I and III follow  
(d) Only III follows  
(e) None of these.
14. *Statements:* (A) Most architects are writers.  
(B) No writer is a driver.  
(C) All drivers are architects.  
*Conclusions:* I. Some writers are architects.  
II. All architects are drivers.  
III. No driver is a writer.  
IV. Some drivers are writers.  
(a) Only I follows.  
(b) Only II and III follow.  
(c) Only I and III follow  
(d) Either III or IV follows.  
(e) None of these
15. *Statements:* (A) All registers are books.  
(B) All books are written materials.  
(C) All written materials are novels.  
*Conclusions:* I. All books are novels.  
II. All written materials are registers.  
III. All registers are novels.  
IV. All novels are books.  
(a) Only I and II follow  
(b) Only II and III follow

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- (c) Only I and III follow  
(d) All follow  
(e) None of these.
16. *Statements:* (A) Some cats are animals.  
(B) Some animals are mammals.  
(C) Some mammals are earthlings.  
*Conclusions:* I. Some earthlings are cats.  
II. Some mammals are cats.  
III. Some earthlings are animals.  
IV. Some cats are earthlings.  
(a) None follow.  
(b) All follow  
(c) Only I and II follow  
(d) Only II and IV follow  
(e) Only III and IV follow
17. *Statements:* (A) No apple is mango.  
(B) All mangoes are fruits.  
(C) All fruits are vegetarian.  
*Conclusions:* I. No fruit is apple.  
II. No vegetarian is apple.  
III. Some vegetarians are mango.  
IV. Some vegetarians are apples.  
(a) None follows  
(b) All follow  
(c) Either II or IV and III follow  
(d) Either II or III and I follow  
(e) None of these.
18. *Statements:* (A) All pens are pencils.  
(B) Some pencils are markers.  
(C) All markers are ball points.  
*Conclusions:* I. Some markers are pens.  
II. Some ball points are pencils.  
III. Some ball points are pens.  
IV. Some pencils are pens.  
(a) None follows  
(b) Only I and III follows  
(c) All follows  
(d) Only II and IV follows  
(e) None of these.
19. *Statements:* (A) Some dogs are cats.  
(B) Some cats are hounds.  
(C) Some hounds are animals.  
*Conclusions:* I. Some animals are dogs.  
II. Some hounds are dogs.  
III. Some animals are cats.  
IV. No animals are cats.
- (a) None follows  
(b) Only III follows  
(c) Only either I or IV and III follows  
(d) Only either I or IV and II follows  
(e) None of these.
20. *Statements:* (A) All leaves are fruits.  
(B) No fruit is vegetable.  
(C) All vegetables are panthers.  
*Conclusions:* I. Some fruits are leaves.  
II. All fruits are leaves.  
III. Some panthers are vegetables.  
IV. All panthers are vegetables.  
(a) Only II and IV follow  
(b) Only either I or II follow  
(c) Only either III or IV follows  
(d) All follows  
(e) None of these.
21. *Statements:* (A) Some panthers are cats.  
(B) All cats are mammals.  
(C) Some mammals are not panthers.  
*Conclusions:* I. Some mammals are panthers.  
II. All panthers are mammals.  
III. All cats are panthers.  
IV. All mammals are panthers.  
(a) None follows  
(b) Only I follows  
(c) Only I and II follows  
(d) Only II and III follows  
(e) All follows.
22. *Statements:* (A) Some young are boys.  
(B) All boys are actors.  
(C) Some actors are cars.  
*Conclusions:* I. Some actors are young.  
II. Some cars are young.  
III. Some cars are boys.  
IV. Some boys are young.  
(a) None follows  
(b) Only IV follows  
(c) Only I follows



- (d) Both I and IV follows  
(e) None of these.
23. *Statements:* (A) All actors are males.  
(B) Some artists are males.  
(C) All singers are artists.  
*Conclusions:* I. Some artists are actors.  
II. Some singers are males.  
III. Some males are actors.  
IV. No singers are male.  
(a) Only either II or IV and III follow  
(b) Only either II or IV and I follow  
(c) Only either I or II and IV follow  
(d) None follows  
(e) None of these.
24. *Statements:* (A) All cats are drakes.  
(B) No drake is a mare.  
(C) All mares are animals.  
*Conclusions:* I. No cat is a mare.  
II. Some animals are mares.  
III. Some drakes are cats.  
IV. Some cats are mares.  
(a) All follow  
(b) Only either I or II and both III and IV follow  
(c) Only either I or IV and both II and III follow  
(d) Only either I or IV and II follow  
(e) None of these.
25. *Statements:* (A) Some cars are vehicles.  
(B) Some vehicles are machines.  
(C) Some machines are mechanics.  
*Conclusions:* I. Some mechanics are machines.  
II. Some vehicles are cars.  
III. Some machines are cars.  
IV. Some mechanics are vehicles.  
(a) All follow  
(b) Only I and II follow  
(c) Only III and IV follow  
(d) Only I and IV follow  
(e) None follows.
26. *Statements:* (A) All desks are boards.  
(B) All boards are flat.  
(C) All flat are white.  
*Conclusions:* I. All white are desks.  
II. All boards are white.  
III. Some white are flat.  
IV. Some flat are desks.  
(a) All follows  
(b) Only I, II and IV follow  
(c) Only III and IV follow  
(d) II, III and IV follow  
(e) None of these.
27. *Statements:* (A) Some opels are televisions.  
(B) Some televisions are bulbs.  
(C) All tubes are bulbs.  
*Conclusions:* I. Some opels are tubes.  
II. Some opels are bulbs.  
III. No tube is opel.  
IV. All bulbs are tubes.  
(a) None follows  
(b) Both III and II follow  
(c) Only either II or III follows  
(d) Only either I or III follows  
(e) Only either I or IV follows
28. *Statements:* (A) Some trains are cars.  
(B) All cars are rivers.  
(C) Some roads are rivers.  
*Conclusions:* I. Some rivers are trains.  
II. Some roads are trains.  
III. Some roads are cars.  
IV. Some rivers are roads.  
(a) IV follows  
(b) Only I and II follow  
(c) Only either I or III follows  
(d) Only either II or III follows  
(e) Only either I or IV follows.
29. *Statements:* (A) All Cats are Lions.  
(B) Some Lions are mice.  
(C) All mice are giraffes.  
*Conclusions:* I. Some mice are cats.  
II. Some giraffes are lions.  
III. Some giraffes are cats.  
IV. Some giraffes are mice.  
(a) Only I and II follow  
(b) Only I and III follow  
(c) Only II and III follow  
(d) Only III and IV follow  
(e) None of these.

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30. *Statements:* (A) All pencils are pens.  
(B) No pens are markers.  
(C) All markers are drawings.  
*Conclusions:* I. No pencil is a marker.  
II. No pencil is a drawing.  
III. Some drawings are pens.  
IV. Some markers are pencils.
- (a) Only I follows  
(b) Only I and II follow  
(c) Only II and III follow  
(d) Only III and IV follow  
(e) None of these.
31. *Statements:* (A) Some apples are flowers.  
(B) No flower is a papaya.  
(C) All papayas are baskets.  
*Conclusions:* I. Some apples are baskets.  
II. Some baskets are papayas.  
III. Some baskets are apples.  
IV. Some flowers are apples.
- (a) All follow  
(b) None follows  
(c) Only II and IV follow  
(d) Only II and III follow  
(e) None of these.
32. *Statements:* (A) Some cars are horses.  
(B) All horses are guns.  
(C) All guns are cows.  
*Conclusions:* I. Some cows are cars.  
II. Some cows are horses.  
III. Some cows are guns.  
IV. Some cars are guns.
- (a) None follows  
(b) Only I and II follow  
(c) Only II and III follow  
(d) Only III and IV follow  
(e) All follow.
33. *Statements:* (A) Some desks are apartments.  
(B) All apartments are cars.  
(C) Some cars are trucks.  
*Conclusions:* I. Some desks are trucks.  
II. Some desks are cars.  
III. Some cars are apartments.  
IV. No truck is a desk.
- (a) None follows  
(b) Only I and II follow  
(c) Only II and III follow  
(d) Either II or IV follow  
(e) None of these.
34. *Statements:* (A) All cats are cows.  
(B) All horses are cows.  
(C) Some cows are bulls.  
*Conclusions:* I. Some cats are horses.  
II. Some horses are bulls.  
III. Some bulls are cats.  
IV. All bulls are cows.
- (a) None follows  
(b) Only I follows  
(c) Only I and III follow  
(d) Only II and IV follow  
(e) All follow.
35. *Statements:* (A) Some cats are elephants.  
(B) No elephant is river.  
(C) All rivers are roads.  
*Conclusions:* I. No cat is river.  
II. Some roads are rivers.  
III. Some elephants are cat.  
IV. Some cats are rivers.
- (a) Only I and II follow  
(b) Only II, III and IV follow  
(c) Only either I or IV and III follow  
(d) Only I, II and III follow.  
(e) None of these.
36. *Statements:* (A) All mirrors are phones.  
(B) Some phones are gadgets.  
(C) All gadgets are mirrors.  
*Conclusions:* I. Some gadgets are phones.  
II. Some gadgets are mirrors.  
III. Some gadgets are not mirrors.  
IV. Some mirrors are phones.
- (a) None follows  
(b) Only I and II follow  
(c) Only II and III follow  
(d) Either II or IV follow  
(e) None of these.
37. *Statements:* (A) No proud is animal.  
(B) Some sheeps are animals.

- (C) All cats are sheeps.
- Conclusions:* I. No cat is proud.  
II. Some cats are animals.  
III. No animal is cat.  
IV. Some prouds are sheeps.
- (a) Only III follows  
(b) Only either II or III follows  
(c) Only I follows  
(d) Only I and either II or III follow  
(e) None of these.
38. *Statements:* (A) All grapes are apples.  
(B) All papayas are apples.  
(C) Some apples are mangoes.
- Conclusions:* I. No grape is mango.  
II. Some papayas are not mangoes.  
III. Some grapes are papayas.  
IV. All mangoes are grapes.
- (a) Only I follows  
(b) Either I or III follows  
(c) Only II and III follow  
(d) Only I, II and III follow  
(e) None of these.
39. *Statements:* (A) Some bats are rackets.  
(B) Some rackets are bats.  
(C) Some bats are balls.
- Conclusions:* I. Some balls are bats.  
II. Some balls are not bats.  
III. No racket is ball.  
IV. No bat is ball.
- (a) Only I and IV follow  
(b) Only II follows  
(c) Only I and III follow  
(d) Only I or IV follows  
(e) None of these.
40. *Statements:* (A) All stereos are cds.  
(B) Some stereos are cassettes.  
(C) Some cds are pens.
- Conclusions:* I. Some pens are stereos.  
II. Some cds are cassettes.  
III. Some pens are cassettes.  
IV. All stereos are pens.
- (a) Either I or IV follows  
(b) Only II and III follow  
(c) Either I or IV and II follow  
(d) Only II follows  
(e) None of these.
41. *Statements:* (A) Some sacks are backs.  
(B) All backs are bones.  
(C) No bone is muscle.
- Conclusions:* I. Some sacks are not muscles.  
II. Some sacks are not bones.  
III. All sacks are bones.  
IV. No sack is muscle.
- (a) Only I follows  
(b) None follows  
(c) Only IV follows  
(d) I and either II or III follow  
(e) None of these.
42. *Statements:* (A) All rackets are jackets.  
(B) No cow is cat.  
(C) Only cats are dogs.
- Conclusions:* I. Some rackets are not cats.  
II. Some cats are jackets.  
III. Some rackets are cats.  
IV. No dog is a cow.
- (a) Only either I or II and IV follow  
(b) Only II and IV follow  
(c) Only III and IV follow  
(d) Only I and IV follow  
(e) None of these.
43. *Statements:* (A) All stairs are lifts.  
(B) No lift is an escalator.  
(C) Some escalators are helicopters.  
(D) Some lifts are planes.
- Conclusions:* I. No stairs is an escalator.  
II. Some helicopters are not escalators.  
III. Some stairs are planes.  
IV. Some helicopters are escalators.
- (a) Only I and either II or IV follow  
(b) Only I and IV follow  
(c) Either II or IV follows  
(d) Only I, III or IV follows  
(e) None of these.
44. *Statements:* (A) All boxes are cartons.  
(B) All cartons are packages.

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- (C) Some packages are letters.  
(D) No box is a parcel.
- Conclusions:* I. All boxes are packages.  
II. Some boxes are not cartons.  
III. All packages are letters.  
IV. Some packages are not letters.
- (a) Only I and either III or IV follow  
(b) Only I, II and either III or IV follow  
(c) Only I and II follow  
(d) Only I follows  
(e) None of these.
45. *Statements:* (A) Most bulls are cows.  
(B) No bull is horse.  
(C) All horses are cows.
- Conclusions:* I. Some cows are not horses.  
II. All cows are not horses.  
III. Some bulls are cows.  
IV. Some bulls are not horses.
- (a) Only II, III and IV follow  
(b) Either I or II and III and IV follow  
(c) Only I, III and IV follow  
(d) All follow  
(e) None of these.
46. *Statements:* (A) Many perfumes are diamonds.  
(B) All aspirins are powder.  
(C) No perfume is powder.
- Conclusions:* I. Some diamonds are not powders.  
II. Some diamonds are powders.  
III. No aspirins are perfume.  
IV. Some diamonds are not aspirins.
- (a) Only I, III and IV follow  
(b) Either I or II and III and IV follow  
(c) Only III and IV follow  
(d) Only I and IV follow  
(e) None of these.
47. *Statements:* (A) All bulls are bells.  
(B) Some bulls are cows.  
(C) Some bells are chairs.
- Conclusions:* I. Some cows are chairs.  
II. Some bells are bulls.  
III. All bells are cow.  
IV. All bells are bulls.
- (a) All follow  
(b) None follows  
(c) Only II follows  
(d) Only II and III follow  
(e) None of these.
48. *Statements:* (A) Some cakes are bikes.  
(B) Some bikes are hills.  
(C) All laptops are bikes.
- Conclusions:* I. All laptops are hills.  
II. Some laptops are cakes.  
III. Some cakes are hills.  
IV. Some laptops are not cakes.
- (a) Only I follows  
(b) Only either II or IV follows  
(c) Only I or III follows  
(d) Only I and IV follows  
(e) None of these.
49. *Statements:* (A) Some pots are pans.  
(B) Some pans are cookers.  
(C) Some cookers are rafts.
- Conclusions:* I. Some rafts are pans.  
II. Some cookers are pots.  
III. Some rafts are pans.  
IV. Some pots are cookers.
- (a) All follow  
(b) None follows  
(c) Only I and III follow  
(d) Only II and IV follow  
(e) None of these.
50. *Statements:* (A) Most chairs are tables.  
(B) No chairs are trolleys.  
(C) All trolleys are tables.
- Conclusions:* I. Some tables are not trolleys.  
II. All tables are not trolleys.  
III. Some chairs are tables.  
IV. Some chairs are not trolleys.
- (a) Only II, III and IV follow  
(b) Either I or II, III and IV follow  
(c) Only I, III and IV follow  
(d) All follow  
(e) None of these.

**Type 3**

**Directions for Questions 51 to 70:** Each question contains six statements, followed by four options of combinations of any three of the given sentences. Choose the option in which the combinations are logically related.

51. A) All Martians eat sausages.  
 B) All those who eat sausages are not Martians.  
 C) All those who eat sausages are herbivorous.  
 D) All Martians are carnivorous.  
 E) All those who eat sausages are carnivorous.  
 F) Martians are herbivorous.  
 (a) BCE (b) ABE  
 (c) ACD (d) ACF
52. A) All lotuses have flowers.  
 B) All lotuses have nectar.  
 C) All plants with nectar have flowers.  
 D) All shrubs have lotuses.  
 E) All shrubs have nectar.  
 F) Some lotuses have flowers.  
 (a) BEF (b) BCF  
 (c) BDE (d) ACF
53. A) No summer is a season.  
 B) Some seasons are summers.  
 C) Some seasons are winters.  
 D) No seasons are winters.  
 E) Some summers are not winters.  
 F) All summers are winters.  
 (a) DFA (b) BEF  
 (c) CEB (d) DEB
54. A) All falcons fly high.  
 B) All falcons are blind.  
 C) All falcons are birds.  
 D) All birds are yellow.  
 E) All birds are thirsty.  
 F) All falcons are yellow.  
 (a) ABC (b) CDF  
 (c) DEF (d) BCA
55. A) No nails are wires.  
 B) Some hooks are wires.  
 C) All hooks are nails.  
 D) Some wires are not nails.  
 E) No wire is a hook. F. All nails are hooks.  
 (a) AED (b) BCF  
 (c) BEF (d) ACE
56. A) Some dabba are cobra.  
 B) All dabba are Chabi.  
 C) All cobra are dabba.  
 D) All cobra are not dabba.  
 E) Some chabi are dabba.  
 F) Some chabi are cobra.  
 (a) AEF (b) BCF  
 (c) ABD (d) BCE
57. A) No train is a claim.  
 B) All heads are claims.  
 C) No head is a train.  
 D) Some heads are not trains.  
 E) Some trains are heads.  
 F) Some claims are not trains.  
 (a) ACD (b) ADF  
 (c) ABC (d) CDF
58. A) All balls are Barbie.  
 B) All bats are Barbie.  
 C) All bats are balls.  
 D) Some bats are Barbie.  
 E) Some Barbie are balls.  
 F) No ball is Barbie.  
 (a) CDE (b) CEF  
 (c) ACD (d) BEF
59. A) Some apartments are not multistories.  
 B) Some multistories are not apartments.  
 C) No house is a skyscraper.  
 D) All multistories are houses.  
 E) Some multistories are apartments.  
 F) Some houses are not apartments.  
 (a) ACE (b) BDF  
 (c) FDA (d) ACF
60. A) All bows are arrows.  
 B) No arrow is a casket.  
 C) No bow is a casket.  
 D) Some caskets are arrows.  
 E) Some bows are caskets.  
 F) No casket is a bow.  
 (a) BDE (b) ACB  
 (c) CDF (d) ABF
61. A) Some soaps are not shampoos.  
 B) Some shampoos are not soaps.  
 C) No oil is shampoo.

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- D) All shampoos are oils. (a) ABC (b) CEF  
E) Some shampoos are soaps. (c) CDA (d) ABE  
F) Some who are oils are not soaps.  
(a) ACF (b) DEF  
(c) ABC (d) BDF
62. A) Some humans are late.  
B) All humans are bad.  
C) All late things are humans.  
D) All late things are bad.  
E) Some bad things are humans. F. Some bad things are late.  
(a) AFE (b) BCF  
(c) BCA (d) BCE
63. A) All Shomes are bright.  
B) No bright Shomes are Bands.  
C) Some Shomes are Bands.  
D) Some Bands are bright.  
E) No Tom is a Band.  
F) No Band is a Shome.  
(a) ABC (b) BEF  
(c) ABF (d) CDA
64. A) All sorcerors are hasty.  
B) Some daredevils are hasty.  
C) All sorcerors are daredevils.  
D) All daredevils are hasty.  
E) Some hasty are daredevils.  
F) No sorceror is pasty.  
(a) BCD (b) CDA  
(c) DEC (d) FEC
65. A) No mango is a lingo.  
B) All tangos are lingos.  
C) No tango is a mango.  
D) Some tangos are not mangoes.  
E) Some mangoes are tangos.  
F) Some lingos are not mangoes.  
(a) ABC (b) ACB  
(c) DFA (d) BDA
66. A) Some irons are made of steel.  
B) All steel is made of copper.  
C) All copper is used for making irons.  
D) Some steel is copper.  
E) Some irons are used for steel.  
F) Some copper is used for steel.
67. A) No tiger is carnivorous.  
B) All animals are carnivorous.  
C) Cats are carnivorous.  
D) No cat is a tiger.  
E) No tiger is an animal.  
F) All cats are animals.  
(a) ADC (b) ABE  
(c) FBA (d) AFC
68. A) No brother is a pro.  
B) Some pros like to work.  
C) No Indian is rude.  
D) Some rude are pros.  
E) Some pro are Indians.  
F) All Indians like to work.  
(a) ABE (b) CED  
(c) FEB (d) BEF
69. A) Apples are fruits.  
B) All apples are pears.  
C) Some fruits are pears.  
D) Some apples are pears.  
E) All fruits are sweet.  
F) Some pears are sweet.  
(a) DAC (b) CDA  
(c) BCA (d) EFC
70. A) Santros are RIMs.  
B) Santros are cars.  
C) RIMs are cars.  
D) Fords are cars.  
E) RIMs are Fords.  
F) Fords are stable.  
(a) ACB (b) FED  
(c) CEA (d) ABC

**Type 4**

**Directions for Questions 71 to 75:** Each question contains four arguments of three sentences each. Choose the set in which the third statement is a logical conclusion of the first two.

71. I. Some Xs are Ps. Some Ps are Ys. Some Xs are Ys.  
II. All Chandis are beautiful. Some beautiful are crazy. Some Chandis are crazy.

- III. No belief is strong. Only strong have muscles.  
No belief has muscles.
- IV. All orangutans are men. Some men are strong.  
Some orangutans are strong.  
(a) I and IV                      (b) III only  
(c) IV only                        (d) None of these
72. I. Some bikes are mopeds. All mopeds are scooters.  
Some bikes are scooters.
- II. All children are hairs. No hairs are red. No children are red.
- III. No pencil is pen. Some pens are markers. Some pencils are markers.
- IV. Every man has a wife. All wives are devoted.  
No devoted has a husband.  
(a) I, II and III                  (b) I and II  
(c) III and II                    (d) I, II and III and IV
73. I. No moon is not red. All stars are moon. All stars are red.
- II. All doors are open. No open is outdoors. All doors are not outdoors.
- III. No Japanese can fire. All Chinese are books.  
Japanese and Chinese can fight.
- IV. No A is B. No B is C. No A is C.  
(a) I only                        (b) II only  
(c) I & II only                  (d) IV only
74. I. All envelopes are rectangles. All rectangles are rectangular. All envelopes are rectangular.
- II. Some thin are smart. Some smart things are tiny.  
Some thin are tiny.
- III. Learneds are well read. Well read know.  
Learneds know.
- IV. Dieting is good for health. Health foods are rare.  
Dieting is rare.  
(a) IV only                      (b) III only  
(c) Both I and III              (d) All of these
75. I. Shahrukh is an actor. Some actors are pretty.  
Shahrukh is pretty.
- II. Some executives are soldiers. All soldiers are patriotic.  
Some executives are patriotic.
- III. All cricketers are patriotic. Some executives are soldiers. Some executives are patriotic.
- IV. All actors are pretty. Shahrukh is not an actor.  
Shahrukh is not pretty.  
(a) IV only                      (b) II only  
(c) I only                        (d) II and III

**ANSWER KEY**

- |         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 1. (a)  | 2. (d)  | 3. (c)  | 4. (d)  | 5. (c)  |
| 6. (b)  | 7. (d)  | 8. (d)  | 9. (a)  | 10. (a) |
| 11. (a) | 12. (b) | 13. (d) | 14. (c) | 15. (c) |
| 16. (a) | 17. (c) | 18. (d) | 19. (a) | 20. (e) |
| 21. (b) | 22. (d) | 23. (e) | 24. (e) | 25. (e) |
| 26. (d) | 27. (a) | 28. (a) | 29. (d) | 30. (a) |
| 31. (c) | 32. (e) | 33. (d) | 34. (a) | 35. (d) |
| 36. (b) | 37. (b) | 38. (e) | 39. (d) | 40. (d) |
| 41. (d) | 42. (a) | 43. (b) | 44. (a) | 45. (c) |
| 46. (a) | 47. (c) | 48. (b) | 49. (b) | 50. (d) |
| 51. (d) | 52. (c) | 53. (a) | 54. (b) | 55. (d) |
| 56. (b) | 57. (c) | 58. (a) | 59. (b) | 60. (d) |
| 61. (d) | 62. (b) | 63. (c) | 64. (b) | 65. (a) |
| 66. (c) | 67. (b) | 68. (c) | 69. (a) | 70. (a) |
| 71. (b) | 72. (b) | 73. (c) | 74. (c) | 75. (b) |

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# PLANNING

## CHAPTER 4: VERBAL REASONING BASED ON BINARY LOGIC



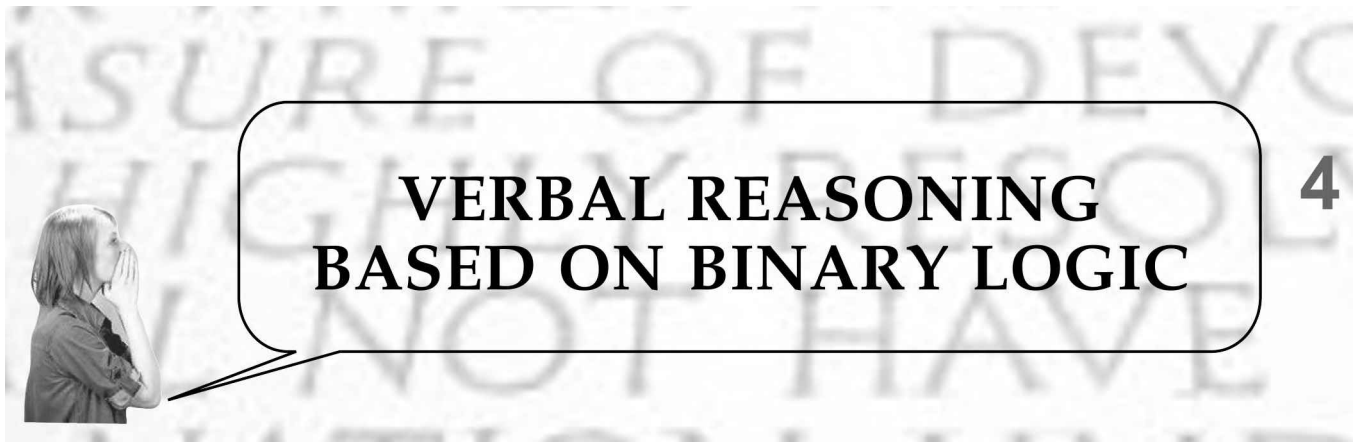
### SECTION 3

This section will help you in the following ways:

- In the chapter on Binary Logic you would learn the two principal question types under binary logic.
- You would also learn how to resolve these confusing question types.







# VERBAL REASONING BASED ON BINARY LOGIC

4

These question types are called binary logic questions simply because each question contains two logic streams that have to be matched, in order to get to the correct answer. Mainly, there are two types of questions as below:

## BINARY LOGIC QUESTION— PATTERNS


### Type 1

In this question type, three people speak two statements each—one of which is true, the other is false.

The two logic streams to be considered are:

1. The logic of the Statements, i.e., the logic of what is said within the statements.
2. The logic of the Basic Conditions, i.e., the logic of the fact that if one sentence is taken as true, the other will be false automatically.

The process of solving these questions is best illustrated through an example.

 Gauri Islands is the name of an island. The inhabitants of this island always answer any question with two sentences. One of which is always true and the other always false.

Milly, Silly and Dilly are the three daughters of the chief whip of this island. Out of them, two are minor and one is of a marriageable age. You have been caught as an intruder on the island and you have two options given by the chief whip: identify his daughter who is of marriageable age. If you do so, you can have the privilege of marrying her and becoming the new chief whip in the future. On the other hand, if you cannot, you will be executed. Only Silly has dentures in her teeth. On questioning the three daughters, these are the answers you get:

Milly: “I am shorter than Silly. The girl of marriageable age has dentures in her teeth “

Silly: “I am shorter than Milly. Dilly is the one who is of a marriageable age.”

Dilly: The girl of marriageable age is amongst the three of us. I am of a marriageable age.”

Who is the girl of marriageable age?

- |           |               |
|-----------|---------------|
| (a) Milly | (b) Dolly     |
| (c) Silly | (d) Can't say |



In the above question, you should see that, the first statement of Dilly has to be correct (By Logic of the statement—If you evaluate what the statement is saying, it is clear that it has to be true. It can be easily understood that the girl of marriageable age is amongst the three of the girls.)

In this case, if this statement is true, then Dilly's second statement is automatically false. Further, since Dilly's second statement is false, Silly's second statement will also be false. (By evaluating the sentence logic—as both these statements are saying the same thing.) Hence, Silly's first statement will be true (Basic Condition logic) and hence further, Milly's first statement will be false ( It is saying the opposite of Silly's true first statement—Statement Logic). Hence, Milly's second statement has to be true. Hence, Silly has to be the one of marriageable age.

## PRACTICE EXERCISES

### Type 1

**Direction** On an island 'Mola- Moola' the inhabitants always answer any question with two sentences—one of which is always true and the other always false.

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Read the question below very carefully and choose the correct answer for the questions that follow:

The commissioner of the island discovers that smuggling is rampant there. You have been hired as a private detective in order to determine the identity of the culprits and also to know more about the next heist on the basis of a plane. You question three suspects as to when the plane is expected and what it looks like. This is what they have to say:

Subhash: It arrives at 11:00 p.m. The colour of the plane is only red.

Rubhash: It arrives at 11:00 p.m. The colour of the plane is only yellow.

Bibhash: I know at what time the ship arrives. Rubhash is lying about the time of arrival.”

1. At what time does the plane arrive?  
(a) 6 p.m. (b) 11 p.m.  
(c) Can't say (d) Won't arrive
2. What is the colour of the plane?  
(a) Can't say (b) Red  
(c) Yellow (d) Both red and yellow

Suddenly, a murder takes place on the island. It is imperative that you locate the person who is the murderer. On further investigation, you find that the murderer has to be a person who has been to the chief whip's house within the last five days (today is Friday). By careful questioning, you narrow the possibilities down to three people. This is what they have to say.

Rani: "I went to the Chief Whip's house. It was before Monday."

Vani: "Rani did not go to the Chief Whip's house. I have not gone to the Chief Whip's house in the last five days either".

Siwani: "Rani did not go to the Chief Whip's house. I am not the murderer."

3. Who is the murderer?  
(a) Siwani (b) Rani  
(c) Vani (d) Can't say

In the village of Rampur, all inhabitants always answer any question with two sentences, one of which is always true, the other is always false.

While visiting the village, Gauri meets three inhabitants—Rajesh, Mahesh and Ramesh near the village square. One of them is wearing a suit. Knowing that they

were there to resolve a dispute over the ownership of some land, you ask them—"Who got the land?" They answer as follows:

Rajesh: "I got the land. Ramesh is wearing the suit."

Mahesh: "I am wearing the suit. I got the land."

Ramesh: "I got the land. I am not wearing the suit".

4. Who is wearing the suit?  
(a) Rajesh (b) Mahesh  
(c) Ramesh (d) None of These
5. Who got the land?  
(a) Rajesh (b) Can't say  
(c) Ramesh (d) Mahesh

On waking up the next morning, you find that your brand new watch has been stolen. The suspects are the same trio you met the previous day. You question them (knowing that only one of them is guilty). And they reply as follows:

Rajesh: "Mahesh did not do it. I did not do it".

Mahesh: "I did not do it. Ramesh did not do it".

Ramesh: "I did not do it. I do not know who did it".

6. Who stole the watch?  
(a) Can't say (b) Ramesh  
(c) Mahesh (d) Rajesh

In a small island called Neverneverland, the people always answer any question with two sentences—one of which is always right and the other is false.

Perhaps due to this peculiar habit, there's been a high rate of suicides on the island. As a doctor, you have to identify potentially suicidal people and counsel them. You know that all people who are suicidal feel that life is futile. On questioning three inhabitants, these are the answers you get:

Anuj: "Himansu is suicidal. I am not suicidal".

Himansu: "I do not want to die. Akshay does not want to".

Akshay: "Life is futile. I am suicidal."

7. Who among the three is suicidal?  
(a) None of these  
(b) Himansu  
(c) Himansu and Akshay  
(d) Akshay
8. Which of them is lying about another person's tendencies?  
(a) Akshay (b) Himansu  
(c) Anuj and Himansu (d) Anuj

You move on. Next, you are asked to solve the mystery of who murdered Manmohan, the most influential resident of the village. You question three suspects:

Ali says, "It was me who killed Manmohan. It was Saif."

Saif says, "It was me who killed Manmohan. It was Ramu."

Ramu says, "It was not me who killed Manmohan. It was not Ali."

Who murdered Manmohan?

- (a) Ali (b) Saif  
(c) Ramu (d) None of these

Going around the village, you come across three people. One of them is a dentist, one a barrister and one a professor. You want to know who is who.

Peter says, "I am not a professor. Shina is not a professor."

Matt says, "Peter is not a barrister. Shina is a professor."

Shina says, "Peter is not a dentist. I am not a professor."

9. Which of the following is true?

- (a) Shina is the professor  
(b) Peter is the dentist  
(c) Matt is the barrister.  
(d) None of these

Further, you come across three women, one of whom is an excellent singer. You start questioning them, when you notice that Minaxi is wearing a flower in her hair.

Madhuri says, "I am not the singer. The singer wears a flower in her hair."

Minaxi says, "I am the singer. The singer is amongst us."

Jaya says, "Madhuri is the singer. Minaxi is not the singer."

10. Who is the singer?

- (a) Madhuri (b) Minaxi  
(c) Jaya (d) None of these

You want to expand your horizons and decide to go to the village of "Where is Who", which is further inside. You come to the border of "Kya Kya" and see a fork. One leads left and the other right. There are no other roads. You ask the inhabitants:

Maroof says, "I do not speak to strangers. I am new to these parts."

Nafish says, "Take the road to the right. I am married to Ayesha."

Ayesha says, "I am not Nafish's wife. Maroof is not new to these parts."

11. Which of the following is true?

- (a) The road to the right leads to "Where is Who".  
(b) The road to the left leads to "Where is Who".  
(c) Nafish is married to Ayesha.  
(d) None of these.

On moving further, you come across another small village of Patina, whose inhabitants answer all questions with two sentences—one of which is true and the other always false.

I asked Shahrukh, Amitabh and Abhishek, "Did it snow last night?" and I got the following replies:

Shahrukh: Yes, it snowed last night. Moreover, Amitabh fell sick last night.

Amitabh: Yes, it snowed last night. But then I never lie.

Abhishek: No, it did not snow last night. But Shahrukh got married yesterday.

12. Which of the following statements is true?

- (a) It did not snow last night.  
(b) Amitabh fell sick last night  
(c) Shahrukh got married yesterday  
(d) None of these.

Rophas Khopas is a small land locked country in the Vindhyanal forest range, with a distinct dress, culture, food habits, national language, national dance, a national bird, and a national animal. The inhabitants speak in two sentences—one of which is true and the other false.

I asked Shiva, Monu and Vijay, the three important citizens of Rophas Khopas, "What is the national language of Rophas Khopas?" and I got the following replies:

Shiva: "French is our national language. Hundred percent of our citizens are literate."

Monu: Latin is our national language. We have a very poor literacy rate in the country.

Vijay: We have a very poor literacy rate in the country. Our national language is Bhasha Khopas.

13. The national language of Rophas Khopas is

- (a) French (b) Latin  
(c) Bhasha Khopas  
(d) Cannot be ascertained

14. With reference to question 30 above, the rate of literacy in Rophas Khopas is

- (a) Very poor  
(b) Good

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- (c) 100%
- (d) Cannot be ascertained

I asked Shiva, Monu and Vijay, “What is your national dress?” and I got the following replies:

Shiva: Our national dress is Pathani suit. People wear the national dress on very special occasions only.

Monu: Our national dress is Sari. People wear the national dress on very special occasions only.

Vijay: Our national dress is suit boot. But no one is ever permitted to wear the national dress.

15. The national dress of Rophas Khopas is
- (a) Pathani suit
  - (b) Sari
  - (c) Suit Boot
  - (d) Cannot be ascertained

I asked Shiva, Monu and Vijay, “What is your national food?” and I got the following replies

Shiva: Our national food is sabudana khichdi. Most people are hale and hearty.

Monu: Our people are not hale and hearty at all. Our national food is makki ki roti.

Vijay: Most of our people are hale and hearty. Our national food is rice kee kheer.

16. The national food of Rophas Khopas is:
- (a) sabudana khichdi
  - (b) makki ki roti
  - (c) rice kee kheer
  - (d) Cannot be ascertained

17. With reference to Question 16 above, in Rophas Khopas:
- (a) people are not hale and hearty.
  - (b) some people are hale and hearty.
  - (c) most people are hale and hearty.
  - (d) cannot be ascertained.

I asked Shiva, Monu and Vijay, “What is your national bird?” and got the following replies:

Shiva: Our national bird is cackatoo. We are a peace loving country.

Monu. Our national bird is sparrow. We are a peace loving country.

Vijay: Our national bird is owl. But we worship the sparrow.

18. The national bird of Rophas Khopas is
- (a) Sparrow
  - (b) Cackatoo
  - (c) Owl
  - (d) Cannot be ascertained.

I asked Shiva, Monu and Vijay, “What is your national animal?” and I got following replies:

Shiva: Our national bird is kangaroo. We have thick growth of vegetation all over.

Monu: Our national bird is donkey. We have thick growth of vegetation all over.

Vijay: Ours is a mountainous country with almost no vegetation. Our national animal is koala.

19. The national animal of Rophas Khopas is
- (a) Kangaroo
  - (b) Donkey
  - (c) Koala
  - (d) Cannot be ascertained.

I asked Shiva, Monu and Vijay, “What is your national dance?” and got the following replies:

Shiva: Samba is our national dance. We do not like or appreciate cricket.

Monu: Salsa is our national dance. We are great lovers of aggressive cricket.

Vijay: Disco is our national dance. We are great lovers of aggressive cricket.

20. The national dance of Rophas Khopas is
- (a) Samba
  - (b) Salsa
  - (c) Disco
  - (d) Cannot be ascertained.

21. With reference to Question 20 above, people of Rophas Khopas
- (a) do not like or appreciate cricket.
  - (b) like and appreciate cricket.
  - (c) are great lovers of aggressive cricket.
  - (d) Cannot be ascertained.

In the parliament of the Ravindra Rami, all members have a peculiar habit. Of any two sentences they speak, one is false and the other is true. You record the statements of three sitting members: Rozor, Sam, and Michael.

Rozor: The President claims he is the President. I am the President.

Sam: I am the President. Rozor is the President.

Michael: I am the President. Sam knows who is the President.

Answer the following questions based on these recorded statements.

22. The real President can be determined from
  - (a) Sam's and Rozor's statements alone.
  - (b) Sam's and Michael's statements alone.
  - (c) Michael's and Rozor's statements alone.
  - (d) None of the above.
23. If Rozor's first statement is false, which of the following cannot be President?
  - (a) Sam
  - (b) Rozor
  - (c) Michael
  - (d) Rozor's first statement cannot be false.
24. Who is the President?
  - (a) Sam
  - (b) Rozor
  - (c) Michael
  - (d) Can't be determined
25. Whose first statement is true?
  - (a) Sam and Michael
  - (b) Michael and Rozor
  - (c) Sam and Rozor
  - (d) Can't be determined
26. Whose first statement is false?
 

(a) Sam	(b) Rozor
(c) Michael	(d) Sam and Michael

## Type 2

In this type of questions, we have two types of people: those who always speak the truth, and those who always lie. These questions are also classified as Binary Logic questions since they are solved on the basis of two logical streams that run parallel to each other, viz: Basic Condition Logic (BCL) & Logic of the Statements(LoS).

The Basic Condition Logic flows from the fact that if a person always speaks the truth, then whatever statement he says must be true. However, in some cases, a clash might arise between the Basic Condition Logic & the Statement Logic, if it can be seen that the statement is obviously false.

The best way to understand this question type is by looking at an example:

You meet three inhabitants—Rohit, Mohit and Sohit—standing together. You ask Rohit “Are you a type X or type Y?” He mumbles something, which you cannot catch, so you ask Mohit, “What did Rohit say?” Mohit replies “Rohit said that he is type Y.” You look at Sohit and he says, “Do not believe Mohit, he is lying.”

Which of the following is true?

1. Rohit is a type X.
2. Mohit is a type Y.
3. Sohit is a type Y.
4. All of these.

**By BCL, Sohit could be Type X or Type Y:**

If Sohit is Type Y, his statement must be false. That means Mohit is not lying. Hence, Mohit should be Type X and hence his statement must be true, i.e., Rohit must have said that he is Type Y.

However, if you look at Rohit, he could not have made this statement in either case.

**If we assume that Rohit is Type X**, he would only speak the truth and he would then say that he is Type X, not that he is Type Y.

**On the other hand, if we were to assume that Rohit is a Type Y**, he would only speak false. But then he could not have said that he is Type Y, since that statement would be true.

**Direction for Questions 1 to 4:** *The following questions are based on an island called Gutar Goo on which there are only two kinds of inhabitants:*

Type X: people who always speak the truth; and

Type Y: people who always lie.

1. You go to the island and see a group of three people—Arun, Bakshi and Calvin. You ask Arun, “How many type X's are there amongst you?” Unfortunately, Arun's reply is drowned by some noise and you ask Bakshi, “What did Arun say?” Bakshi says, “Arun said that there is one type X among us.” However, Calvin immediately says, “Don't believe Bakshi, he is lying.”

Which of the following is true?

- |                         |                       |
|-------------------------|-----------------------|
| (a) Bakshi is a type X. | (b) Arun is a type Y. |
| (c) Calvin is a type X. | (d) None of these     |

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2. You are very intrigued. You decide to find out more. You question two other people—Manoj and Hemant. Manoj says, “At least one of us is a type Y.” Which of the following is true?  
(a) Manoj is type X.  
(b) Hemant is a type X.  
(c) Both (a) and (b)  
(d) None of these
3. You are further intrigued and decide to continue further on into the island of Gutar Goo. Coming across a group of three people—Raju, Golu, and Suyash—you hear them make two statements:  
Raju: “All of us are type Y’s”.  
Golu: “Exactly one of us is a type X.”  
Which of the following is true?  
(a) Raju is type Y.      (b) Golu is a type X.  
(c) Suyash is a type Y.      (d) All of these
4. By now you have had just a bit too much of the island—however, on the insistence of your friend Bakshi, you continue further. You meet two people—Suyash and Divyansh. Suyash says, “I am a type Y. But Divyansh isn’t.”  
Who is type X?  
(a) Suyash      (b) Divyansh  
(c) Indeterminate      (d) None of these
7. Booker says, “Shane and I are of the same type.” Which of the following is a correct conclusion?  
(a) Booker and Shane are necessarily of the same type.  
(b) Shane has to be of type A.  
(c) Booker and Shane cannot be of the same type.  
(d) The given statement is infeasible.
8. Ramu says “Basu and I are of different types.” Which of the following is a correct conclusion?  
(a) Ramu and Basu are of Type B and Type A respectively.  
(b) Ramu and Basu cannot be of the same type.  
(c) Basu has to be of Type B.  
(d) Shyam has to be of Type B.
9. Shane says, “Booker and I are of different types.” Which of the following is a correct conclusion?  
(a) Shane and Booker are of Type B and Type A respectively.  
(b) Shane and Booker cannot be of the same type.  
(c) Booker has to be of Type B.  
(d) None of these
10. Booker says, “At least one person among Shane and I always lies.” What types are Booker and Shane respectively?  
(a) B, A  
(b) B, B  
(c) A, B  
(d) It is not possible to deduce.

**Directions for Questions 5 to 10:** *Read the following paragraph and answer the questions that follow.*

There are two types of inhabitants in Tatabalery—A type and B type. The A type of inhabitants always speak the truth and the B type of inhabitants always lie.

5. Rocky says, “I always lie.” Which type of an inhabitant is he?  
(a) A  
(b) B  
(c) Either A or B  
(d) The given statement is infeasible.
6. Peter says, “According to Rocky. I always speak the truth.” Which of the following is a correct conclusion?  
(a) Peter has to be of type A  
(b) Peter has to be of type B  
(c) Rocky has to be of type A.  
(d) Rocky has to be of type B.

**Directions for Questions 10 to 12:** *Refer to the passage below and answer questions given below it.*

The inhabitants of the Island of Dreams have very bright and interesting lives. Just as we earthlings have continuity in our daily lives, the inhabitants of the Island of Dreams have continuity in both their waking lives, as well as their dreams. As a result, the inhabitants of the Island of Dreams have great difficulty in knowing whether they are awake or asleep at a given time. However, the inhabitants can be classified into two broad types—Awakers and Asleepers.

An awaker is characterised by the fact that everything they believe while they are awake is true, and everything they believe while they are asleep is false. An Asleeper on the other hand, has the characteristic that everything he believes while asleep is true, and everything he believes while awake is false.



11. The Island has a President, a Prime Minister and an Entertainment Minister. At one point, the Entertainment Minister believed that his bosses were of different types. Twelve hours later, he changed his state (from sleeping to waking or from waking to sleeping), and he then believed that the President was an Awaker and the Prime Minister was an Asleeper. What type is the President?
- (a) Awaker  
 (b) Asleeper  
 (c) Could be either of the two type  
 (d) Data inconsistent
12. With reference to Question 11, what type is the Prime Minister?
- (a) Awaker  
 (b) Asleeper  
 (c) Could be either of the two type  
 (d) Data inconsistent
13. At one time, an inhabitant believed that he was both asleep and awake, what was he really?
- (a) Awaker  
 (b) Asleeper  
 (c) Could be either of the two type  
 (d) Data inconsistent

**Directions**

*On the Island of Who Went Where, there are only two kinds of people. **Type No** are those who, when they ask a question, must always get a 'No' for an answer and **Type Yes** are those who must always get a 'Yes' for an answer to every question they ask. Based on this, answer Questions 14 to 16.*

14. Victor and Trish are married. Victor asks you: "Are both of us of the type No?" You can conclude that

- (a) It is impossible for him to have asked such a question.  
 (b) Victor is a No  
 (c) Trish is a No.  
 (d) His type cannot be identified.
15. Jay, Ajay and Vijay all approach you. Jay asks "Are at least two of us of the type No?" You can infer that
- (a) Jay is a No.  
 (b) Jay is a Yes.  
 (c) None of them is No.  
 (d) Cannot be determined.
16. Abhay, Lokesh, and Rituraj approach you. Abhay asks, "Is it true that neither Lokesh nor Rituraj can be Yes?" You can infer that
- (a) Both Lokesh and Rituraj are Nos.  
 (b) Abhay is a No.  
 (c) Abhay is a Yes.  
 (d) None of the above

**ANSWER KEY**

**Type 1**

1. (b)    2. (a)    3. (b)    4. (b)    5. (a)  
 6. (c)    7. (a)    8. (c)    9. (a)    10. (c)  
 11. (a)    12. (c)    13. (a)    14. (a)    15. (c)  
 16. (b)    17. (c)    18. (d)    19. (c)    20. (a)  
 21. (c)    22. (a)    23. (d)    24. (a)    25. (c)  
 26. (c)

**Type 2**

1. (c)    2. (a)    3. (d)    4. (c)    5. (d)  
 6. (c)    7. (b)    8. (c)    9. (c)    10. (c)  
 11. (b)    12. (a)    13. (d)    14. (b)    15. (d)  
 16. (d)

# LOGICAL DEDUCTIONS

## CHAPTER 5: LOGICAL DEDUCTIONS



### SECTION 4

This section will help you in the following ways:

- In the chapter on Logical Deductions you would learn to handle questions on this topic which is a favourite with a lot of aptitude exams.
- You would also learn how to resolve these confusing question types.

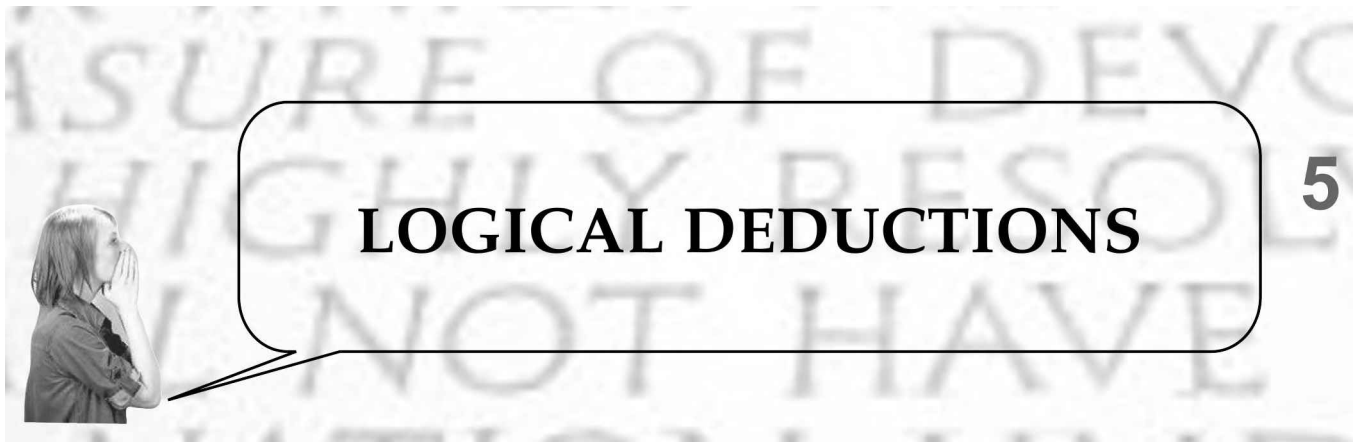


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As the name itself suggests, Logical deductions questions require logical thinking. Every question starts off with a premise which might be of any one of the following types:


### LOGICAL DEDUCTIONS PREMISES—VARIOUS PATTERNS

#### Type 1: If A Happens B Happens


This means that A leads to B, but does not mean the reverse, i.e., if B has happened, A must have happened. In such situations, A is a sufficient condition for B, but is not a necessary condition.


Let's look at the following example:

 If I go to a movie, I enjoy myself.

 This would mean, that if I have gone to the movie, I will definitely enjoy myself. However, it does not mean that if I have enjoyed myself, I must have gone to the movie—there are so many ways of enjoying yourself.


Another example of this type would be:


 If Amitabh acts in a movie, he will earn money.

 This does not mean that if he has earned money, he must have acted in the movie.

#### Type 2: Only If A Happens B Happens


In this case, A is a necessary and sufficient condition for the occurrence of B. In this case, there is reversibility of the logic, i.e., if B has happened, A must have happened.

 Only if Saurav plays the match, will he get a hundred.

 If Saurav has got a hundred, he must have played the match.


#### Type 3: If A Happens B does not Happen

In this case, if A has happened, B does not happen. The opposite is also true, i.e., if B has happened, A must not have happened.

 If Martina plays well, Sania will not win.


#### Type 4: If A does not Happen B will Happen

Again in this case, the reverse might not be true.


 If Anand does not come, Kasparov will. This does not mean that if Kasparov comes, Anand will not come.

#### Type 5: Either A or B will Happen

One of the two has to happen. At the same time, the two events are exclusive of one another. If one happens, the other will not happen.

 Either he becomes a TV star or he becomes a movie star.

Let us look at a few solved examples:

-  1. Shahrukh either acts as a villain, or he acts as a hero.
- A. Shahrukh acts like a hero.
  - B. Shahrukh does not act like a villain.
  - C. Shahrukh acts like a villain.
  - D. Shahrukh does not act like a hero.

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- (a) CD only                      (b) BA only  
(c) CD & BA                    (d) None of these



This question is based on an *EITHER-OR* Premise. Thus, we can see that CD is correct. Since, if he acts like a villain— (Statement C) he will not act like a hero (Statement D).

Similarly, BA can also be seen to be true. Hence option (c) is correct.



2. Whenever Martin goes to a movie, he has nightmares.
- A. Martin did not have nightmares.  
B. Martin went to a movie.  
C. Martin had nightmares.  
D. Martin did not go to the movie.
- (a) AD                              (b) DC  
(c) CB                              (d) DA



When A happens, B happens. However, if A does not happen, it is not necessary that B will not happen. Also, if B has happened, it is not necessary that A must have happened. However, if B has not happened, it is necessary that A must not have happened.

Thus, AD is the only correct sequence.



3. If I talk to my girl friends, then I do not need to take a pill for heartache.
- A. I talked to my girl friends.  
B. I did not need to take a pill for heartache.  
C. I needed to take a pill for heartache.  
D. I did not talk to my girl friends.
- (a) AB only                      (b) DC only  
(c) CD only                      (d) AB and CD



This question falls under the category of if A happens, then B does not happen. However, if B has not happened, it does not mean that A has happened.

AB and CD are both logically correct.

## PRACTICE EXERCISES

**Directions for Questions 1–30:** Each question has a main statement, followed by four statements labeled A, B, C, and D. Choose the ordered pair of statements, where the first statement implies the second, and the two statements are logically consistent with the main statement.

- One gets a chocolate every time one visits the restaurant.  
A) I got a chocolate.  
B) I didn't get a chocolate.  
C) I didn't visit the restaurant.  
D) I visited the restaurant.  
(a) I                              (b) BD  
(c) DA                            (d) AC
- Whenever I get a flower, I feel loved.  
A) I got a flower.  
B) I felt loved.  
C) I didn't get a flower.  
D) I didn't feel loved.  
(a) BA                            (b) BC  
(c) CD                            (d) DC
- I wear a cap every time I play.  
A) I played.  
B) I didn't play.  
C) I wore a cap.  
D) I didn't wear a cap.  
(a) BD                            (b) CA  
(c) DB                            (d) AD
- I feel happy every time I see an innovation.  
A) I didn't see an innovation.  
B) I saw an innovation.  
C) I felt happy.  
D) I didn't feel happy.  
(a) BC                            (b) AD  
(c) CB                            (d) CD
- If you once visit the USA, you become addicted to its openness.  
A) I visited the USA.  
B) I didn't get addicted to the USA's openness.

- C) I got addicted to the USA's openness.  
 D) I didn't visit the USA.  
 (a) BD (b) DB  
 (c) CA (d) AB
6. Whenever the villain makes an entry, the viewers boo.  
 A) The villain made an entry.  
 B) The viewers didn't boo.  
 C) The villain didn't make an entry.  
 D) The viewers booed.  
 (a) BC (b) CB  
 (c) DA (d) None of these
7. I get cold feet whenever I see an examination paper.  
 A) I saw an examination paper.  
 B) I didn't see an examination paper.  
 C) I got cold feet.  
 D) I didn't get cold feet.  
 (a) CA (b) BD  
 (c) DB (d) BC
8. I remember her every time I see her photograph.  
 A) I remembered her.  
 B) I saw her photograph.  
 C) I didn't see her photograph.  
 D) I didn't remember her.  
 (a) CD (b) DC  
 (c) AB (d) None of these
9. Whenever Devdas comes, Paro sings.  
 A) Paro is singing.  
 B) Devdas has come.  
 C) Devdas hasn't come.  
 D) Paro is not singing.  
 (a) AB (b) BA  
 (c) BC (d) CD
10. Every player will become a champ.  
 A) Rajesh is a player.  
 B) Rajesh will become a champ.  
 C) Rajesh is not a player.  
 D) Rajesh will not become a champ.  
 (a) AD (b) DA  
 (c) CD (d) DC
11. You can see the star only if you go to the cinema.  
 A) I went to the cinema.  
 B) I didn't see the star.  
 C) I saw the star.  
 D) I didn't go to the cinema.  
 (a) BD (b) DB  
 (c) AB (d) CD
12. You can find Chinese toys only in China.  
 A) I didn't find Chinese toys.  
 B) I found Chinese toys.  
 C) I went to the fair.  
 D) I didn't go to China.  
 (a) CD (b) CB  
 (c) CA (d) AD
13. I will marry Vandana only if she wears my ring.  
 A) I married Vandana.  
 B) Vandana wore my ring.  
 C) I could not marry Vandana.  
 D) Vandana didn't wear my ring.  
 (a) BA (b) BC  
 (c) DC (d) CD
14. Only in Africa, can you see the African elephant.  
 A) You went to Africa.  
 B) You didn't go to Africa.  
 C) You saw the African elephant  
 D) You didn't see the African elephant.  
 (a) AC (b) DB  
 (c) AD (d) BD
15. You cannot clear the CAT unless you are intelligent.  
 A) You are intelligent.  
 B) You can clear the CAT.  
 C) You are not intelligent.  
 D) You cannot clear the CAT.  
 (a) BD (b) AC  
 (c) CD (d) AB
16. Martina wins the tournament provided she plays the final.  
 A) Martina played the final.  
 B) Martina won the tournament.  
 C) Martina did not win the tournament.  
 D) Martina did not play the final.  
 (a) AB (b) BA  
 (c) CD (d) AC
17. You can drive over 100 kmph only on the freeway.  
 A) You are on the freeway.  
 B) You cannot drive over 100 kmph.

**3.66** *How to Prepare for Verbal Ability and Reading Comprehension for the CAT*

- C) You can drive over 100 kmph.  
D) You are not on the freeway.  
(a) DB (b) AC  
(c) BD (d) AB
18. The exam is either CAT or XAT.  
A) The exam is CAT.  
B) The exam is not CAT.  
C) The exam is XAT.  
D) The exam is not XAT.  
(a) AB (b) CD  
(c) BA (d) BC
19. Mr. Condoleeni is either an engineer or a doctor.  
A) Mr. Condoleeni is an engineer.  
B) Mr. Condoleeni is not a doctor.  
C) Mr. Condoleeni is not an engineer.  
D) Mr. Condoleeni is a doctor.  
(a) AB (b) AD  
(c) DA (d) BC
20. Every inhabitant of the planet is either male or female. Given M is an inhabitant of the planet.  
A) M is male.  
B) M is female.  
C) M is not male  
D) M is not female.  
(a) AB (b) CD  
(c) AC (d) BC
21. Either Shravan is sick; or he is stoned.  
A) Shravan is sick.  
B) Shravan is not sick.  
C) Shravan is stoned.  
D) Shravan is not stoned.  
(a) AB (b) DA  
(c) AC (d) CD
22. Whenever Shyam hears of an exam, he loses sleep.  
A) Shyam heard of an exam.  
B) Shyam did not hear of the exam  
C) Shyam lost sleep.  
D) Shyam did not lose sleep.  
(a) CA (b) BD  
(c) DB (d) AD
23. Either the bus is late; or it has turned turtle.  
A) The bus is late.  
B) The bus is not late.  
C) The bus has turned turtle.  
D) The bus has not turned turtle.  
(a) AB (b) DB  
(c) CA (d) BC
24. When I see a horror movie I have a bad dream.  
A) I saw a horror movie.  
B) I did not see a horror movie.  
C) I did not have a bad dream.  
D) I had a bad dream.  
(a) CB (b) AD  
(c) BC (d) AC
25. Either Veronica is indisposed or she is sad.  
A) Veronica is not indisposed.  
B) Veronica is not sad.  
C) Veronica is indisposed.  
D) Veronica is sad.  
(a) AB (b) AD  
(c) BA (d) DA
26. Ravan gets a mild flu whenever he eats ice creams.  
A) Ravan gets a mild flu.  
B) Ravan does not eat ice creams.  
C) Ravan does not get a mild flu.  
D) Ravan eats ice creams.  
(a) AB (b) DC  
(c) AC (d) BC
27. Either they have no confidence in the management or they are irritable.  
A) They are irritable.  
B) They are not irritable.  
C) They have confidence in the management.  
D) They have no confidence in the management.  
(a) BA (b) CB  
(c) DA (d) BD
28. Whenever Vijay reads late into the night, his grandfather reprimands him.  
A) His grandfather does not reprimand Vijay.  
B) Vijay reads late into the night.  
C) Vijay reads early in the morning.  
D) Vijay's grandfather reprimands him in the morning.  
(a) CD (b) BD  
(c) AB (d) None of the above



29. All irresponsible bosses shout if their workers do not fall in line.

- A) All irresponsible bosses do not shout.
  - B) Workers fall in line
  - C) Workers do not fall in line.
  - D) All irresponsible bosses shout.
- (a) AB                      (b) BA  
(c) CA                      (d) All of the above

30. Either Aamir is angry, or he shows mock anger.

- A) Aamir shows mock anger.
- B) Aamir is angry.
- C) Aamir does not show mock anger.

D) Aamir is not angry.

- (a) CB only                      (b) DA only
- (c) BA only                      (d) CB and DA

**ANSWER KEY**

- |         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 1. (c)  | 2. (d)  | 3. (c)  | 4. (a)  | 5. (a)  |
| 6. (a)  | 7. (c)  | 8. (b)  | 9. (b)  | 10. (d) |
| 11. (b) | 12. (d) | 13. (c) | 14. (d) | 15. (c) |
| 16. (b) | 17. (a) | 18. (d) | 19. (a) | 20. (d) |
| 21. (a) | 22. (a) | 23. (d) | 24. (a) | 25. (b) |
| 26. (d) | 27. (b) | 28. (d) | 29. (a) | 30. (d) |



# P A R T 4

Chapters in this part contain Mock Test Papers categorised under two levels of difficulty – I and II. All the chapters in this part will help you to test your level of preparation by

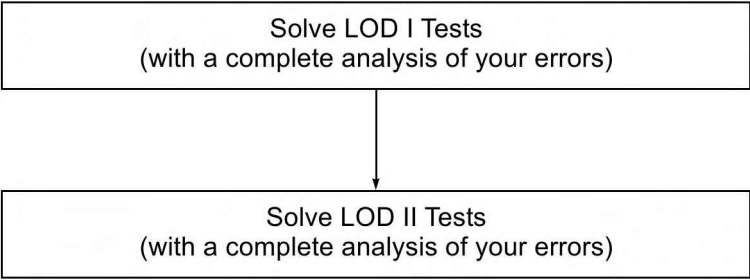
- Helping you attempt questions of elementary level tests that you are likely to encounter in exams like MAT, IRMA, NMIMS, etc.
- Helping you attempt questions of higher level tests which would be akin to the experience of what happens in the CAT

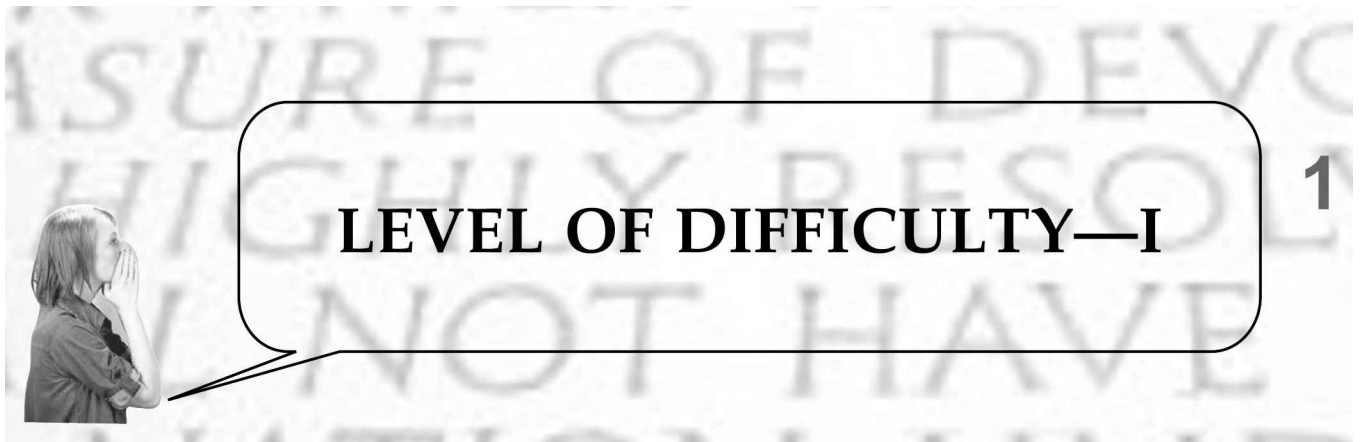
**Key Components of This Part:**

- Level of Difficulty-I with elementary level questions
- Level of Difficulty-II with higher level questions
- Each Test with 25 questions to be attempted within time-frame of 20 minutes
- Answers and Explanations given at the end of the chapters

**CHAPTER 1: LEVEL OF DIFFICULTY—I**  
**CHAPTER 2: LEVEL OF DIFFICULTY—II**







## TEST I

*No. of Questions—25*

*Time—20 minutes*

### Passage 1

Nine years ago when several eastern European countries were making the transition from communism to free market policies, inevitable difficulties arose in government, social, medical and educational sectors. At that time I was elected to the SATE committee, and my feeling was that we teachers of English could make a contribution towards helping colleagues in one of these countries to alleviate their very poor conditions.

The echo from members of our Association was positive, and although help abroad was not a function of SATE, a modest sum was approved to fund assistance in a limited way. Knowing that most teachers have a number of superfluous English books on their shelves at home and at school, I set out to collect these and send them to teachers of English in Albania. It was a known fact, how classes functioned there—badly equipped schools; usually the teacher had a textbook (perhaps twenty years old) and pupils—for reasons of economy—would write grammar notes and word lists in very small writing in their notebooks. When we were able to send a class set to a fortunate teacher she was delighted. At the same time I addressed pupils and asked them to write me a letter, explaining ‘Why we are learning English in our class’. It was surprising to read the replies I received, well written, many in a refreshing, original style. The classes that submitted such a piece of work got an extra book as a prize, usually an English dictionary. My contacts were usually members of the National Albanian English Teachers’ Association (NAETA), and I coordinated the sorting and delivery of material with the vice-president, Mrs Ksanthipi Dodi.

When I received hundreds of books from our members, those of the ETAS and from other sources, I enlisted the help of some volunteers to help sort and pack the books, tapes, etc. ready for despatch. We invited teachers to come to Switzerland from Albania for a study period of two weeks, sponsored by the International Teachers’ Exchange Organization and SATE. These colleagues usually stayed with me, and I set up a programme of visits to several types of schools, teacher training or university courses for a short period. Sometimes they could attend ETAS convention, a WBZ course or a professional workshop. The SATE and ETAS members were always ready to welcome our guests, to discuss educational matters and to provide help, often showing hospitality at their schools or their homes.

It was a memorable moment for me when I was invited to Albania as a guest of the NEATA, to meet personally some of the teachers with whom I had been in correspondence. I was known at schools all over the country as Mrs Jean and enjoyed hospitality at colleagues’ homes. At schools and at Tirana University I gave some talks and workshops, and was able to see at first hand their difficulties. But I was also able to witness how some of the books that we had sent were now the core of a new library, and to hear how teachers and educational authorities were encouraged by the rather modest help we had provided.

In spring 1997, it became practically impossible to send books to Albania, on account of the political crisis. I could not stockpile any more material, so reluctantly I sent the last load to schools in Hungary, where the books and tapes were also welcome. The hospitality programme continued until last year, but now funds for this purpose are no longer available, and I have had to bring this to a close. Happily, conditions in Albania have been improving: bookshops have a wide range of publications available, and so I see it to be fitting now to end our assistance to English teachers there.

#### 4.4 How to Prepare for Verbal Ability and Reading Comprehension for the CAT

I am indebted to many people and organizations who gave me moral, financial and physical support during these last nine years by their voluntary help: the SATE committee, especially Daryl Babcock, the ETAS Committee, Geogina Hanselmann, Alice Meister of the Ladies' English Club KVZ, Michel Kenedy who helped with transport, Ksanthipi Dodi at the receiving end, Peter Erhard, St Andrews Church Bazaar and the Swiss Embassy at Tirana. And my thanks go particularly to You, dear readers, who had sent me books, tapes, letters and encouragement.

1. According to the passage, the author did not send the English course materials to which of the following?
  - I. Tirana
  - II. Switzerland
  - III. Albania
  - IV. Hungary

(a) I & II                      (b) only III  
(c) All of the above      (d) only II  
(e) None of these
2. What according to the author could be cited as a possible solution to alleviate poverty?
  - (a) Teaching English
  - (b) Providing aids in government, medical, social and educational sectors
  - (c) Providing books on government, medical and social subjects to the schools
  - (d) The question is irrelevant on the basis of what is provided in the passage.
  - (e) None of these
3. According to the passage, around when did the author probably start dispatching materials, under SATE to Albania?
  - (a) 1989                      (b) 1988
  - (c) 1987                      (d) 1990
  - (e) Cannot be determined
4. What according to the passage can be cited as the probable reason for the author getting surprised over the replies that she received from the students of the Tirana University?
  - (a) She was enthralled with the level of participation on the part of the students
  - (b) The replies were in large numbers
  - (c) The replies were well-written and had a refreshing original style
  - (d) The author's ego was satisfied
  - (e) She was ruffled by their views and opinions.
5. Which of the following can be inferred to be the objective of the ITEO?
  - (a) Providing English education to students
  - (b) Providing English education teaching aids to teachers
  - (c) Endorsing teachers from different countries and form an international opinion on teaching methodologies
  - (d) Endorsing equipment related teaching to the teachers so as to benefit the students.
  - (e) None of the above
6. Based on the information in the passage, in which year, could we possibly infer that the author has written, the same?
  - (a) 1997                      (b) 1998 or 1999
  - (c) 1988                      (d) 1996
  - (e) Can't be determined

#### Passage 2

Known to the Albanians as Çobans (or shepherds), to the Slavs as Vlachs, and to the Greeks as Koustchovlachs, they call themselves Aromanians or Rromanians. Numbering over 80,000 members, in the opinion of the best-known Vlach scholar, Tom Winnifrieth, one could find them throughout much of the southern part of the country, and as far north as Elbasan. Usually, they live intermingled with their Albanian neighbours and only a few areas could be claimed to be purely Aromanian, the most notable one being the one between Pogradec and Korçë. Omnipresent to a knowledgeable eye, dispersed and hardly visible to a passing visitor, the Aromanian community in Albania remains today, much like it has in the past, one of the most elusive ethnic groups of the country.

While little is known of this community today, partly due to the isolation in which Albania was subdued for so long, even less is known of its past, its origins. In spite of the fact that so much has been written about Albania's Aromanians, especially in the first decades of the 1900s, few studies have paid a special attention to the early history of this community. Most have focused on the status of the community at the time and on the problems with which they were faced in relation to the state and the majority of the population. Partly to blame for this apparent lack of interest toward Aromanian history is the absence of reliable sources of information before and during the Turkish period, and partly to the unique style of living practiced by a large part of the Aromanian community as wondering shepherds.

To further complicate matters, some Balkan countries have often speculated this lack of pertinent information in order to foster their political interests in the region. Today, one can read about the Greek origin of the Aromanians, about the Illyrian origin of some Vlachs and even about the Aromanian origin of the Romanians, and vice-versa. While some theories can easily be refuted as mere speculations, some are based on more scientific observations and are worth taking a second look at.

Whatever little is known today of the origin of the Aromanians comes mainly through their language which stands as a clear proof of their link to the Latin culture which has existed in the area since the beginning of the millennium. As to their actual ethnic origin, that is a subject much debated and which may never be properly answered. Greeks and Albanian historians point to a Greek or Illyrian origin of the Aromanians which they say were Latinised during that time, and somehow managed to maintain their newly adopted language. Others point to the fact that the area inhabited today by Aromanians corresponds roughly to Via Egnatia, the road that once connected the Eastern Roman Empire to the Western one. It could be safely assumed that the road was heavily guarded by Roman troops, which in turn may help explain the presence of a Latin speaking population so far south in what is regarded by most historians as an area dominated by the Greek language. The truth may lie somewhere in the middle, since it is most likely that the Roman legionaries intermarried with the local, native population, Greek and Illyrian, giving birth to a new nation, the Aromanians.

By the fourth century, much of the Balkan peninsula had been Romanised and a distinct form of Vulgar Latin was developing in this area of the empire. However, it was not until the tenth century, after the fall of the Byzantine northern border along the Danube and the massive arrival of the migratory populations, that the Latin speaking population was split into two main groups: the Romanians in the north and the Aromanians in the south. This explains in fact the close similarity that exists to this day between Romanian and Aromanian; besides the classification made by most linguists of Aromanian as a dialect of Romanian, rather than a separate language. Due to these circumstances, it is unclear whether the first mention of spoken Latin in the Balkans made by Theopanes and Theophylact in 579 during a ride of the Byzantine army in present-day Bulgaria, refers to Romanian or Aromanian. However, the next mention of

Vlachs (the name used for Latin speaking populations in general—e.g. the Swiss-German word ‘Welschschweizer’ for their french speaking compatriots) made in 976 by Cedrenuc, a Byzantine historian, clearly refers to Aromanians. In his writings, Cedrenuc talks about the assassination of David, the brother of Samuel, the Tsar of Bulgaria, by wandering Vlachs. From that point, there are numerous mentions of Aromanians particularly since they became an active presence on the political stage with the establishment of the Second Bulgarian Empire by two Aromanian brothers, Peter and Asan, in 1204. Later on, Aromanians come to play an increased role in the region as it can be assumed from the fact that two areas, one just south of present day Albania, in Epirus and another around Thessalonika, came to be known as Little Vlachia and respectively Vlachia. It could be easily observed that even during those times when there was a relative wealth of information about Aromanians, little is known about those living in present-day Albania. This may be due to the fact that most of the mentions were made by Byzantine historians and therefore were limited to the areas with which they had a more direct contact.

7. According to the passage, the Non-Albanian inhabitants of the region between Pogradec and Karec are known to the locals as
  - (a) Cobans
  - (b) Aromanians or, Rrumanians
  - (c) Vlachs
  - (d) Koustchovlachs
  - (e) Albanians
8. According to the passage, what reasons have been cited for lack of knowledge pertaining to the history of the Aromanians
  - I. Absence of reliable source of information
  - II. Unique style of living of the community
  - III. Isolation of Albania
  - IV. Most are concerned only with the present status of the community
  - V. Speculation by Balkan countries about the history of the Aromanians
    - (a) I & II
    - (b) I, II & III
    - (c) All of the above
    - (d) None of the above
    - (e) Only I
9. Which of the following matches the definition of “Via Egnatia” as given in the passage
  - I. A four km long bridge that connects two cities

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- II. The stretch of highway between Delhi & Mumbai  
III. The Suez Canal  
IV. The navigable river between city I & city II  
(a) I & III (b) I & IV  
(c) II only (d) All of the above  
(e) None of the above
10. In the light of the passage, what is the most likely native language of Winnifrith  
(a) Latin (b) German  
(c) Illyrian (d) Greek  
(e) None of these
11. According to the passage, one is likely to be able to read about which of the following theories of the origin of the Aromanians?  
(a) Their Greek origin  
(b) The Illyrian origin of some of them  
(c) Their Romanian origin  
(d) All of the above  
(e) Only (a) and (b)
12. What is the central idea of the passage?  
(a) It is difficult to know exactly about the origin of the Albanians  
(b) The history and culture milieu of Eastern Europe  
(c) The origins of the Aromanians  
(d) The origins and culture of the Aromanians  
(e) None of these
- Directions for Questions 13 to 15:** *Given herewith are four different ways of phrasing the underlined part. Choose the best alternative.*
13. Since the year 1978, when the yellow revolution started, the families covered under the scheme have grown from 20 lakh to 1.5 crore, population that is about Delhi in size.  
(a) have grown from 20 lakh to 1.5 crore, about the size of Delhi.  
(b) has grown from 20 lakh to nearly 1.5 crore a population about the size of Mumbai.  
(c) has grown from 20 lakh to nearly 1.5 crore, a population about the size of Delhi.  
(d) had grown 20 lakh upto nearly 1.5 crore about Delhi size.  
(e) has grown from 20 lakh to 1.5 crore in population that is about the size of Delhi.
14. Despite protests from Cruelty Against Animals (AA), health officials have ordered the killing of stray dogs in Bangalore and that the owned ones be vaccinated.  
(a) the stray dogs in Bangalore being killing and owned ones to be vaccinated.  
(b) the stray dogs in Bangalore killed, and the owned ones vaccinated.  
(c) that the stray dogs in Bangalore be killed and the owned ones vaccinated.  
(d) that the stray dogs in Bangalore should be killed, with the owned ones being vaccinated.  
(e) the stray dogs killed in Bangalore and the owned ones being vaccinated.
15. Unlike a typical house loan which requires a fifteen to twenty per cent down payment, the lease loan buyer is not required to make an initial deposit on the new property.  
(a) lease loan buyers are not required to make  
(b) a lease loan does not require the buyer to make  
(c) with lease loan buying there is no requirement of  
(d) for the lease loan buyer there is no requirement of  
(e) a lease loan does not requires a buyer to make
- Directions for Questions 16 to 25:** *Arrange the jumbled sentences in order to make a coherent paragraph.*
16. *Starting Statement* Indigenisation activities have become part and parcel of the manufacturing activities in the company.  
(A) In addition to overcoming the dependence on foreign source for supply, indigenisation provides adequate value addition for the products and a steady source of local supply, which helps the company to provide long term product support to the customers.  
(B) This has gained more significance during the past two to three years when the company had to face restrictions on import from US and European countries.  
(C) Indigenisation activities have been given a very clear focus under the overall efforts taken by the company in the area of cost reduction.  
(D) The task forces set up in the company to address cost reduction in various areas have looked into possibilities of indigenisation in a great number of the products and succeeded to a large extent.

*Ending Statement* These efforts will be intensified in the coming years.

- |          |          |
|----------|----------|
| (a) ABDC | (b) BACD |
| (c) DBAC | (d) CABD |
| (e) DACB |          |

17. *Starting Statement* The issue of improving Indian agriculture is both a sociological and an administrative one.

- (A) It also appears that there is a direct relationship between the size of a state and development.
- (B) It appears that the issue of Indian development, and the problem of the Indian agricultural sector, will remain with us for an unspecified period of time.
- (C) Without improving Indian agriculture no liberalisation or policy making will be able to help the country.

(D) In fact, there has to be a movement of life and action in the vast segment of rural India. *Ending Statement* Both these factors affect the trickle down of central policies to the rural segments

- |          |          |
|----------|----------|
| (a) DABC | (b) CDBA |
| (c) ACDB | (d) ABCD |
| (e) ABCD |          |

18. *Starting Statement* Corporate America's finest have yet another hurdle to overcome if they want to make it to the top.

- (A) During the course they have been shot at with live ammunition, have swam icy rivers and have crawled through sewage pipes awash with fresh muck.
- (B) Business schools and financial titans alike are sending their brightest and best to the US Marines to have them toughened up for life on the boardroom battle field.
- (C) One of the course instructors said "It gives them a spirit of team work and might serve them while in business in the future by giving them an opportunity to exercise decision-making in an uncertain, chaotic environment.

(D) Students from the Wharton Business School in Pennsylvania and trainees from top corporate houses among others, have been put through their paces with development courses at the Marine's base at Quantico, Virginia.

*Ending Statement:* These people will spend their lives acting and reacting under pressure in some of the toughest business environments of the world.

- |          |          |
|----------|----------|
| (a) DBAC | (b) CDBA |
| (c) ACDB | (d) ABCD |
| (e) CADB |          |

19. *Starting Statement:* Figure Skating is primarily a sport of amateurs.

- (A) For years the singles competition was judged according to two categories.
- (B) The compulsory figures category required each skater to perform three as six repetitions of three figures drawn from a possible 41 patterns.
- (C) Contests are held for singles and for pairs.
- (D) The free skating category judged a skaters' skating coordinated with music.

*Ending Statement:* All figures are based on a figure eight pattern as variations there of.

- |          |          |
|----------|----------|
| (a) BCDA | (b) CADB |
| (c) CDBA | (d) ABCD |
| (e) ADCB |          |

20. *Starting Statement:* Cellular jail at Port Blair, the infamous Indian Bastille is regarded by each and all as sanctum sanctorum, the holy of holics.

- (A) The mute and benumbed structure of the colours of the jail provides an eloquent testimony to their epic struggle.
- (B) The revolutionary movement got a new dimension here and a unique struggle for resistance got inside the walls of the jail.
- (C) They preferred the martyrdom to the ignoble life of a dastard.
- (D) The cellular jail is revered as a shrine of liberation for the firebrand freedom fighters who fought to liberate the motherland from the yoke of the British rule.

*Ending Statement:* The gigantic building witnessed unspeakable tortures in spite of which the resistance of the patriots could not be subdued.

- |          |          |
|----------|----------|
| (a) BCAD | (b) DABC |
| (c) BDCA | (d) DACB |
| (e) ABCD |          |

21. (A) Established in 1812, Citi corp. is the largest American bank with assets exceeding 210m.

(B) Citi corp. has the reputation of being a fast growing organisation for years.



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- (C) In 1993 it won accolades and polled the best bank for arranging foreign exchange it 'euro-money'.
- (D) In 1992 it was voted the best bank for providing information service.
- (a) ABCD                      (b) BACD  
(c) BADC                      (d) ABDC  
(e) CB
22. (A) People have a strong need for identification.  
(B) We see this in the children in the United States.  
(C) They will kill in order to preserve an identification they have made.  
(D) They will kill to preserve the identity and sense of belongingness that they gain from gang membership.
- (a) BACD                      (b) ABCD  
(c) ADCB                      (d) ACBD  
(e) BDCA
23. (A) A comprehensive study of various religions would support the broader view that one supreme and caring intelligence has expressed itself to different people at different times.  
(B) Fanaticism comes to people who feel insecure.  
(C) This broader view gives a sense of belongingness while still allowing people to be well founded in their own tradition.  
(D) Within the religious fanaticism that has grown in the world you will find a basic lack of understanding of other religious.
- (a) ACBD                      (b) DABC  
(c) BDAC                      (d) ADBC  
(e) DCAB
24. (A) As the battle in Iraq goes on, I could not help wondering about American military intelligence.  
(B) Furthermore, going after one or two injured or killed men has been tried in numerous wars but the result is usually the same.  
(C) Underestimating the enemy's numbers and not fully appreciating their will to fight as well as relying upon local forces to carry out the combat, were aspects of Vietnam conflict.  
(D) I don't say that it is right to leave bodies behind but this obsession with retrieving American casualty is somewhat ridiculous.
- (a) ABCD                      (b) ACBD  
(c) CABD                      (d) CBAD  
(e) DACB
25. (A) The kind Marshall combine and the new team which managed the key performance area were the major players in the creation of a new architecture for British Airways.  
(B) To achieve success in a service industry, it is essential to align company activities with customer's expectations.  
(C) It is important, however to recognize the principles on which British Airways built its winning competence.  
(D) It is obvious that leadership played quite a dominant role in the British Airways transformation.
- (a) ABCD                      (b) BACD  
(c) DACB                      (d) ACBD  
(e) CABD

### TEST 2

*No. of Questions—25*

*Time—20 minutes*

Pathetically, 16 years old Dorian Anxhaku from Tirana writes about his first trip abroad. While standing on the road in the shadow of the world famous banks, listening to the falling of the snow, to the noise of the snow avalanches in some tourist resorts, along the quiet and marvelous Lake of Geneva, I instinctively press the Albanian passport I am holding.

I feel a little bit confused and I am sincere. A drop of tear slips on my cheek. May be this is the reason why a Swiss woman, very impressed, asks me: What is wrong, sir?

I might have been lost in my thoughts, because she touches my hand and tries to recover my consciousness from that momentary shock. My whole body asks my lonely and forsaken being: 'Why are we so poor while being so close to such a rich world? Why are we so unlucky while living so close to a world that blossoms in its happiness? Why are we dipped in a monotonous idea of the pain while being so close to a world that moves its feet impetuously in a strange dance? What is wrong, sir?', the unknown woman asks. Why, why? My whole being asks.

I stayed some days at this magic place, Switzerland, in this place, where Albanian guests are welcomed. The reason of my visit was a contest organised from UNDP (United Nations Development Project) on the occasion of the 50th anniversary of the Universal Charter of Human Rights. This competition was organized between the high schools' students, and I happened to be the winner. I took one of the

Swissair planes and found myself in Zurich and then in Geneva just as in a day of a thousand and one nights' dream.

I met with famous personalities of the European Politics at the High Commissariat of the United Nations. I have been to the home country of Wilhelm Tell, the Swiss highlander who shot the apple placed on his son's head. A lot of famous Albanians have come here and had a common dream: We wish Albania becomes a second Switzerland. This is an emblematic dream, a second Jerusalem. To become a second Switzerland—these words were the honoured words that came out of the charming princess Elena Gjika, the one that impressed the European Courts—these words came out of the European theatre star Alexander Moisiu at his last evening; these were the words fixed in the notebook of Mithat Frasherri on his return trip from Switzerland.

I couldn't sleep, and being lonely while wandering in the beautiful streets of Geneva, I had a feeling that I was going to meet with the pieces of conservation, with the dialogues, with the words and dreamed images of these outstanding compatriots. And above all, their common emblem: To become a second Switzerland.

We almost have the same climate and landscape. We have strong human characters that seem to be hardened at the same anvil. But yet we are so far from each other as if we were two planets travelling in other universe, in other galaxies. What is wrong, sir? The repetition of this question made my star fall down onto the ground and I see a woman of the same age as my mother standing in front of me. She looked worried and anxious.

Mothers... They are the only persons that do not change in this world. They are always there with the same compassion of the swallow bird, with their rainbow longing that brightens their eyes, with their quietness that knows how to wait, with that look that knows how to talk, with that smile that lifts you up to the heavens.

What is wrong, sir? Are you sick?

Yes madam, I am sick. My poor mother and I are sick. We want to be healed, but sometimes the medicines are out of date, we want to hear a good word, but cheat is hidden behind them, we want to hear a good morning for a golden morning. We want to have our rights.

She takes my arm and brings me to a house. The tea is boiling, and later I have a coffee with milk. I know only some words in German and French, and we try to bring together our universes.

We want our rights, those rights that we denied to ourselves, those rights that others denied to us. We want to live.

When a human being, when a family, when a town, when a people give an SOS signal, like a ship in the heavy sea, then other people, other towns, other nations have to answer with the great law of the sea of human history: they have to help, they have to come quick, they have to talk, to smile... I am still holding the Albanian passport, as those pages are keeping the connections with my planet, with my special life.

Here in Switzerland, more than anywhere else, you can take some useful truths with you, given from the gigantic arrow and bow of Willhelm Tell with the blade that flies towards the Sun, as if the Sun was a gigantic apple. Fight for your rights. Do not plead. Do not get discouraged. Work. Search. Stand. Be triumphant... Keep your head straight up like the mountains and let the clock knock on your chest as an immortal clock.

The airplane leaves behind the airports of Geneva and Zurich and takes with it those precious truths. Those truths taken from the treasure of Sinbad sailor in the ship-holds of Switzerland filled up with property, liberty, dignity and equality. Thank you Switzerland. Greetings to you Switzerland—I greet your heart and your soul.

1. What according to the passage is the mood of the author?
 

(a) Sombre	(b) Philosophical
(c) Critical	(d) All of the above
(e) Only (a) and (c)	
2. In the context of its usage in the passage what does "..... and we try to bring together our universes," signify :
 

(a) The author is trying to reciprocate with his host
(b) The author is trying to get solace
(c) The author is asking for clarification
(d) None of the above.
(e) Only (b) and (c)
3. What is the central idea of the passage?
 

(a) Albanians want to emulate the richness and development of the Swiss
(b) Albania is trying hard and desperate to be as developed as Switzerland
(c) Albanians dream—of a Switzerland like climate in their country

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- (d) Albania has to work hard to emulate Switzerland
- (e) All of these
4. Which of the following could be drawn as parallel/s between Albania and Switzerland?
- I. Property
  - II. Liberty
  - III. Dignity & equality
  - IV. Climate
- (a) Definitely I, II and III
- (b) To some extent I, II & III but definitely IV
- (c) Only IV
- (d) None of the above
- (e) Only II and IV
5. Why does the author instinctively press her Albanian passport, while standing beside the lake of Geneva?
- (a) To keep herself reminding about her dream of coming to Switzerland
- (b) To veil a feeling that after all she is Albanian
- (c) To make her identity known, in case someone asks her on the Swiss streets.
- (d) None of the above.
- (e) All of (a), (b) and (c)

#### Passage 2

The author, Mrs Susan Pritchett Post, was motivated to write her impressions when her husband, Everett Post, worked for the US Agency for International Development in Albania on housing contracts. She worked at the National Housing Agency on a part-time basis.

Post describes well her arrival and the first few months of settling down—living conditions, shopping, having some home improvements made, contacts with her neighbours and other Albanians. She wondered how they found the optimism and energy to manage their lives. With her Albanian language teacher, Mrs Ksanthipi Dodi, she met a group of women in Tirana with a variety of backgrounds, keen to speak from the heart about their experiences and personal issues. The question rose in her mind—what has given the Albanian women strength, not only to survive, but also to lead meaningful and fulfilled lives with good-heartedness and optimism? It was clear that the answer could only be provided by representative findings of women all over the country, those of different ages, background and political viewpoints. So she embarked on

country-wide interviews, incorporating as much as possible the actual words of the some she met, 200 in all. Out of her respect and growing admiration for the Albanian women she wanted to present her work to the outside world as an inspiration to others and in the hope that this book will bring healing to the wounded society.

Dirite, who served her country as a partisan in the War of Liberation, was imprisoned for 13 years and exiled. She cannot smile or laugh any more, though she recounts humorous stories of events that took place during her years of torture and interrogation, and despite her age (78) and physical disabilities, she burns with desire to be of service to her country today.

Safide lives in a village that has water once a month. She works the land, keeps the house clean and prepares excellent meals for her family, though the family has to carry home on their backs and heads water, produce, and animal feed. She remains optimistic with a ready smile and eagerness to help others.

Vjallca sells bananas in the street near the fruit market in Tirana, trying to augment her husband's disability pension of 20 a month. She makes 1 or 1.5 lek (about one cent) on each banana she sells, but when she stays at home to look after her husband she cannot contribute even that small amount.

Teuta (18) lives in a village. Though she wanted to continue studying, her father took her out of school to work on the land, help with the housework and await an arranged marriage.

This book reports in their own words, the life stories of Albanian women of all ages and backgrounds, not as a scientific study but against well founded presentations of the 1996 environment. The author has carefully observed conditions of housing, water and electricity, retailing, medical facilities, travel, effects of the *kanun*, besides the individual circumstances of the people she interviewed. The book made a deep impression on me, not only because I had spent two weeks in Albania at the time that she was carrying out this work.

Susan Pritchett Post lived in Tirana for about three years with her husband, Everett, her son, Jacko and the family adopted Albanian daughter, Anna. In March 1997, they were ripped from Albania under a forced evacuation. They could only say a hasty goodbye to Everett, and under difficult conditions returned via Italy to USA, where she finished and published her book last year.

6. What is the occupation of the author?
  - (a) The author is working with the US agency for International Development in Albania
  - (b) The author is a part-time worker at the National Housing Agency
  - (c) The author is a house manager.
  - (d) None of the above
  - (e) Both (a) and (b)
7. According to the passage, which of the following cannot be inferred as possible components of settling down in a new place?
  - (a) Calling a carpenter and fixing a wardrobe
  - (b) Enquiring about the nearest grocery store
  - (c) Listing the telephone number of the office of the National Housing Agency
  - (d) Familiarising oneself with some of the neighbours and locals
  - (e) None of these
8. According to Susan Post, which of the following can best describe the Albanian society?
  - (a) Society of wounded feelings
  - (b) Self-contented society
  - (c) Improving society (but this improvement will take time)
  - (d) All of the above
  - (e) Only (b) and (c)
9. What, according to the passage, could not be cited as possible reason for Susan Post embarking on a country-wide journey for interviews?
  - (a) To find reasons for the strength of the Albanian women
  - (b) To find reasons for the moral strength of the Albanian women
  - (c) To find reasons for the Albanian society being so wounded
  - (d) All of the above
  - (e) None of (a), (b) or (c)
10. What according to the passage is the common link between Dirite, Safide, Jacko, Vjallca and Teuta?
  - (a) They're all living in villages
  - (b) They're all Albanian women
  - (c) None of them are dejected in life
  - (d) None of the above
  - (e) Only (a) and (c)

**Directions for Questions 11 to 15:** *Given below is a passage followed by a few inferences.*

Mark [a] Definitely True if the inference follows directly from the passage.

Mark [b] Probably True if the inference appears to be true in the light of the passage but cannot be ascertained to be definitely true.

Mark [c] Probably False if the inference appears to be false in the light of the passage but cannot be ascertained to be definitely false.

Mark [d] Definitely False if the inference contradicts the data in the given passage.

Mark [e] None of these.

Although Lord Russell's contributions to education have not been as titanic or promethean as his contributions to mathematics and philosophy, the impact of his views on education were considerable. He was an ardent leader of those who held that education ought to emphasise scientific methods of inquiry rather than the transmission of a settled body of knowledge. He refused to compromise with those who adopted persecution, censorship, and other controls on education.

Lord Russell had wide personal experience with a variety of educational problems from 1927 to 1932. He and his wife, Dora Winifred Black, directed the activities of an experimental school for young children. Since 1900, he lectured widely in England, America, and the Far East at such notable institutions as Cambridge University, England; the University of Chicago, the University of California and Harvard University in the United States; and the National University in Peking, China. He was prevented from accepting a number of other professional engagements because he advocated 'dangerous' ideas. He was called the enemy of reason and morality by those who prefer that educators instill eternal creeds, instead of a spirit of scientific inquiry.

11. Along with Lord Russell there were others who held the view that education should lay emphasis on scientific methods of enquiry.
12. Lord Russell professed what he preached.
13. In Mathematics and Philosophy Lord Russell's contribution was huge.
14. Lord Russell advocated ideas that could destroy an entire nation.
15. Lord Russell did not believe in censorship.

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**Directions for Questions 16 to 20:** Sentences given in each question, when properly sequenced form a coherent paragraph. Each sentence is labeled with a letter and all sequences end in 5. Choose the most logical order of sentences from among the four given choices to construct a coherent paragraph.

16. (A) Part of the mountainous rubble of metal beams and frames that came down with the twin towers, was shipped to Chennai by a local scrap dealer.  
(B) There are however no plans to sell the scraps as souvenirs or make a profit out of it as the dealer paid no premium for the consignment.  
(C) He bought it at \$ 122 per tonne from a dealer in Dubai who in turn had bought it at a New York Port Authority auction.  
(D) When the ship Borzna docked into the Chennai wharf last month, it brought old news from New York—over 10000 tonnes of debris from the World Trade Centre wreckage.
5. Right now, the scrap is being melted and made into ingots at smelting units near Chennai and being ploughed back into a new building as sturdy construction rods.  
(a) CBAD (b) BACD  
(c) DACB (d) CDAB  
(e) BCAD
17. (A) Bausch & Lomb has introduced the versatile Zyoptix, the first integrated system for personalised laser vision correction.  
(B) The latest in LASIK surgery, a procedure to reduce a person's dependency on glasses or contact lenses, the system integrates wave-front analysis and corneal topography measurements with excimer laser.  
(C) That is good news for those seeking laser surgery in India.  
(D) With integrated wave front analysis, multi-dimensional 3D corneal mapping and advanced scanning laser technology, it can measure and rectify subtle aberrations inside the eye.
5. In short, Zyoptix aims at providing 'super vision' to those who need it.  
(a) CABD (b) ACDB  
(c) BCDA (d) ACBD  
(e) DABC
18. (A) Vikram is the recipient of the Paul & Daisy Soros Fellowship for New Americans and is also a fellow at the newly created Media LAB Asia.  
(B) The children of physicians frequently follow in the footsteps of their parents, and often in interesting ways.  
(C) Vikram sheel, the son of a physician, has recently fashioned Dia Bet Net, a hand held computer game for young diabetics.  
(D) He opted for medicine inspired by the example of his father, a neurosurgeon, who runs a pain management clinic in Delhi after a quarter-century of medical practice in the US.
5. "Never forgetting why he chose medicine, my father volunteered his time during the Kargil war and has infused his passion in his children", says Vikram.  
(a) ACBD (b) DCAB  
(c) ABCD (d) BCAD  
(e) DABC
19. (A) Characterisation of materials is an important area in the evolution of new materials having tailor-made properties for a specific application.  
(B) Various properties of materials have to be studied towards developing a specific product.  
(C) The needs are varied based on its intended application whether it is heterostructure interfaces for semi conductor devices, or sensors for chemical industries or structural materials in nuclear reactors or aerospace engines.  
(D) The needs are also varied depending on the criticality of the material to ensure human safety in the operations.
5. Towards these ends the chemical and structural properties are fundamental.  
(a) ADBC (b) BCDA  
(c) ABCD (d) BDAC  
(e) DACB
20. (A) After missile defence, counter terrorism has emerged as an important platform for strategic cooperation between New Delhi and Washington.  
(B) Both these actions, of course, were driven by India's perceived interests.  
(C) Ever since Bush's election, liberal outfits and publications have joined hands with the Republican administration in projecting India as a strategic partner.

(D) Just as India promptly supported President George Bush's plans for recasting the framework of nuclear deterrence by building missile defences, so did it quickly back his call for a war on terrorism.

5. It is important for India to capitalize on the sentiment.
- |          |          |
|----------|----------|
| (a) ABCD | (b) BCAD |
| (c) CDAB | (d) ADBC |
| (e) DACB |          |

**Directions for Questions 21 to 25:** Each question has a main statement followed by four statements labeled a, b, c and d. Choose the ordered pair of statements where the first statement implies the second, and the two statements are logically consistent with the main statement.

21. Only if the monsoon is delayed, will agricultural output be lower.
- (A) Agricultural output is lower.  
 (B) The monsoon is not delayed.  
 (C) Agricultural output is not lower.  
 (D) The monsoon is delayed.
- |        |        |
|--------|--------|
| (a) BC | (b) BD |
| (c) AC | (d) AD |
| (e) BD |        |
22. If the certificate is damaged, it will not be accepted.
- (A) The certificate is not damaged.  
 (B) The certificate is not accepted.  
 (C) The certificate is damaged.  
 (D) The certificate is accepted.
- |        |        |
|--------|--------|
| (a) BA | (b) BC |
| (c) AD | (d) DA |
| (e) AC |        |
23. The machine will not work if power supply fails.
- (A) Power fails.  
 (B) Power does not fail.  
 (C) The machine does not work.  
 (D) The machine works.
- |        |        |
|--------|--------|
| (a) BA | (b) BC |
| (c) AD | (d) DB |
| (e) BC |        |
24. You can take a ride only if you have a ticket.
- (A) You took a ride.  
 (B) You did not take a ride.  
 (C) You had a ticket.  
 (D) You did not have a ticket.

- |        |        |
|--------|--------|
| (a) CA | (b) AC |
| (c) DA | (d) BC |
| (e) AB |        |

25. Either Shyama or Geeta will take the only chair in the room.
- (A) Shyama took the chair.  
 (B) Geeta did not take the chair.  
 (C) Shyama did not take the chair.  
 (D) Geeta took the chair.
- |        |        |
|--------|--------|
| (a) CA | (b) AC |
| (c) DC | (d) BC |
| (e) DA |        |

**TEST 3**

No. of Questions—25  
Time—20 minutes

**Directions for Questions 1 to 5:** Choose the set of three statements where the third statement can be logically derived from the preceding two.

1. (A) Some men love music.  
 (B) Some smokers do not love music.  
 (C) Some men are not smokers.  
 (D) Some men are smokers.  
 (E) No music lover is a smoker.  
 (F) Some men do not love music.
- |         |         |
|---------|---------|
| (a) ACD | (b) ABD |
| (c) FBD | (d) AEC |
| (e) ABC |         |
2. (A) All living organisms need energy.  
 (B) Energy is provided by food.  
 (C) All food needs to be digested.  
 (D) Potato is a food.  
 (E) Potato needs to be digested.  
 (F) Enzymes are released in intestines.
- |         |         |
|---------|---------|
| (a) ABE | (b) BCD |
| (c) CDE | (d) DEF |
| (e) ABD |         |
3. (A) All blacks need money.  
 (B) All whites need money.  
 (C) Mongoloids are white.  
 (D) Some Mongoloids need money.  
 (E) All blacks are whites.  
 (F) Some blacks are Mongoloids.
- |         |         |
|---------|---------|
| (a) EDA | (b) EBA |
| (c) BEC | (d) FEC |
| (e) DCA |         |

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4. (A) NSE index is a stock market index.  
(B) NSE index is based on 50 scrips.  
(C) NSE index truly reflects the fluctuation of share prices.  
(D) More than 1000 scrips are listed on the NSE.  
(E) NSE index does not truly reflect the price fluctuation of all NSE shares.  
(F) NSE index indicates the prices of 50 scrips out of more than 1000.  
(a) BDA (b) ABC  
(c) BDF (d) BCE  
(e) EFD
5. (A) P weds Q after divorcing R.  
(B) S weds R before R weds P.  
(C) P weds S after divorcing Q.  
(D) Q and R are of the same sex.  
(E) R and P is a happy couple.  
(F) P is a double divorcee.  
(a) BCE (b) ACF  
(c) ACD (d) ABF  
(e) FED
- (c) buy cheap sell costly  
(d) sell what you can don't buy from a competitor  
(e) what you see is not selling
9. The 'song' of Japan, \_\_\_\_\_ based on Indian themes;  
(a) one of the leaders in interactive digital entertainment is looking at designing and developing softwares for games  
(b) one of the leaders in interactive digital entertainment is looking at designing and developing software  
(c) but based on Indian themes one of the ledgers in interactive digital entertainment, is looking at designing and developing softwares for games  
(d) one of the leaders in interactive digital development is software for games  
(e) single leaders in interactive digital entertainment is seeing at design and developing soft wares for games.

**Directions for Questions 6 and 7:** Choose the option which could replace, the underlined portion

6. The appetite of banks for funds is lost under the onslaught of the slowdown, corporates refused to borrow even as bank deposits flourished.  
(a) bank deposits zoomed  
(b) bank deposits enhanced  
(c) bank deposits flummoxed  
(d) bank deposits swelled  
(e) bank deposits shrunk
7. The library seemed to be at sixes and sevens on the very first look.  
(a) in complete disorder  
(b) total peace  
(c) tastefully designed  
(d) without proper ventilation  
(e) hunky dory

**Directions for Questions 8 to 12:** Fill in the blanks from the best possible option.

8. Swindling one's fellow beings is a necessary practice upon which the sound commercial success formula \_\_\_\_\_ is based.  
(a) sell what you cannot buy  
(b) buy what you sell to others

10. Corruption has eaten into the very vitals of the administration in the state, \_\_\_\_\_.  
(a) leaving it unable for action.  
(b) leaving it without the will to act.  
(c) making it advance through action.  
(d) incapacitating the will towards action.  
(e) leave it uselessly for action
11. Experts claim that shifting a portion of health benefits costs back to the workers \_\_\_\_\_ helps to limit medical spending.  
(a) helps the control of the employer's costs and also  
(b) helps to control not only the employer's costs, but also  
(c) not only helps to control the employer's costs but also  
(d) not only helps to control the employer's costs and also  
(e) helping controlling the employer's costs but also
12. The basic needs \_\_\_\_\_ a basic need along with food, shelter, clothing and education.  
(a) approaches, consider health to be  
(b) approach consider health as being  
(c) approach, considers health as  
(d) approach, consider health to being  
(e) approaching, consider health to be

**Passage 1**

The list of the victims of Asia's economic flu grew steadily in 1997's final calendar quarter. At year's end even Japan's "miracle" economy was in need of a miracle cure.

In this first week of 1998, the trillion-dollar question, not only for Asia but for the Americas and Europe as well, is how swift and complete will be the business recovery from the financial ills that began in Thailand's "tiger-cub" economy in July 1997. Twin hopes abound. The first is that the year 1998 will still be a pretty good year for global business. The second hope is that things won't be as bad as they could become.

For example, until three months ago, Norwalk, Connecticut USA based D. Howard Pierce, ABB Asea Brown Boveri Ltd.'s executive vice president and group executive committee member responsible for the Americas, was looking forward to a 1998 significantly better than 1997. Exports to Asia were at respectable levels. Business in Latin America was improving significantly. "Overall," he says, "we were looking at continued steady improvement" in sales of industrial systems and power-generation-and-distribution equipment, ABB's mainstay products.

However, by mid-November, Pierce admitted to being "a bit concerned" about short-term instability in capital markets and its impact on 1998 growth prospects, and his company began to pace itself accordingly.

As Brazil, for instance, raised interest rates and import barriers to defend its currency during the final weeks of 1997, ABB was keeping careful watch, determined not to get spending too much ahead of the rate of project development. The basic reason: Debt leverage runs about 70% for most of the projects in which ABB participates in Latin America and Asia, and if "the economics of the project don't look so good, the project will go on hold until things stabilise [and] interest rates come back down," Pierce explains.

"While this turmoil in southeast Asia does not hit us very much directly, indirectly it is going to put a damper on some of the markets we serve," predicts Byron O. Pond Jr., Arvin Industries Inc.'s chairman and CEO. For example, if electronics and some other Asian products—their price competitiveness enhanced by devalued currencies at home—crowd South American products out of the US market, Latin Americans may have less money with which to buy the exhaust systems and ride-control products that the Columbus, Ind.-based company manufactures.

13. Why does the author refer to the Japanese economy as a 'miracle'?
  - (a) To underline the economic flu that grew steadily in Japan in 1997.
  - (b) To signify that all the economic forces are working more than their actual potential.
  - (c) Both (a) and (b)
  - (d) None of the above
  - (e) To notify the flu that steadily degenerated in Japan
14. Which of the following according to the passage are not dealing with many nationalities?
  - (a) ABB
  - (b) Arvin
  - (c) Norwalk
  - (d) Columbus
  - (e) All of these
15. Which of the following, according to the passage is/are the field of operation for Mr. Howard Pierce?
  - I. USA
  - II. Chile
  - III. Peru
  - IV. Brazil
  - (a) Only I
  - (b) I and IV
  - (c) I & II fully
  - (d) All of the above
  - (e) Only II and III

**Passage 2**

"The pace of economic and social demise was accelerating. Popular discontent was spreading and the economy was deteriorating at a growing speed. Only fear of the unknown prevented a popular rebellion. . . . Whatever time Castro had left in power, his failure to change with the times seemed almost sure to condemn his once-acclaimed revolution to a lonely death."

Thus wrote Pulitzer Prize-winning author Andres Oppenheimer in 1992 in *Castro's Final Hour*, a book marketed as a "historical account of the disintegration of Castro's Cuba." Oppenheimer was not alone in his assessment. To most observers and analysts, the collapse of the Soviet Union meant the imminent fall of Cuba. Few thought that the only remaining communist stronghold in the Western Hemisphere could survive without subsidies, aid, and preferential trade treatment from the Soviet bloc. This conviction deepened with Cuba's failure to follow Russia down the path of market democracy. Intent on maintaining its socialist regime, Cuba not only had to overcome the loss of its Cold War economic partners



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without any outside help, but also to contend with a tightening US embargo and its extraterritorial enforcement through new legislation.

Nevertheless, to the surprise of all, disappointment of many, and joy of a few, Russia today is the world's leading economic charity case, while Cuba has become the lone soldier of state socialism, marching on long after it was supposed to have surrendered to superior capitalist forces. Even as Russia's Gross Domestic Product (GDP) shrank by a staggering 42.5 per cent between 1989 and 1997, Cuba's economic output—after plunging initially by 35 per cent between 1989 and 1993—has managed to recover and grow every year since then. True, in contrast to Russia, Cuba remains a police state whose people are denied fundamental freedoms. Although Cuba has seen respectable rates of economic growth, daily life remains a harsh struggle for the vast majority of a population that cannot openly complain. Yet, in spite of Cuba's slow and timid reforms, not only is it prospering relative to its former Cold War patron, but U.S. efforts to topple President Fidel Castro have actually propped up his regime. What happened? Why has Cuba "succeeded" where Russia has "failed?" Why were outsiders' expectations so wrong? And what lessons, if any, can be derived from the Cuban experience for Russia and other countries facing wrenching transitions?

Russia's decision to forsake communism for market democracy brought the badly needed political and economic support from the United States and its partners in the Group of Seven (G-7). In 1991, Russia faced a fiscal deficit equivalent to 30 per cent of its GDP and an economy that had contracted by 13 per cent from the previous year. Backed by the International Monetary Fund (IMF), the Russian government launched a drastic programme of economic reforms in 1992 that unified its exchange rates, privatised state industries, and freed prices. Multilateral agencies rewarded Moscow with financing and assistance. Doors to new export markets swung open. Russian exports to countries that did not belong to the former Soviet Union grew by 20 per cent from 1993 to 1994.

16. What, according to the passage can be cited as possible reasons for Castro's unpopularity?
- I. The people were discontented with their living conditions.
  - II. The Cuban economy was not doing well.
  - III. He had failed to keep up with his once popular image.

- (a) I, II & III                      (b) III only  
(c) I & II only                      (d) None of these  
(e) Only II and III
17. Why, according to the passage, did Russia crumble & Cuba did not ?
- (a) Castro has been very efficient in dealing with problems.
  - (b) There were enough aids available to Cuba, even with a US embargo.
  - (c) US pressurised Cuba to stay communist.
  - (d) None of these
  - (e) Both (b) and (c)
18. The approach of the author towards Russia vis-à-vis Cuba can be at best be described as:
- (a) Analytical                      (b) Critical
  - (c) Supportive                      (d) Only (a) & (b)
  - (e) Acerbic
19. Based on the passage, what reason(s) may be cited for the breakdown of Russia:
- (a) Economic sluggishness
  - (b) Attraction towards market democracy
  - (c) IMF's contribution
  - (d) Not enough information is available in the passage.
20. What can be a fitting heading to the passage?
- (a) What Cuba can teach Russia
  - (b) Communism vs Market Democracy
  - (c) Disintegration of Russia
  - (d) Russia vis-à-vis Cuba
  - (e) The dominant Russia

#### Passage 3

The American Economic Association (AEA) used to publish a single academic journal to represent the cutting edge of its discipline. But as the economics community diversified, that journal, the *American Economic Review*, simply could not serve the needs of the Association's membership. A second journal, the *Journal of Economic Literature*, appeared in 1962 to review, classify, and summarise publications in the field. A third, the *Journal of Economic Perspectives*, was launched 12 years ago.

The *Journal of Economic Perspectives* publishes the kind of readable articles that used to be the mainstay of the economics profession before the econometricians and mathematicians took it over. Addressing issues that mix

sub-disciplines of economics with public policy, it attracts the widest audience of the AEA's flagship journals.

The summer 1998 issue is worth a look back for a good glimpse of the journal's formula. Two articles consider the implications of deregulation in the United States for industry and labour, concluding that although slow to develop, adjustments in wages and consumer prices do happen the way economists expect. Another presents a report on a study of foreign doctoral students in economics at American universities. They make up 52 percent of total students, the article notes, and almost half hope to stay in the United States after graduating, at least for a time.

Two pieces in particular illustrate the range of issues covered by the journal. In a package of articles on the 1973 Endangered Species Act, Gardner Brown Jr. and Jason Shogren, professors at the Universities of Washington and Wyoming, respectively, make a plea for reforming the act with sound economic principles in mind. The authors are sensitive to the charge by some environmentalists that economists know the price of everything and the value of nothing. But saving all species at any cost, they say, may undervalue other priorities such as employment or even other environmental concerns.

Elsewhere in this issue, New York University economist Edward Wolff presents an abundance of new data from the Federal Reserve's Survey of Consumer Finances on wealth distribution in the United States. The data confirms a decline in mean and median household wealth between 1983 and 1995 as well as a greater concentration of wealth in the highest percentiles of the US population. Wolff blames much of the disparity, already the highest in the industrialised world, on the rise in the price of financial assets, a product of the prolonged bubble dominating the stock exchanges. Although this issue concentrates on US public policy, the globalisation of policy sciences means that other countries closely watch American initiatives. It is unfortunate that the *Journal of Economic Perspectives* is not offered independently (subscriptions require membership); because it represents the best in policy analysis today.

21. According to the passage, which of the following may not be cited as the possible reason for the launch of the *Journal of Economic Perspectives*?
- The diversified developments in the economic field
  - Diversification of the economics community
  - Need to discuss the economist's perspectives, since the other journals could not serve the needs of the association's membership
  - Lack of up-to-date data on current research on economic operations.
  - Both (a) and (b)
22. Based upon the facts given in the passage, which of the following could be safely concluded about the deregulation in the US economy
- Deregulation was welcomed in US
  - Deregulation took time to settle down & yield results
  - Economists, favouring deregulation were exact in their forecast about the BOP
  - Economists messed up with their forecast on wage adjustments & consumer prices
  - None of these
23. Which of the following may not be the content of the *Journal of Economic Perspectives*?
- Immigration datas
  - Killing endangered species
  - Budget of the American space programme
  - Can't be determined
  - Only (b) and (c)
24. What according to the passage is the charge of the environmentalist when they say that: 'Economists know the price of everything and the value of nothing'?
- Economist do not care about the utility of the endangered species
  - Economists pride themselves in devaluing the cost of the endangered species
  - Economists should base their judgement on sound principles
  - None of the above
  - Both (a) and (c)
25. What, according to the author, is the passage trying to assert?
- American Economic Association (AEA) overlooks economic problems in the US economy.
  - Journal of Economy Literature* is better than the *Journal of Economic Review*
  - There is a wide range of useful articles in the *Journal of Economic perspectives*
  - Other countries, closely watch American Initiatives
  - All of the above

## TEST 4

*No. of Questions—25*

*Time—20 minutes*

### Passage 1

The objective of this article is to stratify interventions for diabetes according to their economic impact. We conducted a review of the literature to select articles that performed a cost-benefit analysis for 17 widely practiced interventions for diabetes. A scale for categorising interventions according to their economic impact was defined. The 17 interventions were classified as follows: (1) clearly cost-saving, (2) clearly cost-effective, (3) possibly cost-effective, (4) Non-cost-effective, or (5) unclear. Clearly cost-saving interventions included eye care and pre-conception care. Clearly cost-effective interventions included nephropathy prevention in type 1 diabetes and improved glycemic control. Possibly cost-effective interventions included nephropathy prevention in type 2 diabetes and self-management training. Non-cost-effective interventions were not identified. Interventions with unclear economic impact included case management, medical nutrition therapy, self-monitoring of blood glucose, foot care, blood pressure control, blood lipid control, smoking cessation, exercise, weight loss, [HbA<sub>1c</sub>] measurement, influenza vaccination, and pneumococcus vaccination. Widely practiced interventions for patients with diabetes can be clearly cost-saving and clearly cost-effective. These practices are attractive from both a medical and an economic perspective.

Interventions for diabetes use current economic resources to obtain future benefits. Cost-saving or cost-effective interventions can prevent the economic impact of long-term complications such as blindness, end-stage renal disease (ESRD), and lower-extremity amputation (LEA), as well as short-term complications, such as hospitalisations for poor glycemic control. Is preventive care of diabetes a prudent allocation of society's assets?

We conducted a review of the literature and performed a limited economic analysis of the costs and benefits of 17 widely practiced interventions for diabetes. These interventions included the following: (1) eye care, (2) pre-conception care, (3) nephropathy prevention in type 1 and type 2 diabetes, (4) improved glycemic control, (5) self-management, (6) case management, (7) medical nutrition therapy, (8) self-monitoring of blood glucose, (9) foot care, (10) blood pressure control, (11) blood lipid control,

(12) smoking cessation, (13) exercise, (14) weight loss, (15) [HbA<sub>1c</sub>] measurement, (16) influenza vaccination, and (17) pneumococcus vaccination.

Data in the literature on the cost and benefit of an intervention are derived from either empirical studies of experimental populations [1] or from modeling studies of simulated populations [2]. Modeling uses a set of formulas or a computer programme based on assumptions about the accuracy of screening methods, rates of disease progression to end-stage complications or death with and without a particular treatment, and treatment costs. In chronic diseases, empirical studies of interventions, for which outcomes will not be evident for many years, are seldom performed because of high costs and time delays. The relatively inexpensive and rapid results generated by modeling studies are highly influenced by assumptions and represent predictions rather than observations. Nonetheless, such studies have supplied most of the existing data about the economic impact of interventions for diabetes.

1. To which of the following, could we categorise this passage?
  - (a) Medical
  - (b) Types of diabetes
  - (c) Economics analysis of intervention of Diabetes
  - (d) Prevention of Diabetes
  - (e) None of these
2. According to the passage, intervention with nuclear economic impact does not include
  - (a) Pneumococcus vaccination
  - (b) Doctors monitoring blood glucose
  - (c) Case management of diabetes
  - (d) Weight loss
  - (e) All of the above
3. What according to the passage is the possible reason for the need for a scale of categorising intervention?
  - (a) To clarify the types of diabetes
  - (b) To understand their long-term impact on economic complication
  - (c) To know whether preventive care of diabetes is a prudent allocation of society's resources
  - (d) To know their economic impact
  - (e) Both (a) and (b)
4. Which of the following was not included in the analysis of costs & benefits of intervention, as given in the passage?
  - (a) Blood pressure control

- (b) Foot care
  - (c) Pneumococcus vaccination
  - (d) None of the above
  - (e) Only (b) and (c)
5. According to the passage, empirical studies of experimental populations
- (a) Use computer softwares for yielding datas
  - (b) Incur high cost and time delays
  - (c) Both (a) & (b)
  - (d) None of the above
  - (e) Data insufficient

### Passage 2

You've done your best to ward off winter health woes, but January still finds you battling a full-blown flu. Now what, no matter how much you take care of your body, an occasional cold or flu is bound to set in during the immune-depressing winter months. Add to that, stiff and aching muscles from frigid, damp weather and sinus headaches brought on by a combination of cold air and dry heat, and suddenly the scenic snowy landscape begins to lose its romantic appeal. Don't let winter's minor maladies keep you huddled inside. Help for cold-weather ailments is close at hand in the form of hearty, spicy meals.

To begin with, one should eat foods that are suited to the season. This is not the time for salads and delicate little sandwiches—substantial fare that breaks down slowly and raises your internal body temperature will keep you warmer in frigid weather. But rather than heading for high-calorie comfort meals that will add more bulk than a down parka, focus on low-fat, fiber-rich foods like root vegetables, grains and legumes. These complex carbohydrates are robust without being high in fat.

If you're battling a specific malady, certain foods can help. Cold and flu symptoms are relieved by warming spices—such as ginger, curry powder and cayenne pepper—and steamy soups, which increase circulation and help to flush toxins through the body. Garlic, onions, shiitake mushrooms and foods high in beta carotene and vitamin C—carrots, kiwi and broccoli—can significantly reduce the severity and duration of colds by stimulating the defense system and increasing overall immunity. For sinus headaches, ginger and cayenne pepper can relieve sinus pain and congestion by opening up nasal passages and reducing swelling membranes. Ginger and garlic also have potent antibacterial properties that help clear up sinus infections. To ease the pain of aching muscles, spices,

especially ginger and cayenne pepper, increase circulation and improve blood flow to stiff, sore areas. And calcium-rich dark leafy greens help prevent muscle cramping by supporting their flexibility.

The best advice? Keep your body warm and cozy in the winter with immune-boosting foods. If the sniffles, aches and pains do catch up with you, chase them away by following our healing winter eating advice.

6. In what context does the authors say, “..... and suddenly the snowy scenic landscape begin to lose its romantic appeal” in the passage ?
- (a) To assert the bad effects of a combination of cold air and dry heat on human body.
  - (b) To state that aching muscles in cold weather may prevent one to enjoy scenic beauty.
  - (c) To assert that winter with its variety of health maladies might not be as pleasant as it seems.
  - (d) To state that body immune system does not work in the winter months.
  - (e) Both (a) and (c)
7. Which of the following eating habits does the author not advice in the context of the passage?
- (a) All sources of carbohydrates
  - (b) Ginger-garlic
  - (c) Both (a) & (b)
  - (d) None of the above
  - (e) Fibre-rich foods
8. Which of the following winter health woes have been cited, in the passage?
- I. Sinus headaches
  - II. Swollen membranes
  - III. Common cold
  - IV. Cramps in the muscles
- (a) I , II & III      (b) II, III & IV
  - (c) All of the above      (d) None of the above
  - (e) Only III and IV
9. What, according to the passage, could foods high in beta carotene & vitamin-C do ?
- (a) Reduce the duration of cold
  - (b) Increase immunity of the body
  - (c) Reduce the severity of the cold
  - (d) All of the above
  - (e) Only (a) and (b)
10. According to the passage
- I. Health is prone to deteriorating during winter months

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- II. Common winter problems could be chased away by eating 'right'.
- III. Winter months depress the body's immune system
- (a) I & II                      (b) I & III  
(c) II & III                    (d) All of the above  
(e) Only I

### Passage 3

The Carnegie Council is pleased to announce the release of the spring 2003 issue of its flagship journal (E and IA) *Ethics & International Affairs*. This issue of E&IA examines pressing concerns such as the preemptive use of force, Israel's policy of targeted killings, American unilateralism, and global economic justice.

"With the launching of war against Iraq, partly on grounds of preemption, many of these pieces take on added significance," said Carnegie Council President Joel H. Rosenthal. "The contributors to our Roundtable enhance and deepen the discussion of this issue by investigating how just war thinking, international law and international relations theory can help us to evaluate arguments for and against preemptive use of force."

Along with a debate examining Israel's policy of targeted killings, this issue also includes a set of articles on measures for reforming international monetary arrangements, aid conditionality, and the Bretton Woods institutions as means for promoting global economic justice.

*Ethics & International Affairs* is essential reading for scholars, students, policy analysts, international affairs journalists, NGO practitioners, and other concerned individuals. Essays by leading scholars provide a range of thoughtful perspectives on the most pressing practical dilemmas of our time.

11. According to the passage, which of the following is not examined by the *E & IA*, spring 2003 issue?
- I. Sharon's policy on Palestine  
II. Israel's policy on targeted killings  
III. America unilateralism  
IV. Economic justice in the world
- (a) Definitely 1 and to some extent 2  
(b) II, III & IV  
(c) Only III  
(d) All of the above  
(e) Only I
12. What according to the passage, were the grounds for the total war against Iraq?
- (a) Judgements given by the Pentagon  
(b) Report submitted by the UN inspection team  
(c) Haywire and baseless political ambition  
(d) None of the above  
(e) Only (b) and (c)
13. It can be inferred in the context of the passage, that *E&IA's* spring 2003 issue did not contain an article on
- (a) AIDS  
(b) Monetary support to a country  
(c) Both (a) & (b)  
(d) Can't be determined  
(e) Economic support
14. It can be inferred from the passage that which of the following would be most likely be the targeted readers of *E&IA*
- (a) Bio-genetic engineers  
(b) NASA Astronauts  
(c) Environmentalists  
(d) BBC Economic analysts  
(e) All of the above

**Directions for Questions 15 to 19:** For each of the following questions select the correct answer using your logical deductive thinking.

15. All planes are made of aluminium.
- (A) It is a plane.  
(B) It is made up of aluminium.  
(C) It is not a plane.  
(D) It is not made up of aluminium.
- (a) AC                              (b) CA  
(c) AB                              (d) DC  
(e) CB
16. All brave people are fearless.
- (A) X is not fearless.  
(B) X is not brave.  
(C) X is brave.  
(D) X is fearless.
- (a) AB                              (b) BA  
(c) DC                              (d) DA  
(e) AC
17. All quotations are wise.
- (A) This is a quotation.  
(B) This is wise.

- (C) This is not wise.  
 (D) This is not a quotation.  
 (a) BA (b) BC  
 (c) CD (d) DC  
 (e) None of these
18. All circles are round.  
 (A) Figure X is not round.  
 (B) Figure X is a circle.  
 (C) Figure X is not a circle.  
 (D) Figure X is round.  
 (a) CA (b) DB  
 (c) AC (d) AB  
 (e) BA
19. All teachers in my B-school are intelligent.  
 (A) Rohit is not intelligent.  
 (B) Rohit is intelligent.  
 (C) Rohit is not a teacher in my B-school.  
 (D) Rohit is a teacher in my B-school.  
 (a) AC (b) BD  
 (c) CA (d) BC  
 (e) All of the above
20. All competitive exams are cakewalks.  
 (A) CAT is a cakewalk.  
 (B) CAT is a competitive exam.  
 (C) CAT is not a competitive exam.  
 (D) CAT is not a cakewalk.  
 (a) AB (b) CD  
 (c) AC (d) BA  
 (e) CA
21. Either he is an Indian or he is an Italian.  
 (A) He is not an Italian.  
 (B) He is an Indian.  
 (C) He is not an Indian.  
 (D) He is an Italian.  
 (a) AB (b) BD  
 (c) AC (d) BC  
 (e) None of these
22. It is either red or black.  
 (A) It is red.  
 (B) It is black.  
 (C) It is not red.  
 (D) It is not black.  
 (a) DA (b) AB  
 (c) CD (d) AC  
 (e) CA
23. Either Amit is an engineer or an architect.  
 (A) Amit is an engineer.  
 (B) Amit is not an architect.  
 (C) Amit is not an engineer.  
 (D) Amit is an architect.  
 (a) AB (b) BC  
 (c) AD (d) DB  
 (e) DA
24. Either it is a good movie or it is an average movie.  
 (A) It is a good movie.  
 (B) It is not an average movie.  
 (C) It is an average movie.  
 (D) It is not a good movie.  
 (a) CD (b) BD  
 (c) AC (d) BC  
 (e) None of these
- Directions for Question 25:** *In each question below, there is a central assertion in the first sentence. On the basis of the definitions given below classify each of the remaining three statements as:*
- A – If it is an Assertion  
 B – If it is a Supporting Reason for the central assertion  
 C – If it is a Counter argument to the central assertion  
 D – If it is Irrelevant to the Argument
25. CENTRAL ASSERTION: Rome is a traditional cultural city of the west.  
 (A) Rulers as well as religious heads used it as their laboratories for experiments.  
 (B) Swamped by the science, technology and modernity, Rome hardly has any traditional vestiges.  
 (C) It is easy to understand that its ancient roots ensured that the city of the wealthy stayed wealthy.  
 (a) ACD (b) BCD  
 (c) BCB (d) BCC  
 (e) CBA

## TEST 5

*No. of Questions—25*

*Time—20 minutes*

**Directions for Questions 1 to 13:** *Choose the pair that best expresses the relationship.*

1. Neurologist : Brain ::  
 (a) Ophthalmologist : Eye  
 (b) Cardiologist : Heart

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- (c) Endocrinologist : Pancreas  
(d) Nephrologists : Stomach  
(e) Both (a) and (b)
2. Speed : Velocity ::  
(a) Agility : Nimbleness  
(b) Languor : Jagdiness  
(c) Voracity : Truthfulness  
(d) Rectitude : Honesty  
(e) Both (c) and (d)
3. Black : Sheep ::  
(a) Errant : Child  
(b) Infant : Terrible  
(c) Rebel : Member  
(d) Errant : Knight  
(e) All of these
4. Consecrate : Desecrate ::  
(a) Glorify : Admonish  
(b) Admit : Expel  
(c) Admire : honour  
(d) Approve : Disapprove  
(e) All of (a), (b), and (c)
5. Liberate : Restrain ::  
(a) Depose : Assert  
(b) External : Abbreviate  
(c) Expand : Contract  
(d) Accept : Reject  
(e) Only (a) and (d)
6. Secular : Parochial ::  
(a) Atheist : Religious  
(b) Cosmopolitan : Well bred  
(c) Rustic : Simple  
(d) Free : stray  
(e) None of these
7. Labour : Wages ::  
(a) Employer : Dividends  
(b) Officer : Salary  
(c) Business : Profit  
(d) Teacher : Tuition  
(e) Only (b) and (c)
8. Nibble : Bite ::  
(a) Swallow : gulp  
(b) Jog : walk  
(c) Swift : breathe  
(d) Open : tear  
(e) Cannot be determined
9. Sound : Decibel ::  
(a) Earthquake : Tremor  
(b) Noise : Intensity  
(c) Light : Radiance  
(d) Length : Metres  
(e) Only (a) and (b)
10. Speak : Orate ::  
(a) Asleep : Awake  
(b) Discuss : Debate  
(c) Mumble : Speak  
(d) Dream : Lead  
(e) Hungry : Ugly
11. Desiccated : Anhydrous ::  
(a) Water : Drought  
(b) Salt : Stone  
(c) Starved : Famished  
(d) Umbrage : Scold  
(e) Sweet : Funny
12. Dentist: Teeth ::  
(a) Paleontologist : Monuments  
(b) Dermatologist : Skin  
(c) Astrologist : Past  
(d) Genealogist : Genes  
(e) Philologist : Art
13. Fox : Vixen ::  
(a) Duck : Drake  
(b) Dog : Bitch  
(c) Wolf : Wolverine  
(d). Gander : Goose  
(e) Doe : Deer

**Directions for Questions 14 to 18:** *Select the appropriate word for each blank:*

What an amazing—(14)—of characters! What a—(15)—of heroes and villains to choose from! Some shook the world by—(16)—: Gandhi at the sea to make salt, Lenin at the Finland station. Others by—(17)—to depart: Rosa Parks from her seat on the bus, that kid from the path of the tank near Tiananmen square. There were magical folks who could make freedom—(18)—through the walls of a Birmingham jail, a South African prison or a Gdansk shipyard.

*Options:*

14. (a) caste (b) waste  
(c) cast (d) colour  
(e) Action

15. (a) wealth (b) dearth  
 (c) zenith (d) nadir  
 (e) Flamboyance
16. (a) arrival (b) departing  
 (c) arriving (d) killing  
 (e) None of these
17. (a) willing (b) refusing  
 (c) staying (d) forcing  
 (e) Able
18. (a) gained (b) broken  
 (c) built (d) radiate  
 (e) Act

**Passage 1**

An expatriate's relationship with the host country is a shifting one, and during my eight years in Western Japan, I have run the whole gamut: Greenhorn-in-Wonderland, hypercritic, "Excuse-me-but-you're-standing-in-my Japan," culture-intoxicatee. I am returning to the U.K. at the end of March, but, paradoxically, my tie with Japan is due to grow much stronger in mid-May when my wife gives birth and I become the father of an infant Japanese-Briton.

This prospect changes everything. Many long-term western expatriates in Japan inhabit an Edenic state of bourgeois affluence with no strings attached. We enjoy a comfortable lifestyle, yet remain untroubled by civic duties. We can't vote, we may lack linguistic fluency, our opinions are presumed to derive from our national stereotypes, we rarely blip on the national radar, so we are absolved from caring overly about where we live. Japan's problems, except in a Japan watching way, are not our problems. However, as someone who intends to return in five years to put a child through Japan's elementary-school system, the country's failings suddenly matter more.

My sharpest worry is that national homogeneity continues to be Japan's modern religion. There are no degrees of citizenship here: if you are not "a Japanese" your gaijin status is hammered home at every encounter with officialdom, every gape from rural school kids and every well-meant compliment on your chopstick skills. This is not an "Expat-as-Victim" article: I know that in the immigration authority's hierarchy of gaijinhood, Causasians have a far easier time than, say, Filipino "Japayukis," Russian exotic dancers or South American laborers. My point is that foreignness is like a magical garment from a

folktale, one with the sewn-in curse that its wearers cannot remove themselves. Only social consent will allow my child to feel at home in his or her Asian mother-country.

Japan withholds this consent like a zealot withholds an admission of doubt. At the political level, there is no provision for dual nationality in adulthood, so on his or her twentieth birthday our child must go through the ritual of renouncing British citizenship in the eyes of Japanese law while, retaining both European Union and Japanese citizenship in the eyes of British law. On a civic level, even Hiroshima, my home for eight years and, according to its tourist literature "the international city of peace," denies Korean conscripts killed in the A-bomb blast a monument in Peace Memorial Park because its foreign presence would sully the sanctum's purity. "Internationalisation," as oft-quoted a mantra here as anywhere, means little on street level beyond flag-bunting, expressway signs in English and more Starbucks franchises.

The sea-change necessary to update Japanese society's relationship with the rest of the world and its people is not on the horizon, not yet. Gerontocracy keeps younger talent away from powers of decision making, resulting in a US-bound brain drain, a Europe/New York City-bound arts drain, and, more depressing for a father-to-be, a "dream drain": a pervasive acceptance that a creative and fulfilled life in a human-friendly environment lies only in the Paris of Amelia, the Rome of Audrey Hepburn's Holiday and the Canada or Hawaii of Japan Travel Bureau brochures. An economy gnawed by deflation produces a climate where xenophobia heats up, not cools down. Education should propagate multiculturalism but instead fosters cookie-cutter conformity in a marathon sprint to brand-name universities which offer a woefully shoddy product. If my wife and I have a daughter, she may well need to sacrifice all hope of a rewarding career should she elect to stay in Japan as it is now. The political forces that steered Japan to global dominance in the 1980s are now to kickstart the country back to life, but not dead enough to roll over, expire, and allow their 21<sup>st</sup> century successors to take over.

This pessimism may be too murky. Japan changes more by revolution than evolution. The Meiji Restoration of 1868 catapulted Japan into the industrial age in the blink of a historian's eye, as did the post-war economic "miracle"—a word employed by Western commentators who failed to see rapid growth coming. It may be that the demographic and financial meltdowns Japan faces protect the



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environment, modernise the economy, strangle the Yakuza, muzzle corruption and, crucially for my family's future, usher in a broader definition of what it is to be Japanese. I hope so. I have a strong affection for our child's Asian homeland, an affection that I want him or her to share as a native and not a curio. "Ah, so your child will be a Half," I was told by my colleagues when they learned of my wife's pregnancy. "No," I said, "my child will be a Both."

19. When the author says his 'child will be both', he implies
- that the child is both Japanese and British
  - that his child should get the best of both the worlds—America and Japan.
  - that his child should be equally accepted by both the English and the Japanese society.
  - that his child should be looked upon as an individual in his own right.
  - Both (a) and (b)
20. The author gives examples of 'expressways signs in English' and 'Starbucks franchisees' to
- show the internationalisation of Japan.
  - prove that famous brands like Starbucks have outlets in Japan.
  - show that getting around in Japan is not a problem or a foreigner.
  - none of the above.
  - Only (b) and (c)
21. Which of the following is the author least likely to agree with?
- Japan suffers from an acute Xenophobia.
  - Most western expatriates in Japan hold blue-collar jobs.
  - Japan does not acknowledge dual nationality upon adulthood.
  - In Japan politics is the domain of the old.
  - None of these
22. What does the word 'Gerontocracy' mean?
- A distrust of foreigners.
  - A distrust of political leaders.
  - A government ruled by old men.
  - A mistrust of young talent.
  - Both (c) and (d)
23. Which of the following can be inferred from the passage?
- Japan does not provide a conducive atmosphere for the nurturing of young talent in any field of study.
  - Japan would maintain its status quo unless a natural calamity hits it.
  - The author's attitude would not have changed were he not to become a father.
  - None of these.
  - All of (a), (b) and (c)
24. The style of the passage can be best described as
- Analytical
  - Expository
  - Factual
  - Argumentative
  - Humorous
25. The main purpose of the passage is to
- voice out the alienation that a foreigner feels in Japan.
  - protest against the unfair treatment meted out to foreigners in Japan.
  - emphasise the need for multiculturalism and internationalization in their true meanings in Japan.
  - all of the above.
  - Only (a) and (c)

#### TEST 6

No. of Questions—25  
Time—20 minutes

**Directions for Questions 1 to 3:** Choose the pair of statement that is logically consistent :-

- (A) All organisms are hexagons; All hexagons are organisms; All 'P's are organisms.  
(B) Some thin are tall; some tall men are heavy; some thin are heavy.  
(C) Idiots are bumbles; bumbles fumble; idiots fumble.  
(D) Water is good for health; health foods are rare; water is rare.  
(a) D (b) C only  
(c) A and C (d) All of these  
(e) Only (d), (b) and (c)
- (A) Some sickles are swords; all swords are roses; some sickles are roses.  
(B) All books are copies; No copies are blue; No books are blue.  
(C) No hand is foot; some feet are heads; some hands are heads.  
(D) Every man has a wife; all wives are devoted; no devoted has a husband.

- (a) A,B & C                      (b) A&B  
 (c) C&B                              (d) A,B,C &D  
 (e) None of these
3. (A) Some Xs are Ps; Some Ps are Ys; Some Xs are Ys.  
 (B) All lovers are bright; some bright are obsessed; some lovers are obsessed.  
 (C) No house is strong; only strong have biceps, No house has biceps.  
 (D) All women are weak, some weak are strong; some strong are weak.  
 (a) A & D                              (b) C only  
 (c) D only                              (d) None of these  
 (e) Only (a) and (b)

**Passage 1**

The latest airport security scandal is the groping of female flight attendants and passengers during patdowns. Not to worry. The transportation security administration chief is right on it. “We’re going to fix that right away,” he said recently, announcing the appointment of an ombudsman.

A nice bureaucratic ‘band-aid’. No one, however, asks the obvious question. Why are we patting down flight attendants in the first place? Why, for that matter, are we conducting body searches of any female passengers?

Random passenger checks at airports are completely useless. We have all been there in the waiting lounge, rolling our eyes in disbelief as the 80-year-old Irish nun, the Hispanic mother of two, the Japanese-American businessman, the house committee chairman with the titanium hip are randomly chosen and subjected to head-to-toe searching for . . . what?

Not for security—these people are hardly candidates for suicide terrorism—but for political correctness. We are engaged in a daily and ostentatious rehearsal of the officially sanctioned proposition that suicide terrorists come from anywhere, without regard to gender, ethnicity, age or religious affiliation.

That is not true, and we know it. Random searches are a ridiculous charade, a charade that not only gives a false sense of security but, in fact, diminishes security because it wastes so much time and effort on people who are obviously no threat.

Everyone now has his nail-clipper, tweezers or X-rays-shoe story. Can-you-top-this tales of luggage and body searches have become a staple of cocktail chatter. Yet

citizens would willingly subject themselves to delay, inconvenience and even indignity if they felt what they were undergoing was actually improving airport security. Since Sept. 11, subjecting oneself to security indignities has been a civic duty. But this has become a parody of civic duty. Random searches are being done purely to defend against the charge of racial profiling.

Imagine that Timothy McVeigh and Terry Nichols had not been acting alone but had instead been part of vast right-wing, anti-government, terrorist militia with an ideology, a network and a commitment to carrying out attacks throughout America. Would there have been any objection to singling out young white men for special scrutiny at airports and other public places? Of course not. And if instead, a response to the threat posed by the McVeigh Underground, airport security began pulling young black men or elderly Asian women out of airport lines for full-body searches, would we not all loudly say that this is an outrage and an absurdity?

As it happens, the suicide bombers who attacked us on Sept. 11 were not McVeigh Underground. They were al-Qaeda: young Islamic, Arab and male. That is not a stereotype. That is a fact. And there is no hiding from it, as there is no hiding from the next al-Qaeda suicide bomber. He has to be found and stopped. And you don’t find him by strip searching female flight attendants or 80-year-old Irish nuns.

This is not to say your plane could not be brought down by a suicide bomber of another sort. It could. Could also be brought down by a meteorite. Or by a Stinger missile fired by Vermont dairymen in armed rebellion. These are all possible. But because they are rather improbable, we do not alter our daily lives to defend against the possibility.

True, shoe bomber Richard Reid, while young and Islamic and male, was not Arab. No system will catch everyone. But our current system is designed to catch no one because we are spending 90% of our time scrutinizing people everyone knows are no threat, Jesse Jackson once famously lamented how he felt when he would “walk down the street and hear footsteps and start thinking about robbery; then look around and see somebody white and feel relieved.” Jackson is no racist. He was not passing judgment on his own ethnicity. He was simply reacting to probabilities. He would rather not. We all would rather not make any calculations based on ethnicity, religion, gender or physical characteristics—except that on airplanes our lives are at stake.



whether in a woman's body or in a Petri dish and even if the sperm needs some help getting inside the egg—nature is equally vigilant about preventing serious genetic mishaps from coming to term. With those assurances, test-tube births have soared from a few hundred a year in the early 1980s to tens of thousands today.

But according to a pair of reports in last week's *New England Journal of Medicine*, that conventional wisdom may be wrong. In the first study, doctors in Britain and Australia found that infant sperm injection, in which sperm is injected directly into the egg, have an 8.6% risk of major birth defects—including heart and kidney abnormalities, cleft palate and undescended testicles—compared with the 4.2% rate in babies made the old-fashioned way.

The second study, conducted by the U.S. Center for Disease Control and Prevention (CDC), reported that babies conceived through what doctors call assisted reproductive technologies (ART) have 2.6 times the risk of low or very low birth weight—a significant risk factor for cardiac and cognitive problems. “Our findings are controversial,” concedes Dr. Jennifer Kurinczuk, a perinatal epidemiologist at the University of Leicester in English, who co-authored the birth-defected study, “and they aren't going to be the final word on the issue. But parents should be aware of the controversy.”

There are plenty of reasons to take both studies seriously. In the low-birth-weight study, for example, the researchers were aware of the fact that parents who use assisted reproduction tend to be older than average and to have more multiple births—twins, triplets and so on. Even when they corrected for these factors, the disparity babies conceived through ART and those conceived normally remained.

But there's no need to panic. Independent experts are quick to point out that the reports are hardly definitive. Couples who seek reproductive help are not just older, they are also—though it may seem like stating the obvious—infertile. “You're comparing two different groups of patient here,” says Dr. William Schoolcraft, director of the Colorado Center for Reproductive Medicine. “You have women with the disease of infertility, and you're comparing them with women who don't have the disease.”

Another problem, says Jamie Grifo, director of the division of reproductive endocrinology at New York University School of Medicine and president of the Society for Assisted Reproductive Technology is that the only information recorded about these babies was their low birth

weight. There was no assessment of their outcome or follow-up through the years.

Richard Scott, the former director of a respected IVF programme at St. Barnabas Hospital in Livingston, N.J., had doubts as well. The CDC study, he notes, found lower birth weight in single pregnancy beside creating an amplified effect on twins and triplets. But there wasn't.” Moreover, earlier research in the U.S., Belgium and Israel found no such effects. Scott does take the new research seriously. But, he says, “this one study does not undermine all the previous work.”

Dr. David Adamson, a Stanford professor, fertility expert and the director of Fertility physicians of Northern California, is reminded of a celebrated 1992 Stanford study suggesting that fertility drugs might raise the risk of ovarian cancer. Later research cast doubt a service,” he says, “to present this out of perspective.”

Even if these new studies are borne out by later research—already under way in infertility programmes in Australia and the U.S.—the risks to kids conceived by assisted reproduction remain reassuringly small. And even if the danger is twice what doctors previously believed, 90% of ART babies would still be born perfectly healthy. Says Dr. Zev Rosenwaks, director of New York Presbyterian Hospital's infertility programme: “If you ask a couple if they would rather not have a child at all or try to have a child that over 90% of the time will be normal, I think they will choose to have the child.”

No about it, agrees Pamela Madsen, executive director of the non-profit American Infertility Association: “Infertile people want the joy of a biological child. If you tell us we have to be careful—in fact, if you tell us we have to stand on our head for nine months—we'll do it.”

12. The central idea of the passage is to
  - (a) highlight the growing rate of congenital defects in children born through in-vitro fertilization.
  - (b) make the parents aware of the minimal risks involved in assisted reproduction.
  - (c) make known the fact that assisted reproduction has certain risk of birth defects in the child.
  - (d) to allay the fears of parents going in for assisted reproduction.
  - (e) All of the above

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13. Which of the following cannot be shown as a flaw that could alter the findings of the two studies mentioned?
- (a) Infertile women should not be compared with normal women.
  - (b) The low birth-weight of new-borns was not studied in subsequent years.
  - (c) The outcome of the low birth-weight was not studied.
  - (d) None of these
  - (e) Only (b) and (c)
14. Which of the following best describes the organisation of the passage?
- (a) The author begins with an established truth and goes on to refute it subsequently.
  - (b) The author begins with an instance of conventional wisdom and uses expert opinion to check its validity.
  - (c) The author reveals two scientific studies in the beginning of the passage and goes on to disprove them in the passage.
  - (d) In the first paragraph the author introduces the main theme and in the subsequent paragraphs he proposes strong arguments in its favour.
  - (e) Both (a) and (b)
15. Which of the following doctors questions the findings of the study?
- I. Richard Scott
  - II. Dr. William Schoolcraft
  - III. Dr. David Adamson
  - IV. Jamie Grifo
  - V. Dr. Jennifer Kurinczuk
- (a) I, II, IV, V
  - (b) I, II, III, IV
  - (c) I, II, III, v
  - (d) All of the above
  - (e) None of these
16. Match the following with the place of their work
- I. David Adamson
  - II. Richard
  - III. Dr. William Schoolcraft
  - A. Colorado Center for Reproductive Medicine
  - B. New York University School of Medicine
  - C. St. Barnabas Hospital
- IV. Jamie Grifo
- D. Fertility Physicians of Northern California
- (a) I-A, II-B, III-D, IV-C
  - (b) I-B, II-A, III-C, IV-D
  - (c) I-D, II-C, III-A, IV-B
  - (d) I-C, II-B, III-A, IV-D
  - (e) Cannot be determined
17. The statement that best encapsulates the author's message is
- (a) There is no stopping assisted reproduction as long as the risk of birth defects is kept under wraps.
  - (b) Assisted reproduction will continue even if the dangers involved are brought out in the open as long as the risk is minimal.
  - (c) Parents would throw caution to the winds even if they are made aware of the birth defects arising out of aided reproductive technologies.
  - (d) Assisted reproduction is a boon to the scores of women who cherish the dream of motherhood.
  - (e) Only (b) and (d)
18. Which of the following best describes the author's tone in the passage?
- (a) Eulogizing
  - (b) Objective
  - (c) Indifferent
  - (d) Caustic
  - (e) Cannot be determined
- Directions:** For each of the following questions, find the word/ expression that is closest in meaning to the Capitalised word:
19. NAIVE
- (a) refreshingly direct
  - (b) reserved and cool
  - (c) unsophisticated
  - (d) inexperienced
  - (e) professional
20. LUGUBRIOUS
- (a) slow
  - (b) mournful
  - (c) oily
  - (d) fearful
  - (e) funny
21. MONTAGE
- (a) large screen
  - (b) actor's monologue
  - (c) elongated balcony
  - (d) composite picture
  - (e) advantage

22. PRETERNATURAL

- |                  |                  |
|------------------|------------------|
| (a) primitive    | (b) supernatural |
| (d) spontaneous. | (d) artificial   |
| (e) ***          |                  |

23. QUARANTINE

- |                     |               |
|---------------------|---------------|
| (a) isolation       | (b) illness   |
| (c) training        | (d) allowance |
| (e) related to four |               |

24. TRIPTYCH

- |                     |                 |
|---------------------|-----------------|
| (a) clock mechanism | (b) work of art |
| (c) throne          | (d) archway     |
| (e) statue          |                 |

25. JOSH

- |               |                 |
|---------------|-----------------|
| (a) to joke   | (b) make a mess |
| (c) attack    | (d) run slowly  |
| (e) to scurry |                 |

6. SNITCH

- |                |           |
|----------------|-----------|
| (a) gossip     | (b) mend  |
| (c) tie        | (d) steal |
| (e) gormandise |           |

7. MARQUE

- |                                |
|--------------------------------|
| (a) brand                      |
| (b) title of a French nobleman |
| (c) large tent                 |
| (d) wall painting              |
| (e) corridor                   |

8. DOUCE

- |           |              |
|-----------|--------------|
| (a) wet   | (b) gentle   |
| (c) angry | (d) colorful |
| (e) plead |              |

9. FRACTIOUS

- |                   |              |
|-------------------|--------------|
| (a) easily broken | (b) peevish  |
| (c) unfair        | (d) wrinkled |
| (e) amiable       |              |

10. FROND

- |                    |             |
|--------------------|-------------|
| (a) type of cheese | (b) frill   |
| (c) leaf           | (d) bubbles |
| (e) balloons       |             |

11. BLARNEY

- |                  |                 |
|------------------|-----------------|
| (a) amusement    | (b) magic       |
| (c) coarse noise | (d) smooth talk |
| (e) peace        |                 |

**TEST 7**

*No. of Questions—25*

*Time—20 minutes*

**Direction for Questions 1 to 11:** *Find the answer that is closest in meaning to the Capitalised word:*

1. FUDGE

- |                  |             |
|------------------|-------------|
| (a) to sweeten   | (b) smear   |
| (c) irritate     | (d) falsify |
| (e) to eradicate |             |

2. SNIPE

- |                        |                       |
|------------------------|-----------------------|
| (a) to move stealthily | (b) cut with scissors |
| (c) criticize slyly    | (d) borrow            |
| (e) to lengthen        |                       |

3. REND

- |                          |
|--------------------------|
| (a) to present or submit |
| (b) take over            |
| (c) describe or portray  |
| (d) rip                  |
| (e) to decorate          |

4. KITSCH

- |                      |                       |
|----------------------|-----------------------|
| (a) unusual attitude | (b) humorous response |
| (c) stylish clothing | (d) tawdry art        |
| (e) pessimism        |                       |

5. KEN

- |                       |                |
|-----------------------|----------------|
| (a) close relation    | (b) perception |
| (c) woodland clearing | (d) cage       |
| (e) mix up            |                |

**Directions for Questions 12 to 15:** *The paragraph below contains 4 blanks marked by the question number. From the options given choose the best one for the blank:*

So how can we go about \_\_\_\_ [12] \_\_\_\_ the person of the century, the one who for better or worse \_\_\_\_ [13] \_\_\_\_ our times and will be \_\_\_\_ [14] \_\_\_\_ by History as having the most \_\_\_\_ [15] \_\_\_\_ significance.

*Options:*

- |                  |                   |
|------------------|-------------------|
| 12. (a) killing  | (b) depicting     |
| (c) handling     | (d) choosing      |
| (e) helping      |                   |
| 13. (a) tread    | (b) metamorphosed |
| (c) ruined       | (d) personified   |
| (e) killed       |                   |
| 14. (a) recorded | (b) rejected      |
| (c) accepted     | (d) hated         |
| (e) asked        |                   |

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15. (a) lasting (b) deciding  
(c) harmful (d) embedded  
(e) useless

##### Passage 1

An entirely new generation of powerful ultra small computers and electronic devices is one step closer, according to researchers at the University of California, Berkeley. Their work, and that of the Swedish team, is reported in the *Journal of Nano Letters*, published by the American Chemical Society. The two groups have succeeded independently in making lattices that they say will for the first time enable nanowires to be constructed with otherwise incompatible materials. Such mixed bundles are essential to making electronic and other devices on an increasingly smaller scale.

“This is a major advancement in the field of one-dimensional nanostructure research. The impact could be tremendous,” predicts Peidong Yang, assistant professor in the Department of Chemistry at the University of California and a faculty scientist in the Materials also appears in the *Nano Letters*. Based on the findings of both research groups, tiny components known as nanowires that weld together a variety of materials could soon be routinely and cheaply built using little more than a special mixture of gases deposited on a foundation material.

The report by the US team of three researchers details how they successfully fabricated “superlattice” nanowire, so named because the nanowire’s cylinder shaped nanoscopic bundle interweaves substances with different compositions and properties. As a result well-defined junctions and interfaces with potentially important functionalities were incorporated within individual nanowires.

Those working in the field of nanotechnology, have long sought such a means to bring together materials on a nanoscopic scale that otherwise would be structurally incompatible. Like conventional builders—who rely on a mix of concrete, wood, metals, plastics and paints to construct comfortable and energy efficient homes and offices—nanoengineers, by mixing and matching a mélange of elements hope to create entirely new classless nanoscale products or systems that would revolutionise everything from energy production to manufacturing and assembly. In the field of electronics and optics, mastery of these nanoscale ‘heterostructures’ should lead to devices too small to see with naked eyes, but equal to or better than today’s hand-size electronics.

The team of nine Swedish scientists working in Materials Chemistry and Solid State Physics Departments in Lund University’s Nanometer Consortium used related but different methods than their California peers. In both cases, manufacture is relatively straightforward and results in stable nanowires that can operate in room temperature, Yang reports. “Without a way of putting different materials together with a junction of some kind, we wouldn’t have all the devices we take for granted, like transistors and compact discs lasers,” he says. But the California scientists have gone a step further. “We’ve successfully made nanoscale junctions within individual nanowires, putting different materials together, embedding junctions directly in the wires. The next step is to use the wires as submicroscopic components for various optoelectronic devices. These are definite first steps but critical ones.”

Today’s personal computers rely on a series of small junctions that connect components that have properties necessary for proper functioning. Given the laws of Physics and real world manufacturing demands, radically scaling down such functionality is difficult. The research finding in California and Sweden promise to make ultra small-scale practical.

The newly reported research also should help allay concerns of those who worry that “Moore’s Law” might not hold, considering the physical limits inherent in current approaches to computer-chip design. The law first postulated by Gordon Moore, a physical chemist and co-founder of Intel Corporation, proposed that computer processing power would likely double every year or so.

“Growing” a nanowire can be done either with vapour deposition from a stockpile of specialty gases, or with a laser aimed at a target material to produce a specific vapor, or both. In either case, the gases are directed toward and then condense on a substrate material, like silicon. Because the technique is precisely controlled, the resultant nanowire can be customised according to function and composition. Thus, single nanowires can control current flow, emit light, process or store information or dissipate heat—but at extremely small scale. Nanowire production is both rapid and economical. In just one hour, millions of nanowires can be made at minimal expense.

16. Which of the following cannot be inferred from the given passage?
- (a) The advent of an entirely new generation of powerful ultra small computers and electronic devices.

- (b) The validity of Moore's law on computer processing power will not be diminished.
- (c) A nanowire can be grown by directing a laser at a stockpile of gases causing vapour deposition on silicon.
- (d) Nanowires would lead to the development of ultra small structures which have better functionality than present day electronics.
- (e) Both (a) and (b)
17. Why is construction of nanowire, with otherwise incompatible materials, significant?
- (a) Production of various electronic devices will be rendered inexpensive.
- (b) By incorporating a number of elements, new classes of micro devices can be made.
- (c) Incorporation of other materials results in rapid production of nanowires.
- (d) It would lead to customisation of nanowires according to function and composition.
- (e) All of the above
18. Which of the following can be inferred about the research carried out by the Californian and Swedish scientists?
- (a) The discovery of the Swedish scientists' team was superior to that of the American team.
- (b) The two research groups succeeded in making lattices that would enable nanowires to be constructed with incompatible materials.
- (c) Wires were successfully used as submicroscopic components for various optoelectronic devices.
- (d) Their work has been a major advancement in the field of multi-dimensional nanostructure research.
- (e) Only (c) and (d)
19. The *Journal of Nano Letters* is published by
- (a) Department of Chemistry at the University of California.
- (b) Material Science Division at the Lawrence Berkeley National Laboratory.
- (c) Nanometer Consortium.
- (d) American Chemical Society.
- (e) None of these
20. Which of the following is the most appropriate title for this passage?
- (a) The advent of ultra small-scale devices.
- (b) The new class of nanoscale products.
- (c) Nanowires from incompatible materials—a breakthrough.
- (d) Small is beautiful.
- (e) The complete device
21. A nanowire can be customized according to its function and composition because
- (a) Nanowires are stable and can operate at room temperatures.
- (b) The technique of growing a nanowire is precisely controlled.
- (c) Nanowire's cylinder-shaped nanoscopic bundle interweaves substances with different compositions and properties.
- (d) All of the above.
- (e) Only (b) and (c)

### Passage 2

Cancer is a disease that results when cells in the body no longer stop dividing or proliferating beyond the normal limit, and go on an uncontrolled growth spree. The body has a well regulated set of genetic programs that control the growth of cells into tissues and organs to specific sizes. These control signals are both positive in nature—code by genes which instruct cells to divide and grow into desired sizes and shapes, and negative—through genes that contain messages asking growth to stop beyond the right point. When these growth-promoting genes are not controlled, they start promoting tumour growth in which case they are actually termed oncogenes or cancer promoters, onco meaning cancer—myc, jun, fos genes or anti-oncogenes—a famous example being the one termed p53. It is for this reason that cancer is increasingly identified as a disease of the genes. External agents such as intense radiation, smoke, tar and aromatic hydrocarbons, and excessive intake of steroids tend to put oncogenes on the overdrive, or to inhibit the controlling function of anti-oncogenes, wither away leading to malignant growth or tumours.

How does one treat cancer? As the control genes get turned on and off, they set a whole sequence of cellular processes going. It costs energy and nutrition for cells to grow to cancerous proportions, which weakens and wastes the body. Specific drugs are used to stop the cells from dividing and proliferating. For example, the drug Misogynic C and Cytosin tend to predominantly target the



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DNA of the tumour cells and selectively stop them dead. Other drugs tend to collapse the blood flow pathway to cancers (eg. Combrestatin A-4 and Dolasatin) or bind to the protein spindle which helps isolate and separate the daughter cell from the parent during the cell division process (Vinblastine, Vincristine, or Colchicine). Sadly though, these chemotherapeutics are not fine tuned enough to target just the cancer cells and leave the normal ones alone. As a result, the cancer patient suffers painful and weakening side effects.

A major effort in cancer therapy is thus towards finding methods that tell apart rogue cells and hit at them. This becomes important even after a solid tumour is surgically removed, because some of these tumour cells can escape the surgeon's knife and escape to other parts of the body and initiate cancer growth (metastasis) there. Much effort is being put by researchers to capture these secondary cells and kill them. One approach towards this goal is to look for specific differences that may exist on the outer cell surface of the metastasis cells and normal, and raise antibodies against the former in order to immobilise and remove them. The new generation drug called Herceptin is one such immunological device that seeks out metastasising breast cancer cells. Here again, several side reactions are seen in many patients. It is clear that in order to fight and win over cancer, a single or linear approach will not suffice, and a combination of methods and modes might be better. And if the propensity for cancer is detected through appropriate genetic and cell biological tests early enough, pro-active treatment becomes possible, enhancing the chances of success enormously.

Two new approaches, which have been published recently, appear to hold great promise in this connection. One of them is to try and look, way ahead of time, for tell-tale signs which indicate that cancer may be in the offing from now, and take preventive action to ward it off. The other is to use a combination of therapies so that the treatment is multi-pronged and yet with fewer side effects. There are two methods to detect cancer years before it may show up. Such an early warning method lets us take pre-emptive action to ward off the disease before it can strike.

Cancer of the colon and rectal area is predominant in elderly males. It is characterised by small multiple polyps, or tiny bubbly protrusions in the large intestines and colon. This condition is often referred to as adenomatous polyposis. When these polyps proliferate in numbers,

colorectal cancer, also called APC, results. The genes associated with such polyposis have been characterized and mutations in them documented. Fortunately, such polyposis have been characterised and mutations in them documented. Fortunately, such APC cancers are slow in developing. Thus an early warning or detection system is of benefit in stopping full-blown cancer before it starts. Dr Bert Vogelstein at the John Hopkins University Medical School at Baltimore, MD, USA, had long concerned himself with devising methods to detect cancer and methods to fight it. His group has just come out with a DNA mutation analysis protocol which can offer such an early warning about APC decades before it strikes individuals. Writing in the January issue of the *New England Journal of Medicine*, this group report on how they screened stool samples of over 70 men, isolated DNA from the colon cells that are discarded there, and looked for mutations in the APC gene. Like the p53 gene, APC is also tumour suppressor gene, or a control element that keeps cell proliferation in check. Mutations in its DNA sequence will thus offer the clinician early warning and adequate time to institute a treatment regiment to the concerned individual so as to prevent the occurrence of APC cancer. Gratifyingly, of the many samples that they studied, none showed a false positive; in other words no one tested positive for the errant mutation, who was not affected by APC. This is because, in the test the scientists extracted DNA from the cells and made it manufacturing the protein it codes for. Most mutations in the APC gene change its DNA programming or expression such that the protein made is shorter in length than normal, and that gives the first indication of possible colon cancer hitting the person later.

22. Recent cancer therapies are aimed at
  - (a) Destruction of anti octogenes like p53.
  - (b) Avoiding external agents such as intense radiation smoke tar and excessive intake of steroids which accelerate the action of octogenes.
  - (c) Selective destruction of metastatic growth.
  - (d) Promotion of drugs like Mitomycin C and Cytosan which selectively target tumour in DNA.
  - (e) All of the above
23. Which of the following statements cannot be inferred from the passage?
  - (a) Various methods are being developed for the early detection and cure for cancer.

- (b) Genetic influences have a very prominent role to play in the development of cancer.
  - (c) Anti-cancer drugs affect both cancerous and non-cancerous cells.
  - (d) APC gene analysis can prevent the development of colorectal cancer.
  - (e) Both (a) and (d)
24. Which of the following is true with regard to Dr. Bert Vogelstein's study?
- (a) Colon cells from stool samples were screened for APC which is a tumour oncogene.
  - (b) Mutation in the p53 gene gives rise to adenomatous polyposis.
  - (c) DNA from colon cells with mutations in APC gene indicated the possibility of colorectal cancer.
  - (d) Patients with a false positive stool sample would have a p53 gene instead of APC gene.
  - (e) Both (b) and (c)
25. What is the function of drugs like Comberstatin A-4 and Dolastatin?
- (a) To predominantly target the DNA of tumour cells and selectively stop them dead.
  - (b) To collapse the blood flow pathway to cancers.
  - (c) To bind to the protein spindle which helps isolate and separate the daughter cell from the parent during the cell division process.
  - (d) To selectively target the cancer cells and leaves the normal ones alone.
  - (e) Cannot be determined

## TEST 8

*No. of Questions—25*

*Time—20 minutes*

### Passage 1

Modern birds evolved from ground-dwelling reptiles as their increasingly refined parenting skills led them into the trees, where they could better protect their young, proposes a researcher at the University of California, Davis. This new theory, contradicts the two leading theories on the evolution of avian flight. "The evidence indicates that a whole site of behavioral and physical traits, including

feathers and wings evolved along with improved parenting and brood-care traits," said James Carey, a UC Davis demographer and ecologist.

Once the precursors to birds began to fly, the ecological interplay of flight and parental care may have been mutually, continuing the evolution of both traits and accelerating the rate at which the physical features of the modern bird were acquired. The origin of bird flight is a fundamental issue in biology and in overall evolutionary theory. Many scientists point to the fossilised specimens of Archaeopteryx as evidence that there was a transitional vertebrate species that developed during the evolution from reptilian dinosaurs to birds. Furthermore, they suggest that the development of flight may explain why bird-like dinosaurs avoided extinction.

Until now, there have been two basic theories on the origins of bird flight. The first, the arboreal theory, is a tree to ground model, suggesting that bird's primitive ancestors were tree dwellers that leapt from branches. Through the ages, the ability to glide and later fly developed because gliding slowed their fall to earth when they missed a branch. The second, the cursorial theory, is a ground up model that suggests that birds evolved from four legged reptiles. According to the theory, scales on these creatures gradually developed into front limbs with features that gave them upward thrust when they ran and eventually enabled them to fly.

On the other hand, the parental care theory is consistent with both the physical and behavioral changes that appear to have occurred as reptiles evolved into modern birds. Researchers suggest that modern birds' very early ancestors were reptiles that established and guarded their nests on the ground, much like crocodiles. Over time these creatures developed hard-shelled rather than leathery eggs and the ability to modulate their own body temperature in order to provide a more constant environment for their young ones' development. Scales evolved into feathers better camouflaging and insulating the parents. In time these early ancestors of birds developed more advanced techniques for caring for their young. They started to feed their young in the nest, pumping liquid food or placing small food items in their mouths. They also began to produce fewer and more dependent offspring and smaller eggs, and began nesting in bushes. Some of these creatures became feathered and even more elongated, enabling them to better manipulate their eggs and to 'parachute' from their tree nests to a soft landing. Later they would develop the ability

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to glide and eventually fly by flapping their wings. Carey hypothesises that bird beaks also developed in the context of parental care. The beak, he suggests, serves both as a point source of food for small hatchlings in the same way the nipple is used to feed mammalian young and also as tool for sophisticated use because they weigh less than teeth and so are better adapted for flight. He points out that flight provided these pre historic ancestors of birds with numerous advantages including the ability to safely place their young-high in trees and cliffs, maximize the food sources through seasonal migrations, and supply more and higher quality food by expanding their foraging range.

He adds that fossil record, specifically Archaeopteryx, provides ample evidence that the evolution of parental care was the main driving force behind the evolution of avian flight.

1. According to the parental care theory, which of the following is true about the very early ancestors of present day birds?
  - (a) They laid their eggs on the ground and tended to their young there.
  - (b) They stayed only on the ground and laid their eggs there.
  - (c) They stayed on the ground but migrated to the trees to lay their eggs.
  - (d) They stayed on the trees but laid their eggs on the ground.
  - (e) They could do it anyway they wanted
2. Carey is least likely to agree with which of the following views?
  - (a) The scales in birds evolved into feathers to provide better insulation.
  - (b) Development of flight increased the catchments area of the birds thereby increasing the quality and quantity of food available.
  - (c) Birds evolved beaks to serve both as a point source of food for small hatchlings and as a tool for nest construction.
  - (d) Evolutionary advancement led to an increase in the progeny of the ancestor's of the modern day birds.
  - (e) Both (a) and (b)
3. Which of the following is the most suitable title for the given passage?
  - (a) Conflicting Theories on Evolution of Avian Flight.
  - (b) Improved Parenting and Brood-Care Traits in Birds.
  - (c) Evolution of Bird Flight Linked to Parental Care.
  - (d) Evolution of Birds from Reptiles.
  - (e) Bird and predator
4. Carey is likely to agree with which of the following views?
  - (a) Bird-like dinosaurs may have avoided extinction because of the development of flight.
  - (b) The intermediate stages between the four legged reptiles are the birds with developed feathers.
  - (c) Early ancestors of birds developed more advanced techniques to increase their chances of survival.
  - (d) None of the above.
  - (e) Both (b) and (c).
5. Flight was advantageous for the ancestor of birds in which of the following cases?
  - (a) It enabled them to modulate their own body temperature in order to provide a more constant environment for their developing young.
  - (b) Flight enabled the birds to better guard and manipulate their eggs.
  - (c) Flight gave them the ability to increase their sources of food and the ability of seasonal migration.
  - (d) All the above.
  - (e) Only (a) and (c)
6. It can be inferred from the passage that an ecologist is one who studies:
  - (a) the natural environment.
  - (b) the relations of organisms with one another and their surroundings.
  - (c) living organisms.
  - (d) Both (a) and (b).
  - (e) Cannot be determined.

#### Passage 2

On March 11, one of the world's truly great and enormously influential economists passed away. Aged 74, James Tobin, the only economist to have a tax named after him was still intellectually active at the prestigious Yale University in the

US. Incidentally, Yale is named after Elihu Yale, governor of Madras during 1668–1692 who bequeathed his loot to the institution in 1718 after losing his job over a corruption scandal. One of the stars of its economics department for long has been T.N. Srinivasan, one of the most brilliant economic minds India has produced.

Tobin was awarded the Nobel Prize in economics in 1981 for his seminal contributions to the understanding of financial markets and their linkages with the “real” economy and also for his theory of portfolio selection by households—for proving, as he said, that you don’t put all your eggs in one basket. He was among the chosen few who have fundamentally altered the nature of economic theory, profoundly influenced the practice of economic policy and decisively shaped the course of economic debate.

In 1961, Tobin shot into wider prominence when he became a member of US President John F. Kennedy’s Council of Economic Advisors along with Walter Heller and Kermit Gordon. This council had among its staff members Kenneth Arrow who shared the Nobel Prize in 1972, Robert Sallow who won the accolade in 1987 and Arthur Okun. It had enjoyed the highest reputation among all such councils and is given credit for having laid the practical foundations of “new economics” based on the works of John Maynard Keynes. This was felt necessary because, as Michael Bernstein puts it in his recent account of economists and public purpose in 20<sup>th</sup> century America *A Perilous Journey*, even though a remarkably prosperous decade in the US, the 1950s were punctuated by three recessions. In the early 1960s, American unemployment rates fell sharply from about 7 per cent to 4 per cent. The revival recipe was huge tax cuts. At that time, this appeared heretical because in the words of Bernstein, it entailed the “first deliberate peace-time indulgence of federal budget deficits.”

In 1972, building on a concept originally propounded by Keynes himself, Tobin put forward a proposal to cushion fluctuations in exchange rates that were becoming a matter of serious concern following the abandonment of the fixed exchange-rate system in the winter of 1971. His idea was simple: at each exchange of a currency into another, small tax could be levied. His motivation was not to have new revenue-raising device but to have an instrument to curb trafficking in foreign exchange, which he felt would multiply phenomenally with electronic money exchanges. But Tobin’s idea generated little enthusiasm for much of the

1970s and 1980s on the ground that in a world of tax havens, it could always be circumvented.

Some economies also argued that far from dampening volatility, the levy would discourage growth in forex markets that is essential for lubricating global trade. The Tobin Tax, as it came to be called, was rescued from the groves of academia by the eruption of currency crises first in Europe in 1992 and 1993 and then in Mexico in 1994. In October 1995, Mahbub-ul-Haq, the eminent Pakistani economist who had been Tobin’s student, organised an international meeting in New York under the aegis of the UN. This resulted in the comprehensive book *The Tobin Tax: Coping with Financial Volatility*, co-edited by Haq. The East Asian crisis of 1997, the Brazilian turmoil of 1998 and the Russian disaster of 1999 all led to renewed support for a Tobin Tax. It has been championed aggressively by the anti-globalisation brigade and NGOs, leading Tobin himself to bemoan that his ideas had been hijacked by those with whose cause he had little sympathy. Ironically, the most powerful and dreaded foreign-exchange trader, George Soros, has also backed the tax.

The tax has invited a positive reaction from European legislatures also, although the US Congress rejected it in 1996. A group of eminent world personalities, including Manmohan Singh, assembled by the UN under the chairmanship of former Mexican president Ernest Zedillo, submitted a report in June 2001 extending cautious support to the Tobin Tax. The International Labour Organisation (ILO) has just set up a high-level commission to study the social dimensions of globalisation. It is co-chaired by the presidents of Finland and Tanzania and includes Joseph Stiglitz, the 2001 economics Nobel laureate and Deepak Nayyar, vice-chancellor of Delhi University. This commission will also undoubtedly support the Tobin Tax when it submits its report next year.

Tobin was also the only economist, other than John Nash, to figure in a novel—Herman Wouk’s *The Caine Mutiny* (1951) where “a mandarin-like midshipman named Tobin with a domed forehead, measured quiet speech, and a mind like a sponge, was ahead of the field by a spacious percentage”. Wouk’s thinly veiled reference to his friend cannot be bettered as an epitaph.

7. The passage is

- (a) an obituary to the Nobel laureate James Tobin.
- (b) a eulogy for the late James Tobin, Nobel prize winner.
- (c) a biography of James Tobin, Nobel prize winner.

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- (d) an analysis of the Tobin tax.  
(e) a thesis of Tobin
8. Which of the following statements is true in the light of the passage?
- I. Tobin is the only economist to have a tax named after him.  
II. Tobin was a member of the US president John F. Kennedy's Council of Economic Advisors.  
III. Tobin was the only economist to figure in a novel.  
IV. Tobin had worked with Elihu Yale
- (a) I, II and III  
(b) I, III and IV  
(c) I and II  
(d) All of the above  
(e) Cannot be determined
9. Many countries desisted from imposing the Tobin Tax
- (a) because many thought it could be circumvented.  
(b) on grounds that the levy would discourage growth in forex markets.  
(c) it could not cushion fluctuation in exchange rates.  
(d) both (a) and (b).  
(e) All of the above
10. Which of the following statements in the passage can be dispensed with as it does not contribute to the subject discussed in the passage?
- (a) The international meeting under the aegis of the UN resulted in a comprehensive book—*the Tobin Tax: Coping with Financial Volatility*.  
(b) One of the stars of Yale's economic departments for long has been T.N. Srinivasan, among the most brilliant minds India has ever produced.  
(c) The council of Economic Advisors had among its members Kenneth Arrow who shared the Nobel prize in 1972, Robert Solow who won the accolade in 1987 and Arthur Okun.  
(d) The most powerful and dreaded foreign exchange trader, George Soros, has also backed the tax.  
(e) Both (a) and (c)

11. Which of the following statements can be inferred from the passage?
- (a) Tobin Tax was initially viewed as a revenue-raising device.  
(b) John F. Kennedy's Council of Economic Advisors had only Nobel laureates as its members.  
(c) James Tobin belonged to the pro-globalisation brigade.  
(d) None of the above  
(e) Only (b) and (c)

**Directions for Questions 12 to 15:** Find the option that is closest in meaning to the capitalised word:

12. BRIC-A-BRAC
- (a) wooden lattice work  
(b) pile of junk  
(c) knick knacks  
(d) wall brackets  
(e) picture perfect
13. ANNIHILATE
- (a) to travel in style  
(b) make dirty  
(c) defeat thoroughly  
(d) swarm  
(e) eulogise
14. PANOPLY
- (a) hectic celebration  
(b) impressive display  
(c) complete confusion  
(d) full suit of armor  
(e) lugubrious
15. POSEUR
- (a) is outgoing  
(b) is thoughtless  
(c) person who pretends to be someone he is not  
(d) peeks through windows  
(e) a geek

**Directions for Questions 16 to 23:** Fill in the blanks with the appropriate word:

In a century marked by \_\_\_\_ [16] \_\_\_\_, Gandhi perfected a different method of bringing about change, one that would turn out (surprisingly) to have more

\_\_\_[17]\_\_\_ impact. The \_\_\_[18]\_\_\_ he used to describe it do not translate \_\_\_[19]\_\_\_ into English: Satyagraha (holding firmly onto the deepest truth and soul force) and \_\_\_[20]\_\_\_ (the love that remains when all thoughts of violence are dispelled). They formed the basis for civil disobedience and nonviolent \_\_\_[21]\_\_\_ . “Non violence is the greatest force at the \_\_\_[22]\_\_\_ of mankind,” he said. “It is mightier than the mightiest weapon of destruction devised by the \_\_\_[23]\_\_\_ of man.”

Options:

- |                     |                 |
|---------------------|-----------------|
| 16. (a) kindness    | (b) brutality   |
| (c) integrity       | (d) ingenuity   |
| (e) kinship         |                 |
| 17. (a) fasting     | (b) devastating |
| (c) lasting         | (d) interesting |
| (e) precious        |                 |
| 18. (a) words       | (b) phrase      |
| (c) methods         | (d) servitude   |
| (e) idiom           |                 |
| 19. (a) easily      | (b) hardly      |
| (c) readily         | (d) willingly   |
| (e) kindly          |                 |
| 20. (a) nonviolence | (b) violence    |
| (c) ahimsa          | (d) desperation |
| (e) apathy          |                 |
| 21. (a) persistence | (b) impudence   |
| (c) resistance      | (d) allegory    |
| (e) imagery         |                 |
| 22. (a) proposal    | (b) insinuation |
| (c) vituperation    | (d) disposition |
| (e) circumspect     |                 |
| 23. (a) ingenuity   | (b) veracity    |
| (c) protagonist     | (d) tenacity    |
| (e) integrity       |                 |

**Directions for 24 and 25:** For the following questions match the adjectives with the noun given in capitalised from. Six adjectives have been furnished in the rows, match the most appropriate adjective with the word in the questions.

Adjectives:

- |            |           |
|------------|-----------|
| 1. Big     | 2. Deep   |
| 3. Great   | 4. High   |
| 5. Serious | 6. Strong |

24. Accident:  
 (a) 5 only (b) 1 & 5  
 (c) 1,3 & 5 (d) 2 & 5  
 (e) 2 only
25. Change:  
 (a) 1& 5 only (b) 1, 2& 5  
 (c) 1,2,3 & 5 (d) 2 & 5  
 (e) 4 only

**ANSWER KEY**

**Test 1**

- |         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 1. (d)  | 2. (d)  | 3. (d)  | 4. (c)  | 5. (c)  |
| 6. (b)  | 7. (b)  | 8. (c)  | 9. (c)  | 10. (a) |
| 11. (d) | 12. (c) | 13. (c) | 14. (c) | 15. (a) |
| 16. (d) | 17. (b) | 18. (a) | 19. (b) | 20. (b) |
| 21. (d) | 22. (b) | 23. (c) | 24. (b) | 25. (b) |

**Test 2**

- |         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 1. (d)  | 2. (a)  | 3. (a)  | 4. (c)  | 5. (d)  |
| 6. (d)  | 7. (c)  | 8. (b)  | 9. (a)  | 10. (d) |
| 11. (a) | 12. (b) | 13. (a) | 14. (d) | 15. (d) |
| 16. (c) | 17. (d) | 18. (d) | 19. (c) | 20. (d) |
| 21. (a) | 22. (d) | 23. (d) | 24. (b) | 25. (c) |

**Test 3**

- |         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 1. (d)  | 2. (c)  | 3. (b)  | 4. (c)  | 5. (c)  |
| 6. (d)  | 7. (a)  | 8. (a)  | 9. (a)  | 10. (a) |
| 11. (c) | 12. (c) | 13. (d) | 14. (c) | 15. (b) |
| 16. (a) | 17. (d) | 18. (a) | 19. (d) | 20. (d) |
| 21. (d) | 22. (b) | 23. (a) | 24. (d) | 25. (c) |

**Test 4**

- |         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 1. (c)  | 2. (b)  | 3. (c)  | 4. (d)  | 5. (b)  |
| 6. (c)  | 7. (b)  | 8. (c)  | 9. (d)  | 10. (d) |
| 11. (b) | 12. (d) | 13. (a) | 14. (d) | 15. (c) |
| 16. (a) | 17. (c) | 18. (c) | 19. (a) | 20. (d) |
| 21. (a) | 22. (a) | 23. (a) | 24. (a) | 25. (a) |

**Test 5**

- |         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 1. (b)  | 2. (a)  | 3. (b)  | 4. (d)  | 5. (c)  |
| 6. (a)  | 7. (b)  | 8. (a)  | 9. (d)  | 10. (b) |
| 11. (c) | 12. (b) | 13. (b) | 14. (a) | 15. (a) |
| 16. (c) | 17. (b) | 18. (d) | 19. (c) | 20. (d) |
| 21. (b) | 22. (c) | 23. (c) | 24. (a) | 25. (d) |

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**Test 6**

- |         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 1. (b)  | 2. (b)  | 3. (b)  | 4. (c)  | 5. (c)  |
| 6. (c)  | 7. (b)  | 8. (b)  | 9. (c)  | 10. (b) |
| 11. (a) | 12. (c) | 13. (d) | 14. (c) | 15. (b) |
| 16. (c) | 17. (b) | 18. (b) | 19. (b) | 20. (b) |
| 21. (d) | 22. (d) | 23. (a) | 24. (b) | 25. (a) |

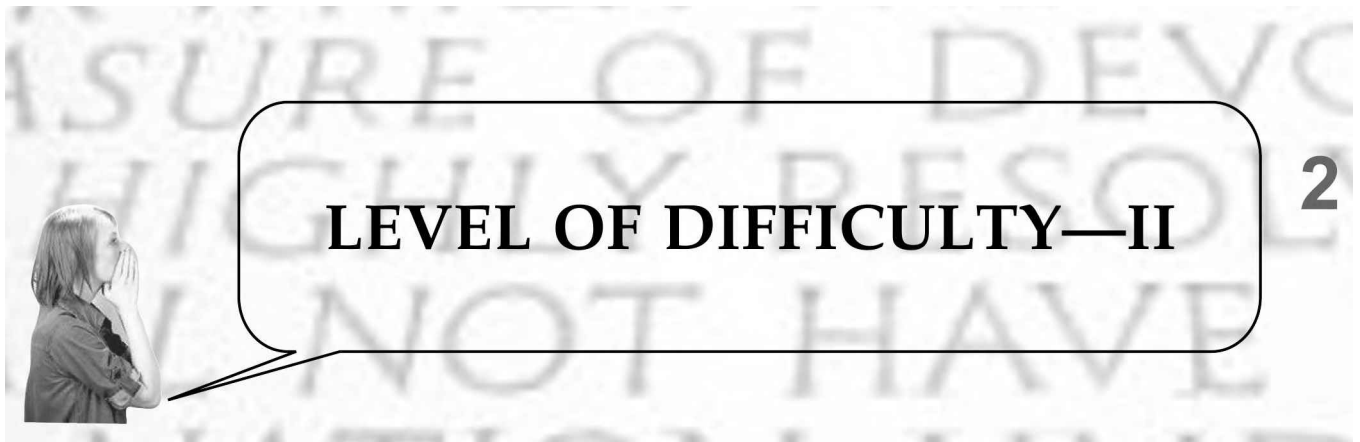
**Test 7**

- |        |        |        |        |         |
|--------|--------|--------|--------|---------|
| 1. (d) | 2. (c) | 3. (d) | 4. (d) | 5. (b)  |
| 6. (a) | 7. (a) | 8. (b) | 9. (b) | 10. (c) |

- |         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 11. (d) | 12. (d) | 13. (d) | 14. (a) | 15. (a) |
| 16. (c) | 17. (a) | 18. (d) | 19. (d) | 20. (c) |
| 21. (b) | 22. (c) | 23. (d) | 24. (c) | 25. (b) |

**Test 8**

- |         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 1. (a)  | 2. (d)  | 3. (c)  | 4. (a)  | 5. (c)  |
| 6. (d)  | 7. (a)  | 8. (a)  | 9. (d)  | 10. (b) |
| 11. (a) | 12. (c) | 13. (c) | 14. (d) | 15. (c) |
| 16. (b) | 17. (c) | 18. (a) | 19. (c) | 20. (c) |
| 21. (c) | 22. (d) | 23. (a) | 24. (b) | 25. (c) |



## TEST I

No. of Questions—25  
Time—50 minutes

### Passage 1

Coquetry has a place in life, and in politics. It has an element of intrigue and caprice. Nations indulge in it. The signals emanating from the current postures of the United States and Iran are truly fascinating. Lord Byron credited the ancient Persians with three skills: to draw the bow, to ride, and to speak the truth. Time and experience may have modulated some of these, transmuted others; the end product remains formidable.

American administrations, legislators, opinion-makers have themselves to blame for their myopic vision and frigid policies. They erred in 1979 and in subsequent decades added to follies in geometrical proportions. Isolation, containment, demonology, and outright hostility failed to produce the desired results. Iraq broke the camel's back. Today, more and more Americans are coming round to the view that Iran remains "the ultimate test" of American leadership in a new world. *The New York Times* spoke for most when, on May 22, it opined editorially of "a grand bargain" that would include offer of full diplomatic relations and security guarantees "should Iran agree to verifiably contain its nuclear ambitions."

And yet, this is precisely what was offered by Tehran in the spring of 2003, and rejected out of hand. So have other Iranian offers, including an external share in the ownership of the Iranian nuclear facilities. These are testified to by western commentators. Now, the outgoing Iranian Permanent Representative to the U.N. in New York, Javed Zarif (whose crucial role in the success of the 2001 Bonn conference on Afghanistan was acknowledged by American negotiators), has written a detailed account in the spring-summer issue of the *Journal of International Affairs*.

"The interests of Iran and the United States," writes Mr. Zarif, "have long been hostage to an outdated paradigm sustained by mutual mistrust and heavy historical baggage, and nurtured with facts or fiction generated by those benefiting from confrontation and war. Iran has a national security interest in restoring regional stability and preserving and strengthening disarmament and non-proliferation. But, preventing the manufactured 'Iran threat' from becoming the next global nightmare requires a drastic change in the U.S. approach—an approach that until now has impeded a genuine search for alternatives."

If American arrogance lost the opportunity in 2003, the credit for rejecting a U.S. overture in 2005 goes to Iran. On both occasions, control of the high ground in Iraq provided the impulse. Iran has the satisfaction of having judged the evolving situation in Iraq correctly; hence the American anxiety at Sharm al Sheikh, matched by Iranian coyness in equal measure. Both were reflective of the ground reality, graphically reflected by Ghaith Abdul-Ahad in *The Guardian* on May 19: "You can't move far in Basra without bumping into some evidence of the Iranian influence on the city"—from the market place to the militias.

With so much at stake in terms of policies, interests, and national and individual egos, the enunciation of pre-negotiating positions is of considerable relevance. Henry Kissinger would describe the statesmen on the two sides as representing "vastly different cultures," fully aware that "mistakes are irretrievable."

The U.S. policy of all options being on the table is, for the time being at least, modulated by the twin constraints of the Iraq quagmire and Congressional opinion. This does not prevent covert operations, said to be in full swing, particularly through Jundullah operating through the Sistan-Balochistan border. The financial squeeze resulting from the regime of sanctions imposed by the Security Council is also having an impact but will take much longer to be decisive. Regional opinion among friends in the Gulf



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Cooperation Council, as U.S. Vice-President Dick Cheney discovered, remains strongly opposed to war and to economic disruption. The taking of five Iranian Revolutionary Guards hostage in Erbil would make the Iranians sweat a bit to develop counter weights, but can hardly be decisive.

The Iranian approach to negotiations, and to the regional situation, has been spelt out with some candour in recent weeks. President Mahmoud Ahmadinejad's talks in the United Arab Emirates and Oman focussed on stability in Iraq, security in the Persian Gulf, and economic cooperation and investments. He signalled willingness to talk to America while insisting on the latter's withdrawal from Iraq and the Gulf. Foreign Minister Manouchehr Muttaki said on May 5 that two conditions must be satisfied for a meeting of Foreign Ministers: serious political will and substantive discussion by experts on "core issues." Deputy Foreign Minister Abbas Arghachi emphasised the need on May 10 for "an exit strategy" for the U.S. and structured "face saving withdrawal" from Iraq to prevent descent into chaos.

The most substantive senior level comment from Tehran came in a television interview given on May 17 by the former Foreign Minister, Ali Akbar Velayati, who is now Supreme Leader Ali Khamenei's senior adviser on international affairs. He said (a) a specific request for talks on Iraq has been received from the U.S. and has been agreed to form a position of strength; (b) this request is not a political gesture and has been made because "their problems are increasing on a daily basis"; (c) "Iran does not intend to provide circumstances whereby the occupiers can end their occupation gracefully"; (d) Iran agreed to talks because the Iraqi government "and good allies of the Islamic republic who are in various posts in Iraqi administration including people who have spiritual influence in Iraq" asked Iran to end the crisis and the occupation and accept America's request; and (e) Iran has a duty to help the elected government of Iraq and will not remain indifferent to any attempt to "put another Saddam Hussein in Iraq."

Mr. Velayati added that negotiations would focus on Iraq and would not open the door for talks on other issues since talks can be useful only when they take place between countries in equal positions "without preconditions, claims, rudeness or negative propaganda." He was emphatic in his assertion that "the domestic mindset that negotiations with America will solve all our problems is a mirage"; the government's position on this is clear "but some ill-considered positions here in the country might send false

signals to the other party. The other party might imagine that there are two groups of Iranians one group is eager for dialogue with the U.S. and the other group is against it." He refuted a suggestion that Iran dilute its support to the Palestinians and the Hizbollah in Lebanon and cited in support of his argument a remark of Imam Ali: "no nation was ever defeated unless it sat at home and waited for the enemy to come."

Mr. Velayati's remarks are indicative of internal debate (and disagreement) on the strategy and tactics for talks. This is unavoidably linked to a wider domestic debate in which Mr. Ahmadinejad triumphed over the reformists in 2005; the latter, however, have regained some ground. The American effort is to influence this debate through (familiar) funding activities; these end up providing ammunition to the security establishment in Tehran. Many dissidents, therefore, consciously avoid a western embrace.

A case in point is Akbar Ganji who wrote recently that "if the American goal is to achieve a just peace and regional tensions, inflaming the regime's fear seems unlikely to succeed... Unilateral action against Iran in the absence of an overall plan for regional peace and security will be seen by most people of the region as aimed at safeguarding Israel's supremacy and imposing an unjust peace on Palestinians and the Muslim world."

Political change in Iran, he added, is necessary but it "must not be achieved by foreign intervention" and can only be achieved by Iranians through "a sustained, non-violent civil campaign."

In the totality of this context, what possible direction would the talks scheduled for May 28 take? Both sides, for very different reasons, wish to discuss Iraq only. The U.S. would seek Iranian cooperation that may help pacification. The Iranians, recalling their Afghanistan experience with the Americans, would be in no mood to give something for nothing. The viewpoints would converge on creating conditions for stabilising the Maleki government; the Americans, however, would seek far-reaching adjustments and concessions to give a measure of satisfaction to the Iraqi Sunnis and Iraq's major Arab neighbours. Iran would insist, and America would not reject altogether, an end to American military presence in Iraq in its present form; the devil, however, would lie in the detail relating to the extent, manner and speed of withdrawal and on Mr. Velayati's insistence on not facilitating a graceful exit. Where would the meeting point be?

Neither side visualises an Iraq solution in a vacuum. The discussions inevitably would move to the region, to Iran's legitimate aspirations, and eventually to the threat perception of Iran as well as that of its neighbours in the Persian Gulf. For this to be meaningfully addressed, the umbrella of a Pax Americana would not suffice.

A new paradigm of regional security is indeed imperative. It cannot be developed without the U.S.; by the same token, it would not be adequate until all regional states—and all others having a stake in the security and stability of the Gulf region—are supportive. India, as a proximate neighbour, has a vital stake in the matter.

1. In the passage the words "Iran threat" has been mentioned in what context?
  - I. It has been mentioned that Iran and its policies have for long been threatening the global peace.
  - II. It has been mentioned in the context of being an over-hyped issue which needs to be settled amicably and with a positive attitude otherwise it can assume enormous proportions.
  - III. It has been mentioned in the context of Iran-Iraq alignment against the US which could reach enormous heights and have for reaching results.
    - (a) Only (I)                      (b) Only (II)
    - (c) Only (III)                    (d) Only (I) & (II)
    - (e) None of these
  
2. "Deputy Foreign Minister Abbas Arghachi emphasised the need on May 10 for "an exit strategy" for the U.S. and structured "face saving withdrawal" from Iraq to prevent descent into chaos." What can be implied from the above statement?
  - I. It can be implied that if the U.S. does not exit fast from Iraq in a graceful manner then the last chances for it to save its honour among the world community and Iraq will be lost.
  - II. It can be implied that U.S. has to have a planned and strategic exit from Iraq as soon as possible.
  - III. It can be implied that if the U.S. does not exit from the Iraq scenario a chaotic anarchy will be the resulting consequence of the delay.
    - (a) Only (I) & (II)      (b) Only (II) & (III)
    - (c) Only (III)              (d) all of (I), (II) & (III)
    - (e) only (I) & (III)
  
3. According to the author why does India have a "vital stake" in the matter of the U.S.–Iran–Iraq scenario?
  - I. Since India is a neighbouring country and also one which is contributing to the regional security situation in Asia it has a legitimate role to play in the above matter.
  - II. Since India is a fast growing superpower with a neutral attitude it should be given arbitration rights by virtue of being a neighbour.
  - III. Since India is not an ally of any of the countries it will have a position superior to the other countries in the region who are allies of either U.S. or Iran.
    - (a) Only (I)                      (b) Only (II)
    - (c) Only (III)                    (d) None of these
    - (e) All of (I), (II) & (III)
  
4. What can be said about the author's overall attitude of the case in the passage?
  - (a) Pro-U.S. and anti Iran
  - (b) Pro-Iran & anti-U.S. & Iraq
  - (c) Pro-Iran & Iraq
  - (d) Pro-India and anti U.S., Iran, and Iraq
  - (e) None of the above
  
5. What is the overall tone of the passage?
  - (a) critical                      (b) contemplative
  - (c) assertive                    (d) abstract
  - (e) acerbic

**Passage 2**

With nearly 1.1 billion inhabitants, India is the second largest country on earth in population, and seventh largest in geographical area, over 1.1 million square miles. This is almost 1,000 people for every square mile of area nationwide—much denser than even China.

Since achieving independence from British rule in 1947, it has seen its share of conflict, struggle and setbacks. Although India still faces many challenges, it is now poised to reach a higher position on the world scene than at any previous time.

The Indian economy has grown an average of around 6per cent annually over the past decade and 8per cent per year over the past three years—among the fastest rates in the world. It boasts an emerging middle class and increasing gross domestic product, exports, employment and foreign investment. This is complemented by a roaring stock market (index value up by a third in 2005 and by 200per cent since 2001), low external debt and large foreign exchange reserves.

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Recent visits from leaders and officials from the United States, France, Germany and Russia have spotlighted India's rise. These wealthier nations see India as a trading partner with enormous potential.

Although it has not yet matched the financial performance of China—currently the fastest-growing economy in the world—according to some analysts, India shows even more long-term potential for rapid growth. Leaders from both nations have discussed the creation of a Chinese-Indian common market based on the European Union model. Although only an idea at present, if realised, it would be the largest economic system in the world, home for about 2.5 billion consumers—almost 40 per cent of the human race (or three of every eight people on Earth)!

India's growth becomes more impressive in light of the fact that it is driven by a fraction of its population. Much of the nation remains a picture of rural poverty. Nearly all foreign investment in India goes to its six most urban states, with 22 other less developed states virtually ignored. This gap between city and country is keenly felt in places such as Gurgaon, a suburb of the Indian capital New Delhi: "In a land still plagued by deep poverty and backwardness, Gurgaon has become a renowned home of international call centers, business-processing operations, and information-technology firms. There are gleaming, glass-paned high-tech towers, condominium blocks, multiplexes, and shopping malls, where Indians dine at Ruby Tuesday, browse for Samsung electronics, or kick the tires at a Toyota, Ford, or Chevy dealer. If one overlooks the dusty pockets of poverty nearby, a few water buffaloes picking at garbage near shantytowns, the look is more Southern California office park than the India of yore".

Despite the problems seen in India's underdeveloped countryside—for example, massive unmet infrastructure needs; more illiterate citizens than any other single nation—there are several areas in which the nation excels. These particular specialised talents have allowed a tiny percentage of the populace—perhaps less than one per cent—to spearhead its move toward a higher standing in the world order.

India's economy is divided between agriculture (which accounts for a quarter of the gross national product), manufacturing (constituting another quarter) and the high-tech service sector, which now makes up fully half of the gross national product. Striving to become a "knowledge superpower," it hopes to skip the intermediate step of

industrial development that has preceded other nations' march into the Information Age.

Scientific and information technology companies from around the world are opening research and development labs in India—more than 100 in the past five years. One mainstay of the new economy is software development, with ever more global firms outsourcing to India the time-intensive work of programming. Businesses worldwide also rely on the country for customer service—phone calls from around the world are directed to call centers in Indian cities such as Bangalore. Other developing markets include pharmaceutical and biotechnology research. Currently, the majority of top American companies send some of their IT work to India, and there is little evidence of a slowdown in this trend.

The business world is also looking in India's direction. Graduates of the nation's business programs are in high demand among multinational corporations, with each graduating class commanding a higher average salary than the one before. Those who complete MBA degrees at schools such as the Indian Institute of Management can now expect starting salaries ranging from \$75,000 (USD) at Indian firms to over \$200,000 outside the country. This is comparable to graduates of top American business schools such as Harvard, Stanford and Dartmouth—testimony to the market value of Indian talent in this area of study.

As its clout has grown, India has placed a high priority on improving its military capabilities as well. New Delhi has not joined 187 other nations in signing the Nuclear Non-proliferation Treaty (NPT), and appeared on the world's radar screen as a nuclear-armed nation in May 1998, with the detonation of five warheads in the desert near the border of Pakistan. This disturbed many governments around the globe, naturally including that of Pakistan, which responded with nuclear tests of its own.

This stand-off was the turning point that began India's pursuit of a full-fledged nuclear weapons program. According to *The Bulletin of the Atomic Scientists*, additional nuclear missile tests occurred in the summer of 2004; since then, the Indian Defense Ministry has earmarked \$2 billion annually to build 300 to 400 weapons over the next five to seven years.

India maintains a "no first strike" nuclear policy, and asserts that it only seeks enough nuclear weaponry to effectively deter aggressors. U.S. President George W. Bush, during a March 2006 visit with Indian Prime Minister

Manmohan Singh, announced cooperation between the two countries on civilian nuclear programs, and had previously called India a “responsible” nuclear nation (*Der Spiegel*). These measures drew an American diplomatic line between India and other nations that have nixed participation in the NPT, such as North Korea and Iran.

Whatever its nuclear aspirations, the country has a long military shopping list. Last year, it announced plans to build the first aircraft carrier ever put to sea by a developing nation, and to lease two nuclear submarines from Russia. America has openly discussed the sale of naval vessels, combat aircraft, patrol aircraft and helicopters to India. One former U.S. ambassador to India opined, “Of course we should sell advanced weaponry to India. The million-man Indian army actually fights, unlike the post-modern militaries of many of our European allies.”

Many have compared India’s pattern of growth to its neighbour, China. The countries have much in common—physical borders, immense populations, similar challenges, ancient civilisations, and quickly-rising economies. India also measures itself against China, coveting its economic power and international standing, including its permanent seat on the United Nations Security Council.

Though a degree of tension does remain between the two nations, with lingering memories of the brief 1962 war in which China soundly defeated India, the relationship between these two Asian giants is warming up. Trade between them is now increasing at a vigorous pace, and diplomatic relations are at a post-1962 highpoint. Chinese Prime Minister Wen Jiabao, during a recent visit to New Delhi, hailed cooperation between the two nations as the driving force of a new “Asian Century.” Indian Prime Minister Singh spoke of the potential for India and China to rearrange the world order by working together.

Many have pointed out that their economic strengths seem to be tailor-made for a partnership. India seeks to be a major player in the computer software world in the same way that China is in the area of hardware. Cooperation between Beijing and New Delhi could prove a dominant force in the information technology market.

Both nations have a voracious appetite for natural resources, and a recent energy deal neatly symbolised the new Sino-Indian dynamic: India acquired a 20 per cent share in the development of the largest onshore oil field in Iran. The venture happens to be operated, and 50 per cent owned, by Sinopec—China’s state-run oil company.

However, India could seek to undercut China’s manufacturing prices (as China did with many Southeast Asian countries in the 1990s). But it is more likely to pursue a different segment of the world market by producing higher-quality goods, as well as entirely different products.

Time will tell exactly how the relationship will mix competition and cooperation. These two nations both aspire to “first-world” status—and economic gains could be the incentive for a more tightly allied Asia.

With its newfound power, India faces a dilemma: Should it ultimately pursue closer ties with Western nations, or with other Asian countries?

After India gained independence, its first prime minister spoke of an Asian renaissance, envisioning a tightly bound continent changing the post-World War II landscape. Though premature at the time, the idea is now more feasible than any time since the Cold War era. Along with the improving relations with China, India is also friendly with Russia and Japan. And, as of 2004, the value of India’s trade with other Asian nations surpassed that of exchange with the United States and Western Europe put together.

But the United States—after courting India’s arch-rival Pakistan as an ally in the war on terror after the September 11 attacks—is now distancing itself somewhat from the current Islamabad regime led by Pakistani President Pervez Musharraf, focusing on India instead. India’s common ground with the U.S. includes liberal democratic government, capitalism and, among the more educated urban residents, the English language.

However, America’s courting of India is viewed by some as a way to limit and contain Chinese influence in Asia. Some Indians resent this perception of their nation as a pawn of the U.S. Though they appreciate the American lifestyle and culture, much of the Indian population still sees this lone superpower as a bully. While it may be able to dance with both partners alternately for a while, India will eventually be forced to choose. Which way will this nation turn?

We need not merely guess where world events will ultimately lead. While many of the details remain to be seen, the overall framework of the future has been recorded in advance in one book—the Holy *Bible*.

In nations such as India, the size of population alone pulls them toward superpower status. Bible prophecy describes global power blocs—superpowers, or groups of superpowers—that will be prominent at the end of the age,

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shortly before Jesus Christ returns. These powers will be based in the north (Europe), the south (the Arab world), and the “kings of the East”—a group of Asian nations that will band together, eventually fielding a standing army of *two hundred million!*

The nations of the West, including the United States, are headed for hard times as a result of their national and personal sins against the God that inspired the Bible. He reveals that they will be forsaken by their allies, called “lovers” in Scripture:

“And when you are spoiled, what will you do? Though you clothe yourself with crimson, though you deck yourself with ornaments of gold, though you rend your face with painting, in vain shall you make yourself fair; your *lovers* will despise you, they will seek your life...All your *lovers* have forgotten you; they seek you not; for I have wounded you with the wound of an enemy, with the chastisement of a cruel one, for the multitude of your iniquity; because your sins were increased”. India is today one of these “lovers,” but one that will soon prove to be something very different. So will other nations that Western countries now consider to be allies. Keep watching India’s growth toward superpower status—just one part of the inevitable rise of Asia!

6. What can be said about the writing style of the author?
  - (a) critical but with a persuasive aspect.
  - (b) progressive but with a spiritual undercurrent.
  - (c) regressive at the same time very spiritual.
  - (d) fatalistic and altruistic.
  - (e) None of the above.
7. In the passage the following quote “And when you are spoiled \_\_\_\_\_ sins were increased” has been quoted to elucidate which of the following?
  - I. The attitude of China towards the U.S. and also of the U.S. towards its allies, where they have shunned India up till now.
  - II. The imminent fate of the U.S. which has up till now been fawned upon by its allies but sooner or later is bound to be shunned by the same.
  - III. India which is a U.S. ally now is doing a wrong thing and needs to quickly make amends otherwise it will be too late and it will reach the same fate that is destined for the U.S.
    - (a) only (I) & (III)    (b) Only (II) & (III)

- (c) Only (I)                    (d) Only (II)
  - (e) only (III)
8. What are the underlying reasons according to the author for a tailor-made partnership between India and China?
  - I. Both India and China are big consumers of natural reasons.
  - II. Both can be complementary to each other vis-à-vis India in terms of software as is China in hardware.
  - III. The Iran oil field deal seems to pave the way for more strategic alliances between the two countries.
  - IV. The price factor has also been dealt amicably by the two countries in the manufacturing scenario.
    - (a) (I), (II), (III) & (IV)
    - (b) Only (I), (II), (III) not (IV)
    - (c) only (I), (II), (IV) not (III)
    - (d) only (I) & (II) not (III) & (IV)
    - (e) Only (I), (III), but not (II) & (IV)
9. Why according to the passage is an “Asian renaissances” most feasible right now?
  - I. Because the U.S. is losing its domination as a sole Super-power.
  - II The Asian countries with their increased nuclear abilities can become more powerful than the U.S.
  - III. India is friendly with Russia & Japan & has also much better relations with China than anytime after the 1962 war.
  - IV. Pakistan is an ally of U.S. and India can ally with other Asian countries to bring it back to its humble origins.
    - (a) Only (II)
    - (b) Only (III)
    - (c) Only (I), (II) & (III)
    - (d) Only (IV)
    - (e) Only (III) & (IV)
10. Why according to the author is India’s growth impressive?
  - (a) It has achieved all round development.
  - (b) Only with a fraction of its population involved in developmental activities it has achieved so much.

- (c) India can now be compared to any developed country in the world.
- (d) India and China constitute more than 40 per cent of the trading in the world.
- (e) All of the above.

**Directions for Questions 11 to 14:** *Fill in the blanks based on your understanding of the paragraph below:*

One day in 1958, a Hungarian man wandered into our girls' school, offering \_\_\_11\_\_\_ lessons. Frantic to avoid the brutality of hockey, I volunteered. He was a hard-working immigrant in a tracksuit, but to me he'd always be a European nobleman — a hero in white jacket, mask and \_\_\_12\_\_\_. What he taught was a way of formalising \_\_\_13\_\_\_ and defense, of making \_\_\_14\_\_\_ beautiful.

*Options:*

- 11. (a) dancing (b) fencing  
(c) singing (d) boxing  
(e) writing
- 12. (a) violin (b) sword  
(c) glove (d) shoes  
(e) socks
- 13. (a) aggression (b) passion  
(c) motivation (d) trepidation  
(e) superannuation
- 14. (a) fighting (b) dancing  
(c) life (d) games  
(e) living

**Directions for Questions 15 to 19:** *The sentences given in each question, when properly sequenced form a coherent paragraph. Choose the most logical order of sentences among the given choices to form a coherent paragraph.*

- 15. (A) The journalist located his views in the context of race relations between the South African Indian community and the African majority.
- (B) South Africans of Indian origin have been forced on the back foot by a yorker from a senior black journalist, Philani Mgwaba, editor, Pretoria News.
- (C) In a recent article in the Sunday Tribune, Mgwaba accused them of supporting the Indian cricket team against their home team in the quarter-final of the recent Twenty20 World Cup cricket series.

- (D) He also questioned the tendency of South Africans of Indian origin not to root for the South African national team in football matches.  
(a) BCDA (b) BADC  
(c) ABCD (d) CDBA  
(e) DCBA
- 16. (A) In Afghanistan, they could snatch defeat out of the jaws of victory by making people forget the abuses of the Taliban.
- (B) On both pragmatic and moral grounds, those who have made torture acceptable within the American system need to be made accountable themselves.
- (C) If American policies arouse hatred, it would cause more young men to flock to jehadi or other anti-American causes.
- (D) The path adopted by the Bush administration on torture is misguided because it sacrifices liberty, security and the American image.  
(a) ACDB (b) BDCA  
(c) DCAB (d) ACBD  
(e) DBAC
- 17. (A) Nature has gifted our bodies with an inbuilt mechanism to heal itself.
- (B) The hands, especially have immense healing capability.
- (C) That hands possess innate healing power is evident in an Atharva Veda verse: "Gifted with the divine power, our left hand is empowered to heal skillfully by removing all barriers in the free flow of joy. "
- (D) The right hand is still more powerful and dexterous as it contains all the divine gift of therapeutic capability – the healing touch of which ensures detoxification, harmonisation, well-being, joyful life and salvation.  
(a) CABD (b) BDAC  
(c) CDBA (d) ABCD  
(e) ACDB
- 18. (A) You are talking about the internet, you are talking about cell phones, you are talking about computers.
- (B) The just released A T Kearney-Foreign Policy Globalisation Index 2007 that ranks India as the

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second least globalised country must be seen in this light.

- (C) Former US president Jimmy Carter once said, “Globalisation, as defined by rich people like us, is a very nice thing.
- (D) This doesn’t affect two-thirds of the people of the world”.
- (a) CADB                      (b) DABC  
(c) CABD                      (d) ACBD  
(e) DBCA
19. (A) It is obvious that the US–India civilian nuclear deal is now in the doldrums.
- (B) However; there are compelling reasons for Congress to try and move it along.
- (C) The reasons have much to do with the current state of Indo–US relations.
- (D) The opportunism of BJP, the cravenness of the Left, and the lack of resolve on the part of Congress have taken the wind out of its sails.
- (a) ABCD                      (b) DCBA  
(c) ADBC                      (d) BDCA  
(e) CBDA

**Directions for Questions 20 to 22:** *Choose the best concluding sentence for the paragraph provided.*

20. “What is the capital of Slovakia?” intoned my son working on his assignment. To me, this was too much stress and embarrassment to suffer in one sitting. During the last couple of hours yours truly had already feigned a couple of restroom trips to sneak a peek at internet’s take on Genghis Khan’s lineage. Did one really care about whether the Mongolian marauder lived in a ‘ger’ or drank fermented mare’s milk called ‘airag’? Life seems rather unfair that one is now required to help out with children’s homework. I am forced to revisit my school days that had happily ended over 35 years ago. Memories of what one learned then escape me.
- (a) But honestly, the world has changed ever since!!  
(b) But honestly, hasn’t the world changed ever since?  
(c) But honestly, the world hasn’t changed ever since!!  
(d) But you tell me, hasn’t the world changed ever since?  
(e) But I tell you, the world has changed ever since!!

21. If my aunt in London is all for Monty Panesar’s bowling, does that make her an insular British Asian? If she moons over Zaheer Khan — ‘he’s so handsome, what a cricketer’ — does that make her a ‘bad’ Britisher as well as bad person of Indian origin? She had SreeSanth and R.P. Singh to choose from.
- (a) Besides, there were Rahul, Sachin and Saurav!  
(b) And then there was Dhoni, for god’s sake!  
(c) Which cricketer you choose to support determines whether you are an insular British Asian or for that matter a ‘bad’ Britisher!  
(d) Why Zaheer, for God’s sake!  
(e) Then why Zaheer, instead of them!
22. I believe the nuclear deal will benefit both the countries. The deal can add new dimensions to the expanding relationship between the world’s two largest democracies. For the US there may be gains in access to the Indian nuclear market but the crucial impact for it, as for India, will be the widened base of their relations.
- (a) Should the deal fail both countries will suffer.  
(b) However, a few negative points remain to be sorted out before the deal can go through.  
(c) Should the deal go through, hence, both countries would be the biggest gainers.  
(d) Should the deal go through, hence, both countries would be big gainers.  
(e) That is the reason why the opposition to the deal in Indian political circles is viewed with trepidation by all concerned in the US policy circles.

**Directions for Questions 23 to 25:** *Fill the blank with the most appropriate option.*

23. Although Sally appeared confident, once she began her speech, her \_\_\_\_\_ voice indicated her nervousness.
- (a) tenuous                      (b) resonant  
(c) supercilious                      (d) placating  
(e) tremulous
24. Sherry was \_\_\_\_\_ by a series of setbacks that nearly made him miss his deadline.
- (a) ensconced                      (b) solicited  
(c) beleaguered                      (d) relegated  
(e) winnowed
25. The King’s \_\_\_\_\_ fell ill during his journey and was unable to negotiate on his behalf when he arrived at the economic summit.

- |              |               |
|--------------|---------------|
| (a) zealot   | (b) miscreant |
| (c) emissary | (d) denizen   |
| (e) penury   |               |

### TEST 2

*No. of Questions—25*  
*Time—50 minutes*

**Directions for Questions 1 to 6:** Choose the most appropriate pair of words to fill the blanks given in each paragraph.

- In each \_\_\_\_\_, scanners detected increased blood \_\_\_\_\_ in relevant parts of the brains of hypnotised patients who were put through color and pain tests.
 

(a) case... flow	(b) instance... stain
(c) place... powder	(d) position... current
(e) testament... stream	
- For the first time in 35 years, Alfa Alfa has \_\_\_\_\_ an unprofitable quarter.
 

(a) understood	(b) managed
(c) handled	(d) experienced
(e) related	
- Subhendu unveiled his \_\_\_\_\_ research plan to the committee last Monday; he expects to have a final plan ready for a \_\_\_\_\_ by January.
 

(a) preliminary ... vote
(b) luminous... printing
(c) concluding... decision
(d) definitive... judgment
(e) ultimate... verdict
- In true entrepreneurial style, Anuradha has turned the popular book into a \_\_\_\_\_ global business of books, games, and videos that teach the \_\_\_\_\_ of financial freedom that she used to build her fortune.
 

(a) flourishing... whim
(b) starving... tenet
(c) skulking... dogma
(d) thriving ... principles
(e) pedestrian... ideas
- Jamshedpur has not taken any comprehensive \_\_\_\_\_ on transportation funding since \_\_\_\_\_ the sales tax a half-cent in 1986.
 

(a) heart... increasing	(b) modification... adjusting
	(c) shape... moving
	(d) action ... raising
	(e) amendment... heaving
- Originally, the completion of the project was planned to take at least 15 years, but effective resource and technological advances have \_\_\_\_\_ the team's progress.
 

(a) energized	(b) postponed
(c) accelerated	(d) deferred
(e) retarded	

### Passage 1

Nearly twenty years ago, biochemists found that a separable constituent of deoxyribonucleic acid (or DNA) appeared to guide the cell's protein-synthesizing machinery. The internal structure of DNA seemed to represent a set of coded instructions which dictated the pattern of protein-synthesis. Experiments indicated that in the presence of appropriate enzymes each DNA molecule could form a replica, a new DNA molecule, containing the specific guiding message present in the original. This idea, when added to what was already known about the cellular mechanisms of heredity (especially the knowledge that DNA is localised in chromosomes), appeared to establish a molecular basis for inheritance.

Proponents of the theory that DNA was a "self-duplicating" molecule, containing a code that by itself determined biological inheritance, introduced the term "central dogma" into scientific literature. They did so in order to describe the principles that could explain the DNA's governing role. The dogma originally involved an admittedly unproven assumption that, whereas nucleic acids can guide the synthesis of other nucleic acids and of proteins, the reverse effect is impossible; that is, proteins cannot guide the synthesis of nucleic acids. But actual experimental observations deny the second and crucial part of this assumption. Other test-tube experiments show that agents besides DNA have a guiding influence. The kind of protein that is made may depend on the specific organism from which the necessary enzyme is obtained. It also depends on the test tube's temperature, the degree of acidity, and the amount of metallic salts present.

The central dogma banishes from consideration the interactions among the numerous molecular processes that have been discovered in cells or in their extracted fluids. In



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the living cell, molecular processes—the synthesis of nucleic acids and proteins or the oxidation of food substance—are not separate but interact in exceedingly complex ways. No matter how many ingredients the biochemists' test tubes may contain, the mixtures are nonliving. However, these same ingredients, organised by the subtle structure of the cell, constitute a system which is alive.

Consider an example from another field. At ordinary temperatures, electricity flows only so long as a driving force from a battery or generator is imposed upon the circuit. At temperatures near absolute zero, metals exhibit superconductivity: a unique property that causes an electric current to flow for months after the voltage is cut off. Although independent electrons exist in a metal at ordinary temperatures, at very low temperatures they interact with the metal's atomic structure in such a way as to lose their individual identities and form a coordinated, collective system which gives rise to superconductivity.

Such discoveries of modern physics show that the unique properties of a complex system are not necessarily explicable solely by the properties that can be observed in its isolated parts. We can expect to find a similar situation in the complex chemical system of the living cells.

7. The author is primarily concerned with
  - (a) Proposing that a new philosophical foundation for modern biochemistry be developed.
  - (b) Describing the various processes that take place in a living cell.
  - (c) Drawing analogies between different scientific fields.
  - (d) Revealing a discrepancy between a scientific theory and some experimental results.
  - (e) Questioning the assumptions behind experimental methods in science.
8. The author provides information that would answer which of the following questions?
  - I. What have test-tube experiments revealed about the role of DNA?
  - II. What viruses interfere with DNA replication?
  - III. What methods have been developed to allow scientists to observe a living cell?
  - (a) I only                      (b) II only
  - (c) I and III only          (d) II and III only
  - (e) I, II and III
9. The author's argument is directed against which of the following?
  - I. The use of test-tube experimentation alone to establish the validity of scientific theories.
  - II. The exclusion of experimental facts from the formation of scientific theories.
  - III. The observation of certain cellular components in isolation.
  - (a) I only                      (b) I and II only
  - (c) I and III only          (d) II and III only
  - (e) I, II and III
10. The author refers to the results of test-tube experiments involving the replication of DNA primarily in order to
  - (a) Question the validity of experimental results that describe the structure of DNA.
  - (b) Provide evidence to contradict the theory that DNA alone governs protein synthesis.
  - (c) Show the way in which DNA acts as a self-duplicating molecule.
  - (d) Explain the internal structure of DNA.
  - (e) Reveal how nucleic acid can influence the synthesis of proteins.
11. The author suggests that the most important difference observed between a dead cell and a living cell results primarily from the
  - (a) Differences in the chemical elements present in each.
  - (b) Differences in the degree of acidity present in each.
  - (c) Biochemical procedures used to examine each cell.
  - (d) Varying temperatures at which cells are examined.
  - (e) Integrating mechanism thought to exist within the structure of the living cell.
12. The author presents his argument primarily by
  - (a) Contrasting two fields of science.
  - (b) Providing experimental evidence against a point of view.
  - (c) Criticising proponents of other theories.
  - (d) Stating a new theory and its important implications.
  - (e) Comparing two theories of cellular structure.

**Passage 2**

On the grassy slope below me was the god’s precinct, a sacred spot, entered on pain of death. Indeed, worshippers of old believed that, once there, neither man nor beast could cast a shadow. In times past they had processed up this mountain in the night to reenact a ritual human sacrifice to their god—or so ancient sources tell us. At the festive meal, a person who chanced to eat human flesh mixed with the flesh of sacrificed animals would transform into a werewolf. In fact, Lykaion signifies wolf.

These enigmatic rites were celebrated not by an uncivilised people in a forgotten land but rather in the heart of classical Greece during its so-called Golden Age. The practitioners of these rites were respected Greek citizens, not fringe cultists, who worshiped Zeus, the king of the Gods. In a way, these rites were no more bizarre than countless mainstream festivals of the time: During the Athenian Thesmophoria, women retrieved the decayed bodies of piglets from pits into which they had tossed the dead animals months earlier, and in the rites of the goddess Artemis that took place at Brauron little girls impersonated bears.

Like all periods of history, the Classical Age of Greece, which lasted from about 500 BC until the death of Alexander the Great in 323 BC, was complex and contradictory, a mix of superstition and rationality that blended revolutionary concepts and age-old traditions. Classical Greece is rightly regarded as a high-water mark of civilisation. Yet the living, breathing people who created this culture did not exist merely to turn out masterpiece after masterpiece for the later Western world to study, though it may seem that way to students of the humanities reluctant to embrace the less enchanting aspects of the culture. Because so much of Western culture has its roots in classical Greece, it is easy to overlook the living context from which this heritage arose. We focus on what we know, ignoring the features that strike us as bizarre or even repugnant.

The great masterpieces of ancient Greece are our heritage, but it is doubtful that any modern Western person can fully comprehend their background. How can we, in the twenty first century, envision the magic spells of the sorceress Medea? Or the magic behind the routine spilling of animal blood as sacrifice? Or the use of curse objects to summon ghosts from the underworld to harm one’s enemies? Yet these practices and beliefs, as much as the

spirit of democracy and the value of aesthetic beauty, formed the nerves and sinews of ancient Greek culture. To professional classicists this is old news, but to the layman these unfamiliar aspects of Classical Greece are shocking. Unfamiliar as well, to the layman, are the centuries of earlier Greek life that laid the foundation for the famous “Golden Age” we study in school. For these reasons, I determined that when I traveled to Greece, I would visit all these different eras and rituals. I would pay tribute to the Parthenon—but also examine the “voodoo dolls” in the Kerameikos Museum in Athens.

On the island of Euboea, north of Athens, an unusual site demonstrates that the Golden Age did not spring into existence fully formed but instead was centuries in the making. On a nondescript hillock overlooking the sea near the town of Lefkandi, a tenth-century S.C. grave was revealed when ground was dug up for a house. The work unearthed the remains of an elaborate cremation and burial, uncannily similar to the burials of heroes described in Homer’s *Iliad*. In addition to the deceased’s bones, carefully wrapped in a piece of fabric and placed in an heirloom bronze urn, excavators found evidence of a building nearly 160 feet in length that had once covered the burial site.

Dating from the era traditionally known as Greece’s Dark Age—some three and a half centuries that began with the collapse of the Mycenaean world—the Lefkandi finds were a reminder that however murky or “dark” this historical period may be to us, to the people of the time it was life. The Dark Age was an age of many things: oral bards continued the tradition of transmitting the Homeric masterpieces, the *ILIAD AND ODYSSEY*; distinctive pottery with geometric patterns was made throughout Greece; and as the Lefkandi site indicated, people built impressive structures to bury their dead in a manner befitting heroes. Like the carefully preserved bronze urn, two centuries older than the bones it contained, ideas—and culture—were passed on from generation to generation of Greek people.

13. The statement—“Classical Greece is one basis of Western culture and heritage”—
  - (a) follows directly from the passage.
  - (b) is partially true.
  - (c) cannot be derived from the passage.
  - (d) is an unstated assumption made in the passage.
  - (e) may be inferred from the passage.
14. “Students of the humanities” are called reluctant by the author because

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- (a) studying Ancient Greece is not pleasant.  
(b) classical Greece has so many facets to study.  
(c) history is normally approached with reluctance.  
(d) the Greeks did not always turn out masterpieces.  
(e) none of the above.
15. Which of the following may be inferred from the passage?
- (a) Mount Lykaion's history embodies that past of Greece, which, though little known, holds its audience enthralled.  
(b) Mount Lykaion represents historical Greece in an enigmatic, unfriendly and rare manner.  
(c) Mount Lykaion's story is the story of a Greece that is at the same time repulsive and interesting.  
(d) The history of Mount Lykaion tells the intimidating past of a Greece that is unknown.  
(e) Mount Lykaion represents an aspect of ancient Greek civilisation that is little known and definitely not celebrated.
16. The "nerves and sinews" of ancient Greek culture would omit which of the following?
- (a) Bizarre practices  
(b) The spirit of democracy  
(c) The canons of beauty  
(d) A belief in ghosts and sacrifices  
(e) Revolutionary architecture
17. The Lefkandi findings indicate that
- (a) life was as complex and difficult during the Dark Age as any other period in history.  
(b) life went on just as it had for centuries in Greece, regardless of how we now classify that time period.  
(c) however "dark" this period may seem to later civilisations it was an honourable age.  
(d) the *ILIAD* and the *ODYSSEY* were transferred by oral bards.  
(e) large burial sites only existed during the Dark Age.
18. The author's attitude towards the Dark Age of Ancient Greece is one of
- (a) Surprise                      (b) Amusement  
(c) Reverence                    (d) Acceptance  
(e) Opposition

**Directions for Questions 19 to 23:** In each of the following questions, there are four sentences. For each of the sentences, you have to identify whether it is a Fact, an Inference or a Judgement.

**Facts** are defined as pieces of information that one has heard, seen or read, and which are open to discovery or verification (the answer option indicates such a statement with an 'F').

**Inferences** are defined as conclusions drawn about the unknown, on the basis of the known (the answer option indicates such a statement with an 'I').

**Judgements** are defined as opinions that imply approval or disapproving of persons, objects, situations and occurrences in the past, the present or the future (the answer option indicates such a statement with a 'J').

Select the answer option that best describes the set of four statements.

19. I. "I applaud Cipla and Matrix for their commitment to lower the cost of new drugs at the forefront of the fight against AIDS," said Bill Clinton at a special ceremony in New York last month to announce the breakthrough.  
II. Such paring of costs is critical for reaching larger numbers of the AIDS afflicted because second line treatment costs 10 times that of first line therapy. Worryingly, well over half a million patients will require these drugs by 2010 according to UN estimates.  
III. That's why everyone is turning to India, says Leela Meghaney, who leads the India campaign for access to essential medicines on behalf of MSF, one of the best known voluntary agencies world-wide.  
IV. At the moment, none of the three drugs for which CLS have been announced are patented here, thus enabling Indian companies to export such generics.  
(a) FFFI                              (b) FIFI  
(c) FJFI                              (d) JJFI  
(e) JJI
20. I. Consider the genesis of India's SEZs: They were born in misinformation and half-truths.  
II. It was first conceptualised by the then Commerce Minister Murasoli Maran in 2000.  
III. The commerce ministry said SEZ's could accomplish five primary objectives – namely generate additional economic activity, create employment, increase production, promote foreign exports and develop infrastructure.

- IV. A close examination of the objectives shows these claims to be ill-conceived and overstated.
- (a) JIFJ                      (b) JFFJ  
(c) IJFF                      (d) JFFI  
(e) JFFJ
21. I. The Indian constitution had originally enshrined the right to property as a fundamental right.  
II. However, it was downgraded in the 44<sup>th</sup> amendment in 1977 and revised.  
III. It now says “No person shall be deprived of his property save by authority of law”.  
IV. Over the years, India has—like most countries—passed legislation that dilutes the rights of it’s citizens to own and acquire property, leading to ‘a reduced meaning of freedom’ for Indians in general.
- (a) FFFI                      (b) FFFF  
(c) FFFJ                      (d) FFIJ  
(e) IFFI
22. I. The decision over two and a half decades ago, on part of China’s ruling enclave of private enterprise at a sleeping fishing village Shenzhen proved to be momentous.  
II. It heralded a change that put China on the global economic map.  
III. Encouraged by the initial response, the Chinese government warmed up to foreign investments, made financial policies flexible and introduced low tax tariffs.  
IV. To other developing countries, China’s success in SEZs is an example to emulate.
- (a) JJJJ                      (b) JJIJ  
(c) JIIJ                      (d) JJI  
(e) JJI
23. I. My colleagues and I run a small corporate and economic advisory company.  
II. Like many in India, we work long hours to increase our client base within the country and abroad and in the process, develop our business.  
III. I am proud to say that we do so ethically.  
IV. Our objective is simple: to please clients by offering superior advisory services at affordable prices and thus to grow the enterprise in a sound, financially prudent, honest and ethical manner.
- (a) JJJF                      (b) FFJF

- (c) FJJJ                      (d) JFJJ  
(e) FFJJ

**Directions for Questions 24 to 25:** *For each of the given passages, choose the most logical continuation and conclusion to the passage.*

24. Poor citizens have little clout with politicians. In some countries the citizenry has only a weak hold on politicians. Even if there is a well functioning electoral system, poor people may not be able to influence politicians about public services. They may not be well informed about the quality of public services (and politicians know this); they may vote along ethnic or caste lines, placing less weight on public services when evaluating politicians; or they may not believe the candidates who promise better public services—for example, because their term in office is too short to deliver on the promise.
- (a) And they may vote instead for candidates who provide a promise of a government which is free of corruption.  
(b) And they may not vote instead for candidates who provide ready cash, personal favours, and jobs.  
(c) And they may vote instead for candidates who provide ready cash, personal favours, and jobs.  
(d) And therefore they may not participate in the process of voting at all.  
(e) And they may vote instead for candidates who provide faster results.
25. Why have public expenditures in India failed to deliver basic services to the majority of poor citizens, when political representatives taking decisions over public resource allocation depend upon the support of the poor to win office? India is unique in the developing world not only in sustaining democratic elections to multiple tiers of government over an extended period of time, but also in extensive participation in the political process by its poor and disadvantaged citizens, which by several accounts have been increasing over time.
- (a) Political incumbents and contenders therefore have to choose policies to woo the large majority of low income voters in order to win elections.

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- (b) Political incumbents and contenders are unable to win elections without catering to the demands of low income voters.
- (c) Thus the politicians of all hues have to address to these pressing needs of the Indian democracy.
- (d) Thus the political contenders and incumbents ensure the support of poor people by any means, even if they are illegal.
- (e) In spite of this, the benefits of public expenditure in India continues to elude the low income voters.

### TEST 3

No. of Questions—25

Time—50 minutes

**Directions for Questions 1 to 5:** *The question is in the form of jumbled statements which when unjumbled will form a coherent sequence. Choose the correct answer from the given options.*

1. A. The invasion and occupation had little to do with what is today understood as regime change. In fact, it had the exact opposite goal in mind.  
B. The invasion of China in 1900 was designed to eliminate the Boxers, stabilise China, advance and protect imperial gains, and to actually buttress the Qing state—to give it enough power and legitimacy to quell domestic unrest, but not enough to expel foreign invaders.  
C. The western nations maintained the occupation for nine months, setting up shop in Beijing and other towns and cities—organising police forces, cleaning streets, handing out jobs, implementing “law and order,” and generally running a relatively efficient occupation—notwithstanding much rancor and division between and among the imperial powers.  
D. Indeed, the occupation of China can well be thought of as the first multi-lateral imperial project of the new century.  
E. Eventually, a western force of some 54,000 British, French, Russian, Japanese, and American forces—a total of eight nations contributed troops—invaded and occupied key parts of coastal China including Beijing.  
(a) BACED                      (b) ABCDE
2. A. Sudoku conditions the mind to looking for answers that may not be immediately visible. The numbers within the box can only tell so much, but being able to visualise numbers which are not in the box will go a long way.  
B. And that certainly helps in practically every area of life, being able to keep one’s goal in focus instead of flustered by details.  
C. In certain IQ tests, such people are classified as Visual Mathematicians—the ones who are able to see the big picture.  
D. “Think outside the box” may just be the best advice to solving Sudoku, even if it sounds a tad paradoxical.  
(a) DACB                      (b) BACD  
(c) ABCD                      (d) CABD  
(e) BDAC
3. A. “We show that non-language related activities, such as playing or watching a sport, enhance one’s ability to understand language about their sport precisely because brain areas normally used to act become highly involved in language understanding,” said Sian Beilock, lead author and associate professor of psychology at the University of Chicago.  
B. In this study, 12 professional and intercollegiate hockey players, eight fans and nine people who had never watched a game listened to discussions about hockey players, shooting pucks, and making saves.  
C. Watching hockey may boost brain power and increase language skills as well.  
D. The brain boost helps athletes and fans understand hockey information, even though when people are listening to hockey, they have no intention to act.  
E. Participants also listened to sentences about everyday activities, such as ringing a doorbell. The researchers used functioning Magnetic Resonance Imaging (fMRI) to study which brain areas were most active when the participants were listening.  
(a) EABCD                      (b) ABCDE

- (c) ABEDC                      (d) BEADC  
(e) BAEDC
4. A. Then, their motivation and performance may increase—and then you'll be the happy employer of employees in good moods.  
B. So, if you're an employer, your best bet is *not* to hire unhappy employees, but to show your employees that being productive and performing their jobs well will make them feel good.  
C. Dr. Sinclair also found that when people believed that the task would make them feel good, they devoted more energy to the job.  
D. Psychological research does show that sad moods lead to more contemplation and, often, more thoughtful or accurate judgments.  
E. Are unhappy employees more productive?  
(a) EDCBA                      (b) CEDBA  
(c) BAEDC                      (d) CBAED  
(e) EBACD
5. A. This zaps our energy and decreases our interest in a project. Instead, exaggerating the possible *positive* outcomes is a great way to deal with stress," says Dr Muller.  
B. "For instance, do you usually imagine the worst case scenario?  
C. "When faced with a challenge or problem, we often exaggerate the possible negative outcomes, and focus only on these.  
D. Dr Muller explains that this "opposite exaggeration" exercise can reduce negative thinking and inspire you to stay productive at work.  
E. Instead of picturing yourself losing the business account because you gave a terrible presentation that the boss hated, imagine the brilliant presentation that nets you not only the account but also the corner office, a huge raise, and use of the company jet!"  
(a) CABDE                      (b) EDCAB  
(c) BEDCA                      (d) CABED  
(e) DECAB

**Directions for Questions 6 to 8:** *Each question has four statements. Each statement can be classified as one of the following:*

**Facts**, which deal with pieces of information that one has heard, seen or read, and which are open to discovery

or verification (the answer option indicates such a statement with an 'F').

**Inferences**, which are conclusions drawn about the unknown, on the basis of the known (the answer option indicates such a statement with an 'I').

**Judgments**, which are options that imply approval or disapproval of persons, objects, situations, and occurrences in the past, the present or the future (the answer option indicates such a statement with a 'J').

6. I. Insolvency is defined as the state of being at the end of one's resources.  
II. GM introduces a small, user friendly car into a Indian market dominated by big cars and a sporty image.  
III. Shyam had always known that the students were able to understand what he said.  
IV. Professional intellectuals are the voice of a culture and art, therefore, its leaders, its integrators and its bodyguards.  
(a) IIIJ                              (b) FFIJ  
(c) FIFI                              (d) FFFJ  
(e) IFFI
7. I. I think, therefore I am and I should be, because I think, but will thinking too much not make me think because I think too much, or if everyone starts thinking the same they ought to come to the same result.  
II. To keep in place its position (and to get readers) the *Daily Today* seeks out the cream of each year's crop of journalism school graduates.  
III. The government replaced the old EPZ regime by a new scheme of "Special Economic Zones" (SEZs) with several lucrative incentives/benefits that were not available in the earlier scheme and this policy is expected to give a big push to exports, employment and investment in SEZs.  
IV. Amit's wonderful party theatrics regularly made the front pages of the newspapers.  
(a) JJJF                              (b) JIIF  
(c) FIIF                              (d) JIJI  
(e) FFFF
8. I. In order to meet the increasing demand, I feel it was essential for ASMO to increase its production capacity.  
II. The root cause of terrorism is the erosion of family values and commercialisation of education.

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- III. In Levinas's view, the world is grounded on a conscience which is rooted in an obscure and disquieting dimension, one in which we witness a failure of reference and meaning.
- IV. The fact that the matter at hand has to be approached via this mental exercise can be taken as an indication of its complexity.
- (a) IJFI                      (b) IIFF  
(c) JIFF                      (d) FFII  
(e) IJF

**Directions for Questions 9 to 11:** *Fill in the blanks in the statements with the right words from the given options.*

9. The Mayor of Lucknow formed a committee to simplify several dozen \_\_\_\_\_ city ordinances that were unnecessarily complicated and out-of-date.
- (a) pedantic                      (b) empirical  
(c) byzantine                      (d) slovenly  
(e) reckless
10. The \_\_\_\_\_ rumors did a great deal of damage even though they turned out to be false.
- (a) bemused                      (b) prosaic  
(c) apocryphal                      (d) ebullient  
(e) tantamount
11. My great grand uncle who lost his life in the 1856 mutiny was a \_\_\_\_\_ for Indian independence.
- (a) knave                      (b) reactionary  
(c) compatriot                      (d) nonconformist  
(e) martyr

**Directions for Questions 12 to 16:** *Read the passage below and answer the questions that follow.*

School exams must do a few seemingly simple things. They should show what has been learnt and who has done best, with grades that are both precise and meaningful. They should be rigorous, but also fair. Standards should stay steady over time, but the curriculum should be up to date. The courses should be accessible and attractive, yet cover all the ground that universities and employers require.

Such contradictions guarantee dissatisfaction, especially as good results in the A levels taken in the final school years play a huge role taken in university admissions and thus future earning power. So in August, which should be the quietest month in the school year, there is an annual panic about Britain's education system.

This week's A level results showed a record pass-level of 96 per cent, with a record 22.4 per cent gaining the top

A grade and prompted the usual howls of dismay about dumbing-down and lack of differentiation. A government minister, David Miliband, said the row was "a pantomime, not a discussion." The threefold increase in students getting two passes or more over the past 30 years was a sign of improving education, he said, and those who criticised it were elitists defending "the old order".

Yet even Mr. Miliband agrees that there is a need for change in the way the best candidates are graded. Places at the top dozen universities are oversubscribed, sometimes hugely, by candidates with a plethora of A grades. It's a small problem compared with others—such as the fact that a quarter of schoolchildren never learn to read and count properly—but a politically important one.

One plan is to split the A grade into four sub-categories. Another is to publish the percentage marks scored, or to show the grade gained on each bit of exam. Such ploys might help to distinguish brilliant candidates from the merely clever. But not necessarily: exams are only a rough measure of ability, so it may be sensible to have broad categories rather than narrow ones. Some would like an extended essay, or a new A grade for those who answer the hardest questions. But whatever the system, the best schools will find ways of getting their candidates to do well. No system can achieve both social engineering and academic excellence.

What about the wider charge, that A levels have become too easy? The biggest changes have been in the way that the exams work. Good exam technique matters less. Retakes are freely allowed and questions are less cryptic, with more signposting about how to answer them. The aim is to find out what candidates know, rather than what they don't. There is a great deal more coursework—with all the attendant dangers of plagiarism and cramming.

Given all that, and how much more exam-centred pupils and teachers have become, it would be odd if results did not improve. In fact, they have done so since 1982, suggesting that the trend is not a deliberate political plot. Educational results do generally improve as countries get richer. But it is also true that content has changed, and not always for the better. This is particularly true in the GCSE exams, taken at 16, which are widely seen as undemanding. But there are problems at A level too; It's possible to get an A in Maths without a solid grasp of calculus, for example. That used to be essential.

Such shortcomings certainly impose strain on the next stage in the system. A survey this week showed that 90 per

cent of academics thought A levels had become less demanding. In the highly rated actuarial science course at London's city University, for example, the first term of the first year is spent filling in gaps in Maths that students used to learn at A level: chiefly geometry, vectors and calculus. The university level Maths that actuaries need is crammed into two terms of the first year.

Remedial courses are widespread, but not yet very burdensome, says Universities UK, a lobby group. A-levels no longer dovetail neatly into the intensive three-year degree course that is still British universities' main offering. But it may well be better to leave universities to plug specific gaps, rather than expect all A-level candidates in, say, maths, to learn things that only a few will need. In the end, American style levels of participation in higher education will require American-style flexibility, with more part-time degrees and greater use of credits, and a greater financial contribution from the student.

Even if the universities' complaints are largely overblown, the other big constituency—employers—is still unhappy. They once saw A-levels as a solid signal of achievement, but many now say they distrust them.

There is evidence that some basic skills are becoming patchier. SHL, the country's largest provider of private tests, has seen a steady decline in the numerical and verbal reasoning abilities of graduate-level applicants. Because there are a lot more graduates than there used to be, it is not wholly surprising that standards have dropped a bit. But there's no doubt that faith in the system is dented.

In the end, arguments about declining standards are beside the point. No exam system imaginable could provide all the information that A-levels are supposed to signal. Some sensible tweaks are possible: more differentiation of the very brightest, extra marks for good grammar and spelling in essays, a larger core curriculum in maths, fewer resits and less coursework, and less narrow specialisation. But in the end, the best exam system will be one that matters less than the education it seeks to measure, not more.

12. Which of the following are valid inferences that can be drawn from the passage?

- I. Mr. Miliband believes that the only problem with the current A level examination system is the lack of differentiation amongst the best candidates.
- II. One of the ways in which the examination system is being tried to be improved is to create a

better differentiation amongst the best candidates.

- III. The author does not believe that A level students should necessarily be prepared for the intensive three year degree courses in universities.
  - IV. More coursework means less weightage to examinations and hence better grades in the examination.
  - V. The author believes that people in general have lost faith in the A-Grade results.
    - (a) All five
    - (b) All except I
    - (c) All except I & V
    - (d) Only II & III
    - (e) None of these options.
13. Which of the following can be inferred to be problems that the author believes exist with the current A level examination system?
- I. The current examination system does not properly differentiate amongst the good students.
  - II. The current examination system should emphasize on spellings and grammar.
  - III. The current examination system does not adequately cover the curriculum in Maths.
  - IV. The current examination system should reduce it's emphasis on coursework.
    - (a) All four
    - (b) All except I
    - (c) All except II & IV
    - (d) Only II & IV
    - (e) None of these options.
14. Which according to the author is the best examination system?
- I. One that tests the candidates abilities together with sensible tweaks such as more differentiation of the very brightest.
  - II. One that dovetails neatly into the intensive three year degree course that is still British Universities' main offering.
  - III. One that is a solid signal of achievement and skill together with thorough knowledge.
  - IV. One in which the education that is measured is more critical than the measurement itself.
    - (a) Only I & II
    - (b) Only III & IV



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- (c) Only IV                      (d) Only II  
(e) All of the above.
15. "It's a small problem compared with others such as ... But a politically important one" Which problem is being referred to in the sentence of reference?
- (a) That a quarter of the school children never learn to read and count properly.  
(b) That the numerical and verbal reasoning test scores have declined over the years.  
(c) That the supply of A grade applications for admission is increasing by leaps and bounds at the top universities.  
(d) That the standards of education should stay steady over a period of time but the syllabus should be up to date.  
(e) None of these.
16. Which of the following statements is David Miliband likely to agree with?
- I. That there should be no pantomime, but a discussion of the issue of A level examinations.  
II. Those who are against the A level grading system are dogmatic and not pragmatic.  
III. The current results are a signal of improvement in the education system but not a signal of decline of educational standards.  
IV. The A level examination system should have an improved distinction between the best candidates.
- (a) All of these  
(b) All except I  
(c) All except I & II  
(d) Only III  
(e) I & III.

#### **Passage 1**

For the past half-century, those lucky enough to have been born in a rich country have had every prospect of growing richer. On average, incomes in Britain, America and Japan, adjusted for inflation, have easily doubled over that time. On top of this come the benefits of longer lives of better quality, thanks to advances in medicine and to a plethora of consumer goodies making living easier and more enjoyable. You might, even, expect folk to be a great deal happier today than in the 1950s. "You would be" wrong, according to many surveys taken in rich countries.

These tend to show that, once a country has lifted itself out of poverty, further rises in income seem not to create a meaningful rise in the proportion of people who count themselves as happy. Since the 1950s, for example, the proportion of Americans who tell pollsters that they are "very happy" has stayed constant at around 30 per cent, while the proportion who say that they are "not very happy" has barely fallen. Explaining this paradox, and offering suggestions for increasing the supply of happiness, is the aim of a new book by Richard Layard, a professor of economics at the London School of Economics and a Labour peer.

Lord Layard devotes a good portion of the book to a summary of what is known about how to be happy. Much of it will appear self-evident: cultivate friendships, be involved in a community, try for a good marriage. But his big idea is controversial. It is that a zero-sum game of competition for money and status has gripped rich societies, and that this rat race is a big source of unhappiness. Put simply, one person's pay rise is another person's psychic loss. To make that loss worse, there are only so many top rungs on the ladder of status and as a peer of the realm, Lord Layard should know.

He is among a growing group of economists who are dissatisfied with the way that the dominant neoclassical school of economics gauges well-being. When they try to divine human desires and happiness, mainstream economists look much more at what people do rather than at what they say. If, perhaps, you choose to work 90-hour weeks and skimp on leisure time, it follows that work is what makes you happy or at least happier than taking extra time for leisure: otherwise you would not be doing it. Your actions, in other words, are said to reveal your "true" preferences, even if you tell a researcher that you would rather be spending more time with your children (what is known as your "stated" preference).

To counter such Panglossian logic, Lord Layard draws upon the findings of behavioural economists, who make use of the insights and techniques of psychologists. These are more inclined to give credence to people's stated desires and feelings. Among many things, the behaviourists have found that it is relative, not absolute wealth, that matters most to people. Mr Layard cites as evidence a study in which Harvard University students claimed to prefer earning \$50,000 a year when their peers are on only \$25,000 to a world in which they earn \$100,000 while their

peers get more than double that amount. The survey sample is anything but representative, but you get the point.

So, Lord Layard's thinking goes, by spending 90 hours a week in the office, you may be improving your own income, but you are also causing other people to feel less satisfied with theirs. They may be encouraged to work longer themselves just to keep up, taking from the time that gets devoted to family and community.

It is, the author argues, something similar to environmental pollution, where one person's action (or a company's) makes others worse off. Fortunately, he notes, economists have already figured out how to deal with such externalities: tax them so that the polluter internalises the cost of his action. And so, near the top of Lord Layard's list for improving human happiness, comes the following recommendation: much higher rates of income tax to tame the rat race.

The author singles out income inequality as a psychic wound uniquely worthy of state intervention. But if raising the level of happiness is to be the chief aim of government policy, as he argues it should, where then is the call to make divorce harder, given the pain that he says broken homes inflict on children? Further, where is his desire to compel the worship of a higher being, also on his list as a source of happiness? Thankfully, both are absent, but he never mentions the obvious reason for why they are: namely, that most people value freedom as a greater good than enforced happiness. The pursuit of happiness, Lord Layard's book will convince most people, is a private matter.

17. The dominant neoclassical school of economics gauges well-being on an assumption which says that
- Rise in incomes results in rise in number of happy people.
  - People who work harder are happier.
  - Happiness has no relation with income or work.
  - Your actions reveal your true preferences.
  - Your income determines your true happiness.
18. The word 'paradox' used in the second paragraph refers to
- Rising incomes and better standards of life have not resulted in higher percentage of happy people.
  - One person's pay rise is another person's psychic loss.
  - People who say more are happier than people who do more.

- Rising incomes have not led to better standard of life for a high percentage of the people.
  - Rising incomes and better standards of life have not resulted in higher percentage of happy people.
19. The study at Harvard University supports the point that
- By working 90 hours a week, one can improve his income.
  - It is the relative wealth that matters most to people.
  - Stated preferences are not always same as true preferences.
  - Stated preferences are not always the same as true preferences because people in general do not know what they want.
  - All of the above.
20. In the last paragraph, the reviewer joins lord Layard on the opinion that
- Calling government to make divorce harder.
  - Compelling people to worship a higher being.
  - Pursuit of happiness being a private matter.
  - Raising tax rates.
  - Both (a) & (b).

**Directions for Questions 21 to 22:** *The sentences given in each question, when properly sequenced, form a coherent paragraph. Each sentence is labeled with a letter. Choose the most logical order or sentences from among the given choices to construct a coherent paragraph.*

21. A. Alas, one will never know the answer to Reginald's ambiguous question, 'what did the Capsian Sea?', but at the end of *The Unrest Cure* the reader is left with a fission of gleasure at Clouis's political incorrectitude.
- B. It matters little where where one starts, but perhaps the quickest way to acquire a taste for Saki's sardonic humour is to read of the activities of the outrageous Reginald, or of the refined cruelty of the epicene clouis Sang rail.
- C. The best introduction to Saki's stories is to read them.
- D. However, they are so beautifully crafted that one can return to them again and again with enhanced pleasure.
- E. Saki's short stories of urbane malice are like a fine desert wine—they should be sipped, and

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savoured slowly; so intense are they that to read them at one sitting may induce a kind of literary dyspepsia.

- (a) EDCBA                      (b) BACED  
(c) CBAED                      (d) CDAEB  
(e) EACBD

22. A. She's not really an aunt—a sort of amateur one, and they aren't really worries.  
B. She is a social success, has no domestic tragedies worth speaking of, so she adopts any decorative sorrows that are going, myself included.  
C. I have an aunt who worries.  
D. Of course, one just loves them for it, but I must confess they make me uncomfy. They remind one so of a duck that goes flapping about with forced cheerfulness long after its head's been cut off.  
E. In that way she's the antithesis, or whatever you call it, to those sweet, uncomplaining women one knows who have seen trouble, and worn blinkers ever since.
- (a) CABDE                      (b) CADBE  
(c) CABED                      (d) BCAED  
(d) BCDAE

**Directions for Questions 23 to 25:** *The questions carry two marks each. Four alternative summaries are given below each text. Please choose the option that best captures the essence of the text.*

23. What the UN urgently needs today is reforms and that should be India's priority too. Instead of insisting on veto powers, we should consult other members along with the G-4 partners like Brazil, Japan and Germany and support the UN secretary-general in seeing through the passage of reforms. The G-4 will thus become another P-5 and the UN will become a little more relevant for meeting the challenges of the day. Indeed, veto will be a casualty, it's an acceptable cost.
- (a) Supporting the UN reforms along with other members of G-4 will make it become another P-5 and will make it more relevant for meeting the challenges of the day.  
(b) Along with UN reforms which India should support, it should also demand for veto powers with the help of G-4 us veto will be a casualty if becomes an acceptable cost.

- (c) Instead of insisting on veto powers, India should consult other members along with the G-4 partners and support UN reforms as this will make India's position more relevant.  
(d) Even at the cost of veto powers, India should support reforms at UN along with other numbers of G-4 as that will make UN a little more relevant.  
(e) India should pursue veto powers in the UN but not at the cost of UN reforms which are the need of the day.

24. Official rhetoric extols the diversity and pluralism of mauritian society. Population is a mixture. Around 65 per cent is of Indian origin. They include descendants of indentured labour from Bihar and UP, Tamils, Telugus, Marathis and Muslims. Chinese add up to some 3 per cent and whites of French descent half that figure. Each community celebrates its festivals and upholds its cultural tradition with gusto. Politicians continuously turn up at such events and hold forth on the need to keep in one piece the 'identity' of every social group to enrich the national identity. However, in daily life, the story is somewhat different. The geographical isolation of Mauritius appears to have pushed every community here towards demarcating itself from another.

- (a) The geographical isolation of Mauritius is central to the problem of acute demarcation among the different communities.  
(b) Although from the official and political side, Mauritius is lauded for its diversity and pluralism of society in daily life, however different communities have separated themselves from others.  
(c) It is the pluralism and diversity only which is responsible for so much of alienation and reparation among different communities in Mauritius.  
(d) With diversity and pluralism in society along with its geographical isolation, Mauritius is a country which has vindicated the rhetoric of "national identity".  
(e) Although officially and politically, Mauritius is lauded for its diversity and pluralism of society in daily life, however in reality, the geographical isolation of Mauritius has

pushed every community towards demarcating itself from another.

25. Most are ill at ease and restless because they are always bewildered by the constant inflow of thoughts in their mind. They can't stop thinking. There is no inner peace and calm. They give the impression of being haunted by something. Their emotions give rise to new thoughts and their thoughts give rise to new emotions. So they are fettered to this vicious chain of cause and effect. This is what makes them so unhappy, because they seem not to be able to let loose of their thoughts and enjoy the happiness of the here and now. All the time their thoughts take them adrift.
- Being emotional results in being unhappy as it forces one to get trapped in the vicious chain of thoughts and emotions.
  - Living for the moment is necessary for happiness.
  - Being ill at ease and restless make one feel haunted by something he in turn is fettered to the vicious chain of thoughts and emotions. This is the main reason of unhappiness.
  - Ability of enjoying happiness of the Here and Now and letting loose one's thoughts are central to have inner peace and calm and thereby to become happy.
  - The constant flow of thoughts in their mind makes people think and that is what makes them restless and ill at ease—the remedy is to let loose one's thoughts.

#### TEST 4

*No. of Questions—25*

*Time—50 minutes*

#### Passage 1

The meteoric rise of billionaires in capitalist economies is almost always associated with the use of means, both fair and foul. Successful entrepreneurs in the West have frequently been referred to as 'robber barons' alluding to the huge amounts of wealth they amassed, partly through unfair practices. An alternative view suggests that the system they were embedded in was itself so corrupt that this was the only way these entrepreneurs could function effectively.

The phrase 'robber barons' was first coined by Matthew Josephson in his 1934 book, *The Robber Barons*, attacking American corporate bigwigs such as Andrew Carnegie, John D. Rockefeller, and others. Interestingly, over half the barons made their fortunes in the railroad business through ownership and stock manipulation on Wall Street. These industrialists, mainly in the 1860s and 1870s, also received mammoth government subsidies, and all of them were willing to pour out bribe money to keep the flow of subsidies coming.

Common factors include being in the right place at the right time, having the ability to see particular economic opportunities and seize them, and having strong political connections that help manipulate the system to one's benefit.

"The notion was that these guys somehow 'stole' their money from either the consumers, the employees, or someone else," says Larry Schweikart, an economic historian and author of several best-selling books on American history. The term is now used to describe any businessman or banker who may have used questionable practices such as anti-competitive and unfair business practices to amass a vast amount of money.

A later book by veteran journalist John Steele Gordon portrays robber barons in a more positive light. While he agrees that they did indeed bribe lawmakers, he avers that the political system they were embedded in was so corrupt that this was the only way they could function effectively.

Monopolising their respective industries thereby raising prices, reducing innovation and eliminating competition is another common trait of robber barons. In 1899, Rockefeller's Standard Oil owned 95 per cent of all oil refining in the US as well as vast holdings in other resources, manufacturing and transportation.

An unavoidable nexus between business and politics is no stranger even to the West. The difference is that in the US, most of such political lobbying by industrialists is transparent and in the public domain. In India, these intricate links are shielded from the public eye by an opacity that is pervasive.

Schweikart adds, though, that most of these so-called robber barons were in fact the consumers' best friends citing how Rockefeller drove the price of kerosene (which everyone needed back then) from about \$2 a barrel (1870s prices) to about \$15 a barrel by 1910. James J. Hill, another so-called robber baron, started his career as a clerk in Canada and went on to build the only transcontinental

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railroad in the US built entirely on private money. It was also the only one to survive during the Panic of 1873, and avoided all the scandals associated with the other railroads.

1. Which of the following is not suggested by the author about "Robber Barons"?
  - I. That they were amassing vast amounts of money due to the subsidies of the government which they processed by mammoth bribing.
  - II. They steal money from either the consumers, the employees or someone else.
  - III. The only way these people could function effectively was by bribing the law makers as the political system was not conducive for clean functioning.
    - (a) Only I
    - (b) Only II
    - (c) Only I & not III
    - (d) All three
    - (e) Only II & III not I
2. Which of the following according to Schweikart is true about the Robber Barons although subject to dispute in some quarters?
  - I. They were well-wishers of the consumers and invested private money for public utility services although they too got rich as a by-product.
  - II. They did not actually steal any money from anyone but did their business through unscrupulous means.
  - III. The panic of 1873 was survived only by the Robber Barons and they avoided all the scandals and controversies associated with it.
    - (a) All three
    - (b) Only I & II
    - (c) Only I & III
    - (d) Only I
    - (e) None of these
3. What is the attitude of the author towards the whole concept of Robber Barons?
  - I. cynical
  - II. cantankerous
  - III. structured
  - IV. satirical
  - (a) I & III
  - (b) II & III
  - (c) only III
  - (d) III & IV
  - (e) only II
4. What are the uncommon factors in the can be Robber Baron's issue in the world scenario which inferred from the passage?
  - I. They 'stole' the money from someone and used it for the benefit of others but this Robin Hood approach was only applicable to the west.
  - II. The transparency of the nexus between politicians and barons has been much more in the west (read U.S.) whereas in India although which is perceived to be the more corrupt of the two, the scenario is that the nexus between these two is hidden from the public eye.
  - III. The eastern (read India) people were not willing to dish out as much bribe money as their western counterparts who were more free with loosening their purse strings.
    - (a) Only I & II
    - (b) Only II
    - (c) Only I
    - (d) II & III but not I
    - (e) None of these
5. Which of the following cannot be inferred from the passage?
  - I. The corruption in the system was the reason that the Robber Baron's resorted to unfair means. Without the use of unfair means it would be impossible for them to function in the existing world.
  - II. Although the Robber Baron's are said to be robbers but they have been proved in the long run to be the consumer's well-wishers as their practices have benefited the latter.
  - III. Due to the over ambitious drive of the Robber Barons, the over all political scenario of the world is becoming more and more corrupt.
    - (a) Only I and III
    - (b) Only I
    - (c) Only III
    - (d) Only II & III
    - (e) None of these

**Directions for Questions 6 to 9:** Read the short statement and answer the questions based on it.

6. *Streptococcus mutans*, the bacteria that causes tooth decay, is transmitted almost exclusively from mother to child, which allows it to be traced back thousands of years via its DNA to one of several distinct lineages. This would not be possible if it were transmitted more easily from person to person.

Which of the following can be inferred from the passage above?

- (a) Mothers can be blamed for tooth decay in children.

- (b) *Streptococcus mutans* can be classified according to lineage.
- (c) If it were transmitted from father to child, *streptococcus mutans* would not be traceable.
- (d) Bacteria cannot be traced if it has no DNA.
- (e) Tooth decay only occurs among humans.
7. The mathematical constant 'e', the base of the natural logarithm, is transcendental, and is therefore irrational. In 1882, the mathematician Johann Heinrich Lambert proved that the number 'pi' is irrational. Pi must, therefore, be transcendental.
- Which of the following statements, if true, most weakens the conclusion drawn above about the number pi?
- (a) The exact value of transcendental numbers cannot be given.
- (b) The number  $\sqrt{2}$  is irrational but not transcendental.
- (c) The mathematician Fernard von Lindermann used the fact that e is transcendental to prove that pi is transcendental.
- (d) The number  $\sqrt{3}$  is transcendental but not irrational.
- (e) It is extremely difficult to prove that a number is transcendental.
8. In response to an overwhelming demand for better technical support, we have added an online help section to our website where customers can chat live with customer service representatives. We are confident that this will significantly decrease the number and frequency of complaints about our technical support.
- The company's plan assumes which of the following?
- (a) Customers will not have other complaints.
- (b) All of their customers have access to the internet.
- (c) Customer service representatives can provide technical support.
- (d) Online support will be equally as effective as telephone support.
- (e) Customers are less likely to complain via email than by telephone.
9. The ancient Greek word askesis, from which the adjective 'ascetic' derives, means practice, training, or

exercise, and was originally used in reference to any sort of disciplined practice. Today, the word 'ascetic' is primarily associated with the renunciation of worldly pursuits for the purpose of spiritual gain. However, anyone can choose to practice asceticism.

Which of the following can be correctly inferred from the passage above?

- (a) The only people practicing asceticism today are monks, yogis or priests.
- (b) Asceticism no longer refers to any disciplined practices other than those undertaken for spiritual gain.
- (c) The ancient Greeks often incorporated principles of asceticism into their daily lives.
- (d) The word 'asceticism' can be used independent of religious connotation.
- (e) Ascetics consider worldly affairs more important than spiritual gain.

**Directions for Questions 10 to 14:** Each question has a set of four sequentially ordered statements. Each statement can be classified as one of the following.

**Facts**, which deal with pieces of information that one has heard, seen or read, and which are open to discovery or verification (the answer option indicates such a statement with an 'F').

**Inferences**, which are conclusions drawn about the unknown, on the basis of the known (the answer option indicates such a statement with an 'I').

**Judgements**, which are opinions that imply approval or disapproval of persons, objects, situations and occurrences in the past, the present or the future (the answer option indicates such a statement with a 'J').

Select the answer option that best describes the set of four statements.

10. I. These are extremely abnormal and stressful times in global banking.
- II. Apparently, well-honed concepts and practices are breaking down in the face of a financial markets crisis to manage which such practices/concepts were devised in the first place.
- III. Stress testing, for instance, is a concept which has been "stressed" both by regulators and by the regulated in recent times, to assess the impact of extreme movements in market variables/

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- conditions on the very integrity of a bank's business and its balance sheet.
- IV. One is not sure how many banks and financial institutions have actually incorporated stress tests into their overall risk management programmes already and also how many have run simulated stress tests.
- (a) IIJJ                      (b) JJJJ  
(c) IIIJ                      (d) JJJJ  
(e) JJJJ
11. I. Accidents do not happen due to a single reason.  
II. Several events lead to a dangerous situation, and a system has to have several checks and balances to prevent an accident.  
III. The Swiss Cheese model of accident causation was originally propounded by British psychologist James T. Reason in 1990, and has since gained widespread acceptance and used in healthcare, in the aviation safety industry, and in emergency service organisations.  
IV. It is sometimes called the cumulative act effect.
- (a) FJFF                      (b) JJFF  
(c) IIJF                      (d) IJFF  
(e) IIFF
12. I. Several airlines in India are operating with foreign pilots with invalid licenses and inexperienced co-pilots.  
II. A recent report has confirmed that several of the personnel manning the radars in air traffic control are not qualified.  
III. Recently, a Virgin Atlantic A340 with more than 300 passengers had an "air miss" with an Indian Air Force 737 carrying VIPs, in the Delhi region.  
IV. The day is not far off before mid-air collisions occur in India.
- (a) FFFJ                      (b) IFFJ  
(c) FFFI                      (d) FFJI  
(e) FFFF
13. I. The capital market has in recent days, thanks to investment bankers and financial intermediaries, captured the imagination of the common investor as a vehicle for wealth creation.  
II. So much so that the activity in the capital market has become the barometer for economic health and optimism.
- III. The primary market activity has for years remained as an economic growth indicator.  
IV. Macro-economic parameters such as Gross Domestic Production, Index of Industrial Production, Foreign Direct Investment, cross-border trade, movement in stock indices, etc., were in sync with the growth in public offers made by the corporate sector.
- (a) JJFI                      (b) JJFI  
(c) JIFI                      (d) JJII  
(e) JIII
14. I. "Modesty is an over-rated virtue" said the famous economist, John Kenneth Galbraith, with a touch of his own imitable brand of sardonic humour.  
II. The same seems to apply to loyalty which, whether overrated or not, has become an endangered virtue in the fiercely competitive, dog eats dog, milieu of the business world today.  
III. It is the experience of most customers that just when they think they have developed an understanding with a sales person, service engineer or a customer relations executive in attending to problems connected with a product or service, they find that the person they had been dealing with has left the firm.  
IV. The by now common refrain, when you ring up any company after an interval of four to six months, is, "He is no longer with us"!
- (a) FIJJ                      (b) FIJJ  
(c) FIIJ                      (d) FJJJ  
(e) FJJI

**Passage 2**

The following Monday the conference room had two extra members. "We have recently hired Vijay and Rajeev from a business school. Before deploying them in the finance department I thought they should be given an opportunity to partake in the discussions and polish their skill sets," said the MD.

Curd Rice looked extremely unhappy. MBAs and consultants were two categories of people he despised. Consultants in his opinion were people who charged astronomical amounts of money only to get all the information required from the employees of the firm and write a fancy report. And what was worse they inevitably

found reasons to extend the duration of their engagement. MBAs, in his opinion, were similar. They entered an organisation with superficial knowledge, learnt the ropes from the more experienced employees, and just when they could be expected to make a more meaningful contribution, would inevitably move on elsewhere for a more fancy salary.

“Okay, as usual I will begin with the last unanswered question from the previous meeting,” said Goatee. “Balaji you wanted to know the meaning of a short sale. Short selling means selling something that you do not own.”

Balaji looked perplexed. “How can you sell something that you do not own?”

“Simple! Borrow the asset from somebody else and sell it.”

“Why would anybody lend you an asset for nothing?” asked Balaji. “Let me explain,” said Goatee. “Suppose you are holding an asset as an investment. Would you mind parting with it if it is returned to you intact before the end of your planned investment horizon and if you are compensated in the form of a lending fee for the asset?”

“Maybe not,” said Balaji. But what is the assurance that the asset will be returned?”

“In practice what happens is as follows: A broker will arrange for a share to be lent to you either from his inventory or from that of a client. He will have the share sold on your behalf. However you will not get the money. The entire proceeds from the sale plus additional collateral will have to be left with the broker.”

“Why would anybody wish to engage in such strategies?” asked Curd Rice. He was always suspicious of financial strategies that sounded fancy and unnecessarily complicated.

“Let me explain Sir,” said Goatee. “Why do people buy shares? Obviously because they expect the price to rise. If their expectation is realised they can subsequently sell at a higher price and make a profit. We refer to such people as bulls. Now take the case of a person who expects the share to decline in value. A short sale permits him to sell the asset at its current price. If his hunch about the market is realised he can subsequently buy the asset back at a lower price and return it, thereby making a profit.”

“What about dividends?” asked Ganguly. “Will I be entitled to receive dividends if they are declared during the period when my shares are on loan to someone?”

Excellent question! An investor who facilitates a short sale is only lending his shares to the short seller and not

selling them. Consequently, he has every right to demand any dividends that are declared. What happens in practice is the following: As far as the records are concerned the share has been sold to another trader by the short seller.

“Therefore if the company were to declare a dividend it would go to the person who has bought the share from the short seller. Hence, the short seller has to compensate the lender of the shares from his resources for the dividends which he would have received if he had not parted with the shares. Think of it this way. A short sale leads to the establishment of an actual long position for the investor who buys the share, and a ‘phantom’ long position for the lender of the shares. The buyer of the shares has the normal rights of an investor who has gone long. It is up to the short seller however, to protect the rights of the lender of the shares.”

“What happens if there is a stock split?” asked Vijay, the new recruit. “What is a stock split?” asked Balaji. “Let me explain with a numerical illustration,” said Goatee. “A 5:1 stock split means that for every shares that you are holding, the company will give you 5 new shares post-split.”

“How does it add value?” asked Curd Rice.

“Theoretically a stock split does not add any value. For instance, a 5:1 stock split in the case of a share with a par value of Rs 10, would mean that after the split the investor would be left holding five shares with a par value of Rs 2 each.”

“Then why go in for a split?” asked Curd Rice.

“There are theories. One reason could be that if the share price becomes very high then the share goes out of reach for small and medium investors.”

“Going back to short sales, if there is a split before the short position is closed out, the short seller has to return five shares and not one share. Thus the lender is protected.”

“Okay, if everyone is ready, let me move on to options. An options contract gives the buyer the right to either buy or sell an asset on or before the expiration date of the contract at a price that is fixed at the outset. As I have already clarified, call options give the buyer the right to buy the underlying asset whereas put options give him the right to sell the underlying asset. I have also explained as to why both parties cannot be given rights. Consequently, an option buyer is given a right whereas an option seller, has an obligation imposed on him.”

“What are European and American options?” asked Balaji, trying to appear knowledgeable.



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“Every options contract has an expiration date. If the option can be exercised only at expiration, it is known as a European option. However, if an option can be exercised at any point in time till the expiration of the contract then it is referred to as an American option. Consequently, the expiration time is the only point in time at which a European option can be exercised and the last point in time at which an American option can be exercised.”

“Are options in India, European or American?” asked Ganguly. “Stock options are American. However options on the Sensex and the Nifty are European.” “Well we are coming to the end of today’s meeting,” said the MD. “I am glad that we have finally reached a point for a more meaningful discussion of options. Once again I wish to reiterate that I do not want to dissuade any questions. I am relatively free this week. So I suggest that we meet once again on Friday afternoon.”

15. Which of the following does the author mean by a ‘phantom long position’?
- (a) Having nominal ownership of shares whose dividends you are entitled to.
  - (b) Having nominal ownership of shares whose dividends you are entitled to, even though you have lent your shares to somebody.
  - (c) Having nominal ownership of shares whose dividends you are entitled to, even though you have lent your shares to somebody who has sold it further to someone else.
  - (d) Having real ownership of shares whose dividends you are entitled to, even though you have lent your shares to somebody.
  - (e) None of these
16. Which of the following can be inferred to be true from the passage?
- I. A short position is one in which a shareholder has excess of stocks from which he lends to others to sell.
  - II. A long position is one in which a shareholder lends his shares to someone else for a fee.
  - III. A stock split does not add any value to the stock inherently.
  - IV. A stock split normally results in the increase in the price of a stock due to higher demands after a stock split.
  - V. A short seller has a likelihood of losing in the case of a stock split.
- (a) All of five
  - (b) I & II only
  - (c) III & IV only
  - (d) III, IV & V only
  - (e) II, III, IV & V
17. From the passage, which of the following can be inferred to be the attitude of Curd Rice towards Vijay and Rajiv?
- I. Skeptical
  - II. Suspicious
  - III. incredulous
  - IV. doubtful
- (a) All four
  - (b) I & II only
  - (c) I, II & III only
  - (d) II & IV only
  - (e) II, III, IV only
18. The passage is most likely to be:
- (a) A newspaper editorial
  - (b) An article in a magazine
  - (c) An article in a newspaper column tutoring it’s readers
  - (d) A company circular recording the minutes of the meetings
  - (e) Either (b) or (c).

#### Passage 3

Man’s interest in character is founded on an intensely practical need. In whatsoever relationship we deal with our fellows, we base our intercourse largely on our understanding of their characters. The trader asks concerning his customer, “Is he honest?” and the teacher asks about the pupil, “Is he earnest?” The friend bases his friendship on his good opinion of his friend; the foe seeks to know the weak points in the hated one’s make-up; and the maiden yearning for her lover whispers to herself, “Is he true?” Upon our success in reading the character of others, upon our understanding of ourselves hangs a good deal of our life’s success or failure.

Because the feelings are in part mirrored on the face and body, the experience of mankind has become crystallised in beliefs, opinions and systems of character reading which are based on physiognomy, shape of head, lines of hand, gait and even the method of dress and the handwriting. Some of these, all men believe in, at least in part. For example, every one judges character to a certain extent by facial expression, manner, carriage and dress. A few of the methods used have become organised into specialties, such as the study of the head or phrenology, and the study of the hand or palmistry. All of these systems are really

“materialistic” in that they postulate so close a union of mind and body as to make them inseparable.

But there are grave difficulties in the way of character-judging by these methods. Take, for example, the study of the physiognomy as a means to character understanding. All the physiognomists, as well as the average man, look upon the high, wide brow as related to great intelligence. And so it is—sometimes. But it is also found in connection with disease of the brain, as in hydrocephalus, and in old cases of rickets. You may step into hospitals for the feeble-minded or for the insane and find here and there a high, noble brow. Conversely you may attend a scientific convention and find that the finest paper of the meeting will be read not by some Olympian-browed member, but by a man with a low, receding forehead, who nevertheless possesses a high-grade intellect.

So for centuries men have recognised in the large aquiline nose a sign of power and ability. Napoleon’s famous dictum that no man with this type of proboscis is a fool has been accepted by many, most of whom, like Napoleon probably, have large aquiline noses. The number of failures with this facial peculiarity has never been studied, nor has any one remarked that many a highly successful man has a snub nose. And in fact the only kind of a nose that has a real character value is the one presenting no obstruction to breathing. The assigned value given to a “pretty” nose has no relation to character, except as its owner is vain because of it.

One might go on indefinitely discussing the various features of the face and discovering that only a vague relationship to character existed. The thick, moist lower lip is the sensual lip, say the physiognomists, but there are saints with sensual lips and chaste thoughts. Squinty eyes may indicate a shifty character, but more often they indicate conjunctivitis or some defect of the optical apparatus. A square jaw indicates determination and courage, but a study of the faces of men who won medals in war for heroism does not reveal a preponderance of square jaws. In fact, man is a mosaic of characters, and a fine nature in one direction may be injured by a defect in another; even if one part of the face really did mean something definite, no one could figure out its character value because of the influence of other features—contradictory, inconsistent, supplementary. Just as the wisest man of his day took bribes as Lord Chancellor, so the finest face may be invalidated by some disharmony, and a fatal weakness may disintegrate a splendid character. Moreover, no one really studies faces

disinterestedly, impartially, without prejudice. We like or dislike too readily, we are blinded by the race, sex and age of the one studied, and, most fatal of all, we judge by standards of beauty that are totally misleading. The sweetest face may hide the most arrant egoist, for facial beauty has very little to do with the nature behind the face. In fact, facial make-up is more influenced by diet, disease and racial tendency than by character.

It would be idle to take up in any detail the claims of phrenologist and palmist. The former had a very respectable start in the work of Broca and Gall in that the localisation of function in the various parts of the brain made at least partly logical the belief that the conformation of the head also indicated functions of character. But there are two fatal flaws in the system of phrenological claims. First, even if there were an exact cerebral localisation of powers, which there is not, it would by no means follow that the shape of the head outlined the brain. In fact, it does not, for the long-headed are not long-brained, nor are the short-headed short-brained. Second, the size and disposal of the sinuses, the state of nutrition in childhood have far more to do with the “bumps” of the head than brain or character. The bump of philoprogenitiveness has in my experience more often been the result of rickets than a sign of parental love.

It is to be remembered that phrenology had a good standing at one time, though it has since lapsed into quackdom. This is the history of many a “short cut” into knowledge. Thus the wisest men of past centuries believed in astrology. Paracelsus, who gave to the world the use of Hg in therapeutics, relied in large part for his diagnosis and cures upon alchemy and astrology.

Without meaning to pun, we may dismiss the claims of palmistry offhand. Normally the lines of the hand do not change from birth to death, but character does change. The hand, its shape and its texture are markedly influenced by illness, toil and care. And gait, carriage, clothes and the dozen and one details by which we judge our fellows indicate health, strength, training and culture, all of which are components of character, or rather are characters of importance but give no clue to the deeper-lying traits.

Notable is the shape of the hand changed by chronic heart and lung disease and by arthritis. But the influence of the endocrinal secretions is very great.

As a matter of fact, judgment of character will never be attained through the study of face, form or hand. As language is a means not only of expressing truth but of disguising it, so these surface phenomena are as often

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masks as guides. Any sober-minded student of life, intent on knowing himself or his fellows, will seek no royal road to this knowledge, but will endeavor to understand the fundamental forces of character, will strive to trace the threads of conduct back to their origins in motive, intelligence, instinct and emotion.

We have emphasized the practical value of some sort of character analysis in dealing with others. But to know himself has a hugely practical value to every man, since upon that knowledge depends self-correction. For “man is the only animal that deliberately undertakes while reshaping his outer world to reshape himself also.” Moreover, man is the only seeker of perfection; he is a deep, intense critic of himself. To reach nobility of character is not a practical aim, but is held to be an end sufficient in itself. So man constantly probes into himself—“Are my purposes good; is my will strong—how can I strengthen my control, how make righteous my instincts and emotions?” It is true that there is a worship and always has been of efficiency and success as against character; that man has tended to ask more often, “What has he done?” or, “What has he got?” rather than, “What is he?” and that therefore man in his self-analysis has often asked, “How shall I get?” or, “How shall I do?” In the largest sense these questions are also questions of character, for even if we discard as inadequate the psychology which considers behaviour alone as important, conduct is the fruit of character, without which it is sterile.

19. What can be said about the attitude of the author regarding the claims of palmists, phrenologists and physiognomists regarding character analysis?

- I. he feels their analysis is totally useless but not baseless.
  - II. he feels their analysis does not have a sound basis, thus no generalisations are possible although their predictions might prove to be true.
  - III. that their predictions might be accurate is only a possibility but not a finality.
- (a) Only I, or II or III.
  - (b) Only II but not III.
  - (c) Only II and III but not I.
  - (d) Only I and III.
  - (e) Only III but not II.

20. Intellect, emotion and instinct have been mentioned by the author to portray what important aspect in the above excerpt?

- (a) To highlight the royal road of knowledge, without which all analysis is futile.
- (b) To highlight the key features of machoism and masculinity which has been the basis of study of character analysis since time immemorial.
- (c) To provide the basis of research for an individual seeking to analyse the character or personality of either himself or others.
- (d) To critically analyse and point out the weaknesses of the other professors of character analysts.
- (e) To eulogise the internal spirit of character in humans in opposition to the external features analysed in earlier cases.

21. Which of the following ratings would the author most likely agree to?

- (a) Physiognomists above the palmists and astrologers.
- (b) Materialists as superior to the physiognomists.
- (c) Phrenologists above the Materialists.
- (d) Philoprogenitivists as superior to all of these.
- (e) None of these

22. What was the major mistake about the assumptions made by the analysts who were talking about the shape and size of the head?

- I. The shape of the head would never be in the form of outline of the brain.
  - II. The brain and character would never be associated with the bumps of the head.
  - III. Paternal love played a major part in the formation of character.
- (a) only I
  - (b) only II
  - (c) only III
  - (d) both I & II
  - (e) both II & III

23. In reality the so called “high, wide brow” is most likely to be associated with which of the following?

- (a) Great intelligence
- (b) Great strength of character
- (c) A noble personality
- (d) A low-grade intellect
- (e) A disease of the brain

**Directions for Questions 24 to 25:** *The sentences given in each question, when properly sequenced form a coherent paragraph. Choose the most logical order of sentences among the given choices to form a coherent paragraph.*

24. A Businesses that get acquired typically have a presence in multiple geographies.  
 B And, according to Bloomberg, 2007 has already seen 282 deals, valued at around \$30 billion, with only half the year gone by.  
 C The world over cross-border transactions by companies have been increasing.  
 D While 2005 saw a total of 329 deals valued at \$17 billion, 2006 witnessed approximately 390 deals but with the value nearly double of the previous year (\$32 billion).  
 E With increasing importance on globalisation of businesses, cross-border transactions have become the quickest way of achieving the objective.  
 (a) ECDBA (b) EDCBA  
 (c) AECDB (d) ECBDA  
 (e) ECABD
25. A Enthusiastic lenders could at times tend to be complacent and advance loans to buyers who may have a higher-than-average risk of defaulting.  
 B A discussion at an institute on the economics of property finance: Anindya: But sir the loan application forms are exhaustive. Probing details are sought to give a lender a good base to assess the borrower's repayment capacity.  
 C Amlan: (stammers) But s-s-ir, it-it-it's a simple case of cal-cal-cal-cu-cu-lating the net wo-worth of th-th-the borrower.  
 D Nilanjana: Sir, what is the possibility of a lender going wrong on a majority of loans it extends?  
 E Prof: Indeed, indeed, but the lending institutions also can override certain sections, and decide to advance the loan.  
 F Pro: Absolutely, but the lender can choose to overlook some questionable aspects of a borrower's net worth. This tends to happen at a time when the market is surfing the wave of low interest rates.  
 G Prof: low, I guess, because all said and done lending institutions have to maximize the yield on their available funds over and above the mandatory CRR (cash reserve ratio) with the Reserve Bank. And higher the risk, the higher the yield.

- H The real estate fiasco in the US has a lesson or two for prospective property buyers in India, and strategies for the lending institutions, too.  
 (a) BECFDGHA (b) BECFDGAH  
 (c) HABECFDG (d) AHBEFCFDG  
 (e) HABFCEDG

**ANSWER KEY**

**Test 1**

- |         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 1. (b)  | 2. (d)  | 3. (a)  | 4. (e)  | 5. (b)  |
| 6. (b)  | 7. (d)  | 8. (b)  | 9. (b)  | 10. (b) |
| 11. (b) | 12. (c) | 13. (a) | 14. (a) | 15. (a) |
| 16. (c) | 17. (d) | 18. (a) | 19. (c) | 20. (b) |
| 21. (d) | 22. (a) | 23. (e) | 24. (c) | 25. (c) |

**Test 2**

- |         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 1. (a)  | 2. (d)  | 3. (a)  | 4. (d)  | 5. (d)  |
| 6. (c)  | 7. (d)  | 8. (a)  | 9. (e)  | 10. (b) |
| 11. (e) | 12. (e) | 13. (a) | 14. (e) | 15. (e) |
| 16. (e) | 17. (b) | 18. (e) | 19. (a) | 20. (e) |
| 21. (a) | 22. (b) | 23. (c) | 24. (c) | 25. (e) |

**Test 3**

- |         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 1. (c)  | 2. (a)  | 3. (c)  | 4. (a)  | 5. (d)  |
| 6. (d)  | 7. (b)  | 8. (a)  | 9. (c)  | 10. (c) |
| 11. (e) | 12. (b) | 13. (c) | 14. (c) | 15. (e) |
| 16. (c) | 17. (d) | 18. (a) | 19. (b) | 20. (c) |
| 21. (c) | 22. (c) | 23. (d) | 24. (e) | 25. (d) |

**Test 4**

- |         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 1. (c)  | 2. (b)  | 3. (c)  | 4. (b)  | 5. (a)  |
| 6. (b)  | 7. (b)  | 8. (c)  | 9. (d)  | 10. (b) |
| 11. (d) | 12. (a) | 13. (c) | 14. (b) | 15. (c) |
| 16. (d) | 17. (a) | 18. (c) | 19. (c) | 20. (c) |
| 21. (e) | 22. (d) | 23. (e) | 24. (a) | 25. (c) |

**EXPLANTORY NOTES**

**Test 1**

1. (b) The fourth paragraph, fifth line talks about 'manufactured Iran threat' so clearly something that has been over hyped.

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2. (d) As clearly mentioned in the quote in the question itself and also clearly featured in eighth paragraph all the three conditions (i), (ii), (iii) are mentioned.
3. (a) The last line of the last paragraph in the passage mentions the 'vital stake' that India has.
4. (e) None of the given options seem to give a legitimate answer to the question, hence none of these options is suitable here.
5. (b) The author is discussing both sides of the situation in a fair manner so the tone can best be described as contemplative.
6. (b) The author talks of progressive and positive things about India but ends with quotations from a religious scripture so the tone can be progressive with a spiritual undercurrent.
7. (d) Paragraph 28 of the passage has the quote which symbolises the US as doomed, a country which now has many 'lovers' but will be losing all of them in the future.
8. (b) Paragraphs 17,18,19 of the passage clearly include the points (i), (ii), (iii) but (iv) is not mentioned in the manner given in the option, rather it has been shown as a point of dispute, as of now.
9. (b) Paragraph 22 of the passage shows India at an all time high in terms of relations with the other Asian countries.
10. (b) Clearly mentioned in paragraph 6-7 of the passage.
11. (b) Only after doing 12,13 and 14 you can make a judgement about 11. When you read about the dress in 12, you realise its related to the only close option-fencing.
12. (c) Talks about a nobleman, then talks about a mask, white jacket, so the logical choice should be some kind of dress accessory, in this case since nobleman is mentioned, so gloves would be the most suitable option.
13. (a) Fencing as we know is category of combat art, so obviously the formalising here is the channelising of the aggression.
14. (a) Obviously it talks about making the fight between the two combatants.
15. (a) Sentence B introduces the journalist, C continues about him. D further provides a link to the progress of C, whereas sentence A closes the paragraph with the conclusion. BCDA
16. (c) Sentence B is such a drastic statement that it can only be the final[last] sentence. This with the link of A after C since D also forms a close link with C. DCAB is the correct sequence which gives coherence to the paragraph.
17. (d) It is a clear example of the GENERIC-SPECIFIC relationship. Starting with nature and ending with the specific use of our body organs mentioned in the generic statement. So the right sequence is ABCD.
18. (a) Sentence C starts with a quote and D ends in between C and D ..., A continues C and is before D. So we get relation CAD and B gives the concluding statement. So the answer is CADB.
19. (c) Sentence D provides the reason for sentence A. Hence AD form a link sentence. B provides a contrast to AD. Hence we get the further relationship as ADB and sentence C is just a continuation of B. So the final answer is ADBC.
20. (b) The paragraph starts with a question and the subsequent lines ask about the futility of learning things that should no longer be relevant, so the logical end of the paragraph should be in the form of a question further questioning the credibility of things that are being learnt by children in their curriculum as he gives his own example of having happily forgotten those things.
21. (d) Since the aunt had choices given to her at the end, the paragraph here had to end with a refrain and exclamation about her final choice.
22. (a) Options (c) and (d) are just same things being said in different ways and obviously out of context. Option (b) is irrelevant as it talks about something specific which has not been mentioned. Option (e) clearly is not related at all to the general context in which the paragraph is framed. So it is option (a) which is a logical link to the last sentence.
23. (e) Tremulous (adj.) means characterised by quivering or unsteadiness.
24. (c) To beleaguer (v.) is to harass, beset, besiege, to be surrounded by
25. (c) An emissary (n.) is an agent sent on a mission to represent the interests of someone else.

**Test 2**

1. Ans: (a)  
The best answer is (a). Only choice (a) and (b) are logical for the first blank. *Blood stain* does not make sense after the word *increased*.
2. Ans: (d)  
The best answer is (d). Semantically, the word *experienced* is the most logical choice.
3. Ans: (a)  
The best answer is (a). *Preliminary research plan* is logical since it contrasts logically with the *final plan*.
4. Ans: (d)  
The best answer is (d). Since it was done in *entrepreneurial style*, one would assume that what Kelly did was successful. *Flourishing* and *starving* are, therefore, apt. For the second blank, *principles* is a much better choice since one does not teach a whim.
5. Ans: (d)  
The best answer is (d). *To take amendment* and *to take shape* are not idiomatic. *To take heart*, *to take shape*, and *to take action* are idiomatic, but only choice (d) fits the meaning of the sentence.
6. Ans: (c)  
The best answer is (c). The word *but* indicates that the project will not take as long planned, therefore, it is logical that it was accelerated.
7. Ans: (d)  
As it is also the main idea of the passage, it is clear that it is concerned with the differences between the theory and the experimental results.
8. Ans: (a)  
In the passage as only the statement question (I) can be answered so option (a) is the correct answer.
9. Ans: (e)  
The author's argument is clearly directed against all the statement questions thus (e) is the correct option.
10. Ans: (b)  
As the main idea itself is directed against the discrepancy between the theory and the experimental results, so the right answer option is (b).
11. Ans: (e)  
The answer is clearly mentioned in the passage itself, and that is also the basis of his writing.
12. Ans: (e)  
The passage is based on the author's comparison of the theories of cellular structure.
13. Ans: (a)  
As is clear from the passage, paragraph three, the third last line clearly states it.
14. Ans: (e)  
As is stated in the following lines of the passage—  
Yet the living, breathing people who created this culture did not exist merely to turn out masterpiece after masterpiece for the later Western world to study, though it may seem that way to students of the humanities reluctant to embrace the less enchanting aspects of the culture. Because so much of Western culture has its roots in classical Greece, it is easy to overlook the living context from which this heritage arose. We focus on what we know, ignoring the features that strike us as bizarre or even repugnant.  
As the options don't mention the exact point given above, so the answer is (e).
15. Ans: (e)  
The first paragraph of the passage gives a clear indication of the answer.
16. Ans: (e)  
The following lines from the passage clearly show that 'revolutionary architecture' has been omitted in this context—  
Yet these practices and beliefs, as much as the spirit of democracy and the value of aesthetic beauty, formed the nerves and sinews of ancient Greek culture.
17. Ans: (b)  
Clearly given in the last paragraph of the passage
18. Ans: (e)  
From the style of writing of the author, it is clear that he was in opposition towards the Dark Age.
19. Ans: (a) The first three statements are clearly facts while the fourth one is an inference.
20. Ans: (e)  
The first and fourth statements are judgemental as they have a negative bias. The second and third are fact.
21. Ans: (a)  
The fourth statement makes a conclusion on an unknown on the basis of the known. The first three statements can be easily verified. Hence, option a is correct.

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22. Ans: (b)

Statements one, two and four are clearly judgements as they have a strong positive approval of the issue. The third statement makes a conclusion about the correlation of the Chinese government's decisions and the encouraging response—a conclusion about the unknown on the basis of the known. Hence, it is an inference.

23. Ans: (c)

The second to fourth statements have a positive judgemental bias—hence are judgements. The first statement is clearly a fact. Hence, option (c) is correct.

24. Ans: (c)

Clearly option (c) continues and concludes the idea in the best possible way. Option (b) is against the direction of the paragraph while option (d) is irrelevant to the argument's continuation.

25. Ans: (e)

Clearly option (e) continues and concludes the idea in the best possible way. Although, options (a) to (d) do continue the argument they do not conclude it in any definite way.

### Test 3

1. Ans (c) EABCD

E statement has to be the starting or the end statement and as E is followed clearly by A, so E has to start, followed by A and the last statement is clearly provided by D. So the right sequence is EABCD.

2. Ans (a) DACB

The link between statements D and A is clearly visible as A is explaining the logic of D. Statement B is the final conclusive statement of the given paragraph. So the answer is DACB.

3. Ans. (c) ABEDC

Statement EDC are clearly following each other in a sequence. B is an explanation of the methodology mentioned in A. So the right sequence is ABEDC

4. Ans. (a) EDCBA

The statement E starts with a question, the answer to which is given by statement D and it gets further proved by the experiment in C. Statements B and A have to be together in the sequence BA. So the answer comes to be (a) EDCBA.

5. Ans. (d) CABED

Statements ED clearly form the most logical conclusion. A quote starts in statement C and is completed in statement A. So when we get the starting as CA and end as ED, we just have one option left for the answer and that is CABED.

6. Ans (d) FFFJ

A. F [its verifiable and is fully objective, hence a fact]

B. F [we can verify about the product thus the statement is a fact]

C. F [again the statement is verifiable from the person, so is a fact]

D. J [since the statement is not verifiable and also contains a lot of subjective generalisation, so it's a judgement]

7. ANS (a) JIIF

A. J [who is the I? not verifiable and also glorification of the subject I, thus will fall in the category of judgement]

B. I [a conclusion based on a fact, therefore an inference]

C. I [the govt. did something which will result in something, thus an inference or a conclusion based on certain facts]

D. F [verifiable, whether Amit was doing it or not, thus is a fact]

8. ANS: (a) IJFI

A. I [a conclusion about something based on a known factor, thus the statement is an inference]

B. J [it is a generalised statement and might not hold true for all cases, thus is a judgement]

C. F [because the person i.e the subject is there and it thus becomes verifiable].

D. I [as it is a conclusion on the basis of the known].

9. The answer is (c), *byzantine*, an adjective that means "highly complicated and intricate." Here, you are looking for a restatement of the clue words *complicated* and *out-of-date*,

10. Ans: (c)

c. *Apocryphal* (adj.) means of questionable authenticity or doubtful authority.

11. Ans: (e)

e. A *martyr* (n.) is one who sacrifices something of supreme value, such as a life, for a cause or principle.

12. (b)
13. (c)
14. (c)
15. (e)
16. (c)
17. (d)
18. (a)
19. (b)
20. (c) CAB is the obvious starting statements and E follows CAB better than D. Hence, Option (c) is correct.
21. (c) C is the obvious starting sentence and B follows what C says. Hence, option (c) is correct.
22. (c)
23. (d) This option best summarises the message in the paragraph.
24. (e) This option best summarises the message in the paragraph.
25. (d) This option best summarises the message in the paragraph.

#### **Test 4**

1. Statement one has been manipulated to confuse. Two is stated and three again is out of context.
2. Statement one and two can be easily verified by reading the passage. Statement three is not related anywhere. It has been picked from last line of the passage to confuse.
3. Style of writing is very structured as the concept of robber barons is first explained and later elaborated upon citing examples.
4. Second last paragraph of the passage helps in locating the answer.
5. Statement two can be inferred from the last paragraph. The other statements are out of context, not inferred upon anywhere.
6. Option b is the only logical inference. The other statements are irrelevant and out of context.
7. Option b weakens the fact where the original statement states that an irrational number has to be transcendental.
8. Since they expect that technical complaints would decrease by interaction with customer care, option c is correct answer.
9. Apart from option d, other options are irrelevant and state ideas which are out of context and not mentioned.
10. First statement is judgement because they represent a viewpoint. Second Statement is an inference because it talks about uncertain happening based on current situation.
11. Statement one is an inference because it tells us to infer about the other reasons behind an accident. Statement two is judgement because its the opinion of the speaker.
12. First statement is a fact because it can be verified. Last statement is the opinion of the writer hence a judgement.
13. First statement is the opinion being presented. Second statement presents a view based on the current situation but unknown in nature. Hence an inference. Third statement is a fact as it can be verified.
14. Statement one is a cleverly disguised fact. Second is an inference because it projects an uncertain image, third statement is an opinion of the writer and not necessarily true. Similarly fourth statement is a judgement.
15. In the middle of the passage, option c can be found where the author has talked about phantom long,
16. This question has to be solved by going through the options and verifying each statement.
17. The second paragraph cements the attitude as skeptical.
18. Option c is the most logical and verifiable to some extent of all the options.
19. Statement A is an extreme representation. B & C are more accurate than A.
20. Option c is based on the same line of idea on which writer starts the passage.
21. Option e because he has not specified the order.
22. From the end sixth paragraph helps us in marking option d.
23. The third paragraph from the start helps us in locating the answer.
24. E introduces the idea which is transformed in C. D elaborates on C with figures. Hence, ECD should be the order.
25. H introduces the idea which is transformed in statement A. B is elaborating on the main idea by providing an example. E should come next on the basis of sequence of speech.



# SAMPLE PAPERS ON CAT 2009 PATTERN

**CHAPTER 1: CAT 2009 REPLICA TEST 1**

**CHAPTER 2: CAT 2009 REPLICA TEST 2**

**CHAPTER 3: CAT 2009 REPLICA TEST 3**



## SECTION 2

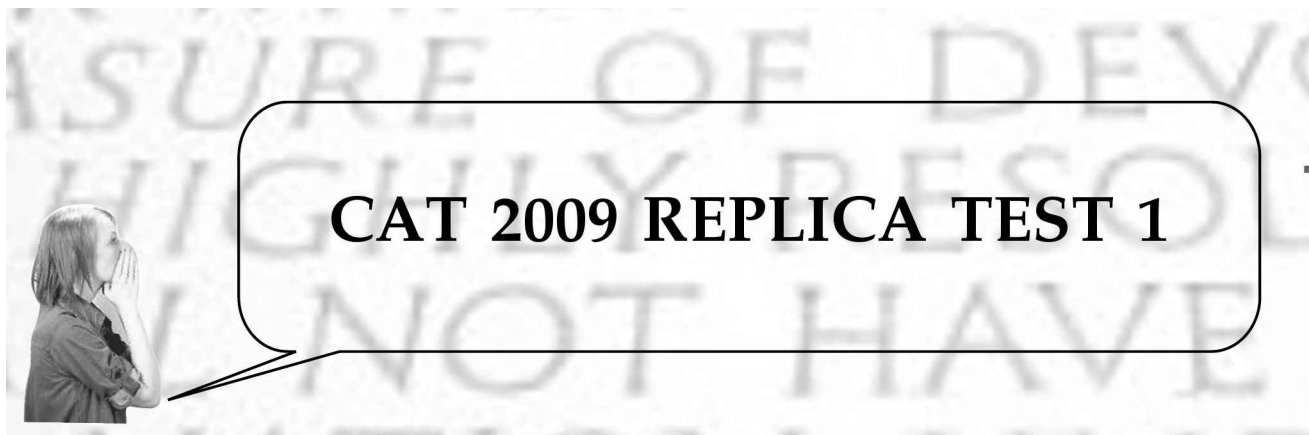
This section has 3 replica tests with following features:

1. They are based fully on the pattern of the 2009 online CAT exam.
2. They have similar question pattern as 2009 online CAT exam and contain full solutions of the questions.
3. They offer good practice opportunity for the students who would like to test themselves according to the latest pattern and see their scores and level.

Solve each sample paper in 45 minutes. Review every question and the logic behind each option.







**Directions for Questions 1–2:** Sentences given in each question, when properly sequenced, form a coherent paragraph. Each sentence is labelled with a letter. Choose the most logical order of sentences from among the five given choices to construct a coherent paragraph.

1.

- A. “It’s lonely at the top, But at least there is something to read,” observed a tongue-in-cheek billboard advert for *The Economist* in 1990.
- B. “However, real life for most CEOs is tough and many are not enjoying it.”
- C. According to *The Secrets of CEOs*, a new book based on interviews with over 150 current and former chief executives from around the world, “being a CEO should be one of the best jobs in the world. It offers the chance to make a real difference”.
- D. Strip away the huge salary and the executive jet, and you find much solitary misery.
- E. Little did we know how lonely.  
(1) ABCDE                      (2) AEDCB  
(3) ABDCE                      (4) ACBDE

2.

- A. Core competencies are the collective learning in the organisation,
- B. especially how to co-ordinate diverse production skills and integrate multiple streams of technologies...
- C. core competence is communication, involvement and a deep commitment to working across organisational boundaries...core competence does not diminish with use.
- D. Unlike physical assets, which do deteriorate over time, competencies are enhanced as they are applied and shared.

- (1) DABC                      (2) ABCD
- (3) CABD                      (4) ACBD

**Directions for Questions 3–5:** Find the most suitable ending sentence for the given paragraphs.

3. Let us bring to your attention historians and psychiatrists. Historians study complex facts and narratives that do not infrequently conflict. They toil to produce accounts that explain the substance, causation and mechanisms of historical events. A noble aim of these scholarly efforts is the desire to help others better understand current events and thus provide a stronger foundation for reacting to them.
- (1) Recently the connivance between historians and psychiatrists has come into light, blithely negating whatever was said previously.
  - (2) The noble aim is also furthered by the findings that people who have chosen to be professional historians are also very philanthropic by nature.
  - (3) Recently, historians have begun to examine the motivations behind history-making actions and decisions, and it is here that history and psychiatry meet in something called psycho-historical research, the formal application of the models and methods of psychiatry in historical studies.
  - (4) Psychiatrists, on the other hand, are more interested in human behaviour.
4. One of the oddities of the New Labour Era has been the disappearance of tax (politically, not financially). The public has seemed blithely confident that the share of the nation’s wealth taken by government has been more or less correct—even as that proportion has risen by a couple of percentage points. After his

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three predecessors failed in their bids to beat Labour by challenging that consensus, David Cameron, the Conservative leader, decided to join his opponents instead, abandoning tax levels as an electoral issue.

- (1) But still tax remains a burden whatever may be the general sentiment.
- (2) Now, suddenly, tax may be making a comeback.
- (3) Can tax ever be taken in a positive light is a question that needs to be answered.
- (4) Ever since tax has never come back as an electoral issue.

5. Drivers are becoming better informed, thanks to more accurate and timely advice on traffic conditions. Some services now use sophisticated computer-modelling which is fed with real-time data from road sensors, satellite-navigation systems and the analysis of how quickly anonymous mobile phones pass from one phone mast to another. Providing motorists with such information is supposed to help them pick faster routes.

- (1) But the latest research shows that in some cases it may slow everybody down.
- (2) But the reviews seem to negate the above findings.
- (3) The latest research suggests that there has been a significant difference in driving comfort.
- (4) Whatever be the research, motorists still keep complaining about the painful driving processes.

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**Directions for Questions 6–8:** Choose the correct option to fill in the blanks.

6. Although Sally appeared confident, once she began her speech, her \_\_\_\_\_ voice indicated her nervousness.  
(a) tenuous                      (b) resonant  
(c) supercilious                (d) tremulous
7. Sherry was \_\_\_\_\_ by a series of setbacks that nearly made him miss his deadline.  
(1) ensconced                    (2) solicited  
(3) beleaguered                 (4) relegated
8. The King's \_\_\_\_\_ fell ill during his journey and was unable to negotiate on his behalf when he arrived at the economic summit.  
(1) zealot                         (2) miscreant  
(3) emissary                      (4) denizen

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**Directions for Questions 9–10:** Choose the sentence with the wrong usage of the given word :

### 9. COME

- (1) The top and bottom **come apart** if you pull hard enough
- (2) My nephew **came down with** chicken pox this weekend
- (3) The woman **came forward** with her husband's fingerprints
- (4) The art of origami **come from** Asia.

### 10. CUT

- (1) My doctor wants me to **cut back on** sweets and fatty foods.
- (2) We had to **cut** the old tree in our yard **down** after the storm.
- (3) Your father **cut in** while I was dancing with your uncle.
- (4) The doctors **cuts off** his leg because it was severely injured.

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**Directions for Question 11:** From the given options choose the grammatically incorrect sentences.

### 11.

- (1) English is a West Germanic language that originated from the Anglo-Frisian and Old Saxon dialects brought to Britain by Germanic settlers and Roman auxiliary troops from various parts of what is now northwest Germany, Denmark and the Netherlands in the fifth century.
- (2) During the Middle Ages, the Catholic Church exerted great influence on intellectual life and written language. Catholic monks mainly wrote or copied text in Latin, the prevalent Medieval lingua franca of Europe.
- (3) Approximately 375 million people speak English as their first language. English today is probably the third largest language by number of native speakers, after Mandarin Chinese and Spanish.
- (4) However, when we combine native and non-native speakers it is probably the most commonly spoken language in the world, though possibly second to a combination of the Chinese languages.

**Directions for Questions 12–14:** Read the passage and answer the questions that follow.

Coquetry has a place in life, and in politics. It has an element of intrigue and caprice. Nations indulge in it. The signals emanating from the current postures of the United States and Iran are truly fascinating. Lord Byron credited the ancient Persians with three skills: *to draw the bow, to ride, and to speak the truth*. Time and experience may have modulated some of these, transmuted others; the end product remains formidable.

American administrations, legislators, opinion-makers have themselves to blame for their myopic vision and frigid policies. They erred in 1979 and in subsequent decades added to follies in geometrical proportions. Isolation, containment, demonology and outright hostility failed to produce the desired results. Iraq broke the camel's back. Today, more and more Americans are coming round to the view that Iran remains "the ultimate test" of American leadership in a new world. *The New York Times* spoke for most when, on May 22, it opined editorially of "a grand bargain" that would include offer of full diplomatic relations and security guarantees "should Iran agree to verifiably contain its nuclear ambitions."

And yet, this is precisely what was offered by Tehran in the spring of 2003, and rejected out of hand. So have other Iranian offers, including an external share in the ownership of the Iranian nuclear facilities. These are testified by western commentators. Now, the outgoing Iranian Permanent Representative to the UN in New York, Javed Zarif (whose crucial role in the success of the 2001 Bonn conference on Afghanistan was acknowledged by American negotiators), has written a detailed account in the spring-summer issue of the *Journal of International Affairs*.

"The interests of Iran and the United States," writes Mr. Zarif, "have long been hostage to an outdated paradigm sustained by mutual mistrust and heavy historical baggage, and nurtured with facts or fiction generated by those benefitting from confrontation and war. Iran has a national security interest in restoring regional stability and preserving and strengthening disarmament and non-proliferation. But, preventing the manufactured 'Iran threat' from becoming the next global nightmare requires a drastic change in the US approach — an approach that until now has impeded a genuine search for alternatives."

If American arrogance lost the opportunity in 2003, the credit for rejecting a US overture in 2005 goes to Iran. On both occasions, control of the high ground in Iraq provided the impulse. Iran has the satisfaction of having judged the evolving situation in Iraq correctly; hence the American anxiety at Sharm al Sheikh, matched by Iranian coyness in equal measure. Both were reflective of the ground reality, graphically reflected by Ghaith Abdul-Ahad in *The Guardian* on May 19: "You can't move far in Basra without bumping into some evidence of the Iranian influence on the city" — from the market place to the militias.

With so much at stake in terms of policies, interests and national and individual egos, the enunciation of pre-negotiating positions is of considerable relevance. Henry Kissinger would describe the statesmen on the two sides as representing "vastly different cultures," fully aware that "mistakes are irretrievable."

The US policy of all options being on the table is, for the time being at least, modulated by the twin constraints of the Iraq quagmire and Congressional opinion. This does not prevent covert operations, said to be in full swing, particularly through Jundullah operating through the Sistan-Balochistan border. The financial squeeze resulting from the regime of sanctions imposed by the Security Council is also having an impact but will take much longer to be decisive. Regional opinion among friends in the Gulf Cooperation Council, as US Vice-President Dick Cheney discovered, remains strongly opposed to war and to economic disruption. The taking of five Iranian Revolutionary Guards hostage in Erbil would make the Iranians sweat a bit to develop counter weights, but can hardly be decisive.

The Iranian approach to negotiations, and to the regional situation, has been spelt out with some candour in recent weeks. President Mahmoud Ahmadinejad's talks in the United Arab Emirates and Oman focussed on stability in Iraq, security in the Persian Gulf, and economic cooperation and investments. He signalled willingness to talk to America while insisting on the latter's withdrawal from Iraq and the Gulf. Foreign Minister Manouchehr Muttaki said on May 5 that two conditions must be satisfied for a meeting of Foreign Ministers: *serious political will* and *substantive discussion* by experts on "core issues." Deputy Foreign Minister Abbas Arghachi emphasised the need on May 10 for "an exit strategy" for the US and structured "face saving withdrawal" from Iraq to prevent descent into chaos.

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The most substantive senior level comment from Tehran came in a television interview given on May 17 by the former Foreign Minister, Ali Akbar Velayati, who is now Supreme Leader Ali Khamenei's senior adviser on international affairs. He said (a) a specific request for talks on Iraq has been received from the US and has been agreed to from a position of strength; (b) this request is not a political gesture and has been made because "their problems are increasing on a daily basis"; (c) "Iran does not intend to provide circumstances whereby the occupiers can end their occupation gracefully"; (d) Iran agreed to talks because the Iraqi government "and good allies of the Islamic republic who are in various posts in Iraqi administration including people who have spiritual influence in Iraq" asked Iran to end the crisis and the occupation and accept America's request; and (e) Iran has a duty to help the elected government of Iraq and will not remain indifferent to any attempt to "put another Saddam Hussein in Iraq."

Mr. Velayati added that negotiations would focus on Iraq and would not open the door for talks on other issues since talks can be useful only when they take place between countries in equal positions "without preconditions, claims, rudeness or negative propaganda." He was emphatic in his assertion that "the domestic mindset that negotiations with America will solve all our problems is a mirage"; the government's position on this is clear "but some ill-considered positions here in the country might send false signals to the other party. The other party might imagine that there are two groups of Iranians one group is eager for dialogue with the US and the other group is against it." He refuted a suggestion that Iran dilute its support to the Palestinians and the Hizbollah in Lebanon and cited in support of his argument a remark of Imam Ali: "No nation was ever defeated unless it sat at home and waited for the enemy to come."

Mr. Velayati's remarks are indicative of internal debate (and disagreement) on the strategy and tactics for talks. This is unavoidably linked to a wider domestic debate in which Mr. Ahmadinejad triumphed over the reformists in 2005; the latter, however, have regained some ground. The American effort is to influence this debate through (familiar) funding activities; these end up providing ammunition to the security establishment in Tehran. Many dissidents, therefore, consciously avoid a western embrace.

A case in point is Akbar Ganji who wrote recently that "if the American goal is to achieve a just peace and regional

tensions, inflaming the regime's fear seems unlikely to succeed... Unilateral action against Iran in the absence of an overall plan for regional peace and security will be seen by most people of the region as aimed at safeguarding Israel's supremacy and imposing an unjust peace on Palestinians and the Muslim world."

Political change in Iran, he added, is necessary but it "must not be achieved by foreign intervention" and can only be achieved by Iranians through "a sustained, non-violent civil campaign."

In the totality of this context, what possible direction would the talks scheduled for May 28 take? Both sides, for very different reasons, wish to discuss Iraq only. The US would seek Iranian cooperation that may help pacification. The Iranians, recalling their Afghanistan experience with the Americans, would be in no mood to give something for nothing. The viewpoints would converge on creating conditions for stabilising the Maleki government; the Americans, however, would seek far-reaching adjustments and concessions to give a measure of satisfaction to the Iraqi Sunnis and Iraq's major Arab neighbours. Iran would insist, and America would not reject altogether, an end to American military presence in Iraq in its present form; the devil, however, would lie in the detail relating to the extent, manner and speed of withdrawal and on Mr. Velayati's insistence on not facilitating a graceful exit. Where would the meeting point be?

Neither side visualizes an Iraq solution in a vacuum. The discussions inevitably would move to the region, to Iran's legitimate aspirations, and eventually to the threat perception of Iran as well as that of its neighbours in the Persian Gulf. For this to be meaningfully addressed, the umbrella of a Pax Americana would not suffice.

A new paradigm of regional security is indeed imperative. It cannot be developed without the US; by the same token, it would not be adequate until all regional states — and all others having a stake in the security and stability of the Gulf region — are supportive. India, as a proximate neighbour, has a vital stake in the matter.

**12.** In the passage "Iran threat" has been mentioned in what context?

- (a) It has been mentioned that Iran and its policies have for long been threatening global peace.
- (b) It has been mentioned in the context of being an over-hyped issue which needs to be settled

amicably and with a positive attitude otherwise it can assume enormous proportions.

- (c) It has been mentioned in the context of Iran-Iraq alignment against the US which could reach enormous heights and have for reaching results.

- (1) Only (a)                      (2) Only (b)  
(3) only (c)                      (4) Only (a) & (b)

13. According to the author why does India have a “vital stake” in the matter of the US–Iran–Iraq scenario?

- (a) Since India is a neighbouring country and also one which is contributing to the regional security situation in Asia it has a legitimate role to play in the above matter.  
(b) Since India is a fast growing superpower with a neutral attitude it should be given arbitration rights by virtue of being a neighbour.  
(c) Since India is not an ally of any of the countries it will have a position superior to the other countries in the region who are allies of either US or Iran.

- (1) Only (a)                      (2) Only (b)  
(3) Only (c)                      (4) None of these

14. What is the overall tone of the passage?

- (1) critical                      (2) contemplative  
(3) assertive                      (4) abstract

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**Directions for Questions 15–17:** Read the passage and answer the questions that follow.

With nearly 1.1 billion inhabitants, India is the second largest country on Earth in population, and seventh largest in geographical area, over 1.1 million square miles. This is almost 1,000 people for every square mile of area nationwide—much denser than even China.

Since achieving independence from British rule in 1947, it has seen its share of conflict, struggle and setbacks. Although India still faces many challenges, it is now poised to reach a higher position on the world scene than at any previous time.

The Indian economy has grown at an average of around 6 per cent annually over the past decade and 8 per cent per year over the past three years—among the fastest rates in the world. It boasts an emerging middle class and increasing gross domestic product, exports, employment and foreign investment. This is complemented by a roaring stock market

(index value up by a third in 2005 and by 200 per cent since 2001), low external debt and large foreign exchange reserves.

Recent visits from leaders and officials from the United States, France, Germany and Russia have spotlighted India’s rise. These wealthier nations see India as a trading partner with enormous potential.

Although it has not yet matched the financial performance of China—currently the fastest-growing economy in the world—according to some analysts, India shows even more long-term potential for rapid growth. Leaders from both nations have discussed the creation of a Chinese–Indian common market based on the European Union model. Although only an idea at present, if realised, it would be the largest economic system in the world, home for about 2.5 billion consumers—almost 40 per cent of the human race (or 3 of every 8 people on earth)!

India’s growth becomes more impressive in light of the fact that it is driven by a fraction of its population. Much of the nation remains a picture of rural poverty. Nearly all foreign investment in India goes to its six most urban states, with 22 other less developed states virtually ignored. This gap between city and country is keenly felt in places such as Gurgaon, a suburb of the Indian capital New Delhi: “In a land still plagued by deep poverty and backwardness, Gurgaon has become a renowned home of international call centers, business-processing operations, and information-technology firms. There are gleaming, glass-paned high-tech towers, condominium blocks, multiplexes, and shopping malls, where Indians dine at Ruby Tuesday, browse for Samsung electronics, or kick the tires at a Toyota, Ford, or Chevy dealer. If one overlooks the dusty pockets of poverty nearby, a few water buffaloes picking at garbage near shantytowns, the look is more Southern California office park than the India of yore.”

Despite the problems seen in India’s underdeveloped countryside—for example, massive unmet infrastructure needs; more illiterate citizens than any other single nation—there are several areas in which the nation excels. These particular specialised talents have allowed a tiny percentage of the populace—perhaps less than 1 per cent—to spearhead its move toward a higher standing in the world order.

India’s economy is divided between agriculture (which accounts for a quarter of the gross national product), manufacturing (constituting another quarter) and the high-tech service sector, which now makes up fully half of the

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gross national product. Striving to become a “knowledge superpower,” it hopes to skip the intermediate step of industrial development that has preceded other nations’ march into the Information Age.

Scientific and information technology companies from around the world are opening research and development labs in India—more than 100 in the past five years. One mainstay of the new economy is software development, with ever more global firms outsourcing to India the time-intensive work of programming. Businesses worldwide also rely on the country for customer service—phone calls from around the world are directed to call centers in Indian cities such as Bangalore. Other developing markets include pharmaceutical and biotechnology research. Currently, the majority of top American companies send some of their IT work to India, and there is little evidence of a slowdown in this trend.

The business world is also looking in India’s direction. Graduates of the nation’s business programs are in high demand among multinational corporations, with each graduating class commanding a higher average salary than the one before. Those who complete MBA degrees at schools such as the Indian Institute of Management can now expect starting salaries ranging from \$75,000 (USD) at Indian firms to over \$200,000 outside the country. This is comparable to graduates of top American business schools such as Harvard, Stanford and Dartmouth—testimony to the market value of Indian talent in this area of study.

As its clout has grown, India has placed a high priority on improving its military capabilities as well. New Delhi has not joined 187 other nations in signing the Nuclear Non-proliferation Treaty (NPT), and appeared on the world’s radar screen as a nuclear-armed nation in May 1998, with the detonation of five warheads in the desert near the border of Pakistan. This disturbed many governments around the globe, naturally including that of Pakistan, which responded with nuclear tests of its own.

This stand-off was the turning point that began India’s pursuit of a full-fledged nuclear weapons program. According to *The Bulletin of the Atomic Scientists*, additional nuclear missile tests occurred in the summer of 2004; since then, the Indian Defense Ministry has earmarked \$2 billion annually to build 300 to 400 weapons over the next 5 to 7 years.

India maintains a “no first strike” nuclear policy, and asserts that it only seeks enough nuclear weaponry to effectively deter aggressors. US President George W. Bush, during the March 2006 meet with the Indian Prime Minister

Manmohan Singh, announced cooperation between the two countries on civilian nuclear programs, and had previously called India a “responsible” nuclear nation (*Der Spiegel*). These measures drew an American diplomatic line between India and other nations that have mixed participation in the NPT, such as North Korea and Iran.

Whatever its nuclear aspirations, the country has a long military shopping list. Last year, it announced plans to build the first aircraft carrier ever put to sea by a developing nation, and to lease two nuclear submarines from Russia. America has openly discussed the sale of naval vessels, combat aircraft, patrol aircraft and helicopters to India. One former US ambassador to India opined, “Of course we should sell advanced weaponry to India. The million-man Indian army actually fights, unlike the post-modern militaries of many of our European allies.”

Many have compared India’s pattern of growth to its neighbour, China. The countries have much in common—physical borders, immense populations, similar challenges, ancient civilizations, and quickly-rising economies. India also measures itself against China, coveting its economic power and international standing, including its permanent seat on the United Nations Security Council.

Though a degree of tension does remain between the two nations, with lingering memories of the brief 1962 war in which China soundly defeated India, the relationship between these two Asian giants is warming up. Trade between them is now increasing at a vigorous pace, and diplomatic relations are at a post-1962 highpoint. Chinese Prime Minister Wen Jiabao, during a recent visit to New Delhi, hailed cooperation between the two nations as the driving force of a new “Asian Century.” Indian Prime Minister Singh spoke of the potential for India and China to rearrange the world order by working together.

Many have pointed out that their economic strengths seem to be tailor-made for a partnership. India seeks to be a major player in the computer software world in the same way that China is in the area of hardware. Cooperation between Beijing and New Delhi could prove a dominant force in the information technology market.

Both nations have a voracious appetite for natural resources, and a recent energy deal neatly symbolised the new Sino-Indian dynamic: India acquired a 20 per cent share in the development of the largest onshore oil field in Iran. The venture happens to be operated, and 50 per cent owned, by Sinopec—China’s state-run oil company.



However, India could seek to undercut China's manufacturing prices (as China did with many Southeast Asian countries in the 1990s). But it is more likely to pursue a different segment of the world market by producing higher-quality goods, as well as entirely different products.

Time will tell exactly how the relationship will mix competition and cooperation. These two nations both aspire to "first-world" status—and economic gains could be the incentive for a more tightly allied Asia.

With its newfound power, India faces a dilemma: Should it ultimately pursue closer ties with Western nations, or with other Asian countries?

After India gained independence, its first prime minister spoke of an Asian renaissance, envisioning a tightly bound continent changing the post-World War II landscape. Though premature at the time, the idea is now more feasible than any time since the Cold War era. Along with the improving relations with China, India is also friendly with Russia and Japan. And, as of 2004, the value of India's trade with other Asian nations surpassed that of exchange with the United States and Western Europe put together.

But the United States—after courting India's arch-rival Pakistan as an ally in the war on terror after the September 11 attacks—is now distancing itself somewhat from the current Islamabad regime led by Pakistani President Pervez Musharraf, focusing on India instead. India's common ground with the US includes liberal democratic government, capitalism and, among the more educated urban residents, the English language.

However, America's courting of India is viewed by some as a way to limit and contain Chinese influence in Asia. Some Indians resent this perception of their nation as a pawn of the US. Though they appreciate the American lifestyle and culture, much of the Indian population still sees this lone superpower as a bully. While it may be able to dance with both partners alternately for a while, India will eventually be forced to choose. Which way will this nation turn?

We need not merely guess where world events will ultimately lead. While many of the details remain to be seen, the overall framework of the future has been recorded in advance in one book—the Holy Bible.

In nations such as India, the size of population alone pulls them toward superpower status. Bible prophecy describes global power blocs—superpowers, or groups of superpowers—that will be prominent at the end of the age, shortly before Jesus Christ returns. These powers will be based in the north (Europe), the south (the Arab world), and

the "kings of the East"—a group of Asian nations that will band together, eventually fielding a standing army of *two hundred million!*

The nations of the West, including the United States, are headed for hard times as a result of their national and personal sins against the God that inspired the Bible. He reveals that they will be forsaken by their allies, called "lovers" in Scripture:

"And when you are spoiled, what will you do? Though you clothe yourself with crimson, though you deck yourself with ornaments of gold, though you rend your face with painting, in vain shall you make yourself fair; your *lovers* will despise you, they will seek your life... All your *lovers* have forgotten you; they seek you not; for I have wounded you with the wound of an enemy, with the chastisement of a cruel one, for the multitude of your iniquity; because your sins were increased." India is today one of these "lovers," but one that will soon prove to be something very different. So will other nations that Western countries now consider to be allies. Keep watching India's growth toward superpower status—just one part of the inevitable rise of Asia!

**15.** What can be said about the writing style of the author?

- (1) Critical but with a persuasive aspect.
- (2) Progressive but with a spiritual undercurrent.
- (3) Regressive at the same time very spiritual.
- (4) Fatalistic and altruistic.

**16.** In the passage the following quote, "And when you are spoiled \_\_\_\_\_ sins were increased," has been quoted to elucidate which of the following?

- (a) The attitude of China towards the US and also of the US towards its allies, where they have shunned India up till now.
  - (b) The imminent fate of the US which has up till now been fawned upon by its allies but sooner or later is bound to be shunned by the same.
  - (c) India which is a US ally now is doing a wrong thing and needs to quickly make amends otherwise it will be too late and it will reach the same fate that is destined for the US.
- (1) only (a) & (c)
  - (2) Only (b) & (c)
  - (3) Only (a)
  - (4) Only (b)

**17.** What are the underlying reasons according to the author for a tailor-made partnership between India and China?

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- (a) Both India and China are big consumers of natural resources.
- (b) Both can be complementary to each other vis-à-vis India in terms of software as is China in hardware.
- (c) The Iran oil field deal seems to pave the way for more strategic alliances between the two countries.
- (d) The price factor has also been dealt amicably by the two countries in the manufacturing scenario.
  - (1) (a), (b), (c) & (d)
  - (2) Only (a), (b), (c) not (d)
  - (3) only (a), (b), (d) not (c)
  - (4) only (a) & (b) not (c) & (d)

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**Directions for Questions 18–20:** *Read the passage and answer the questions that follow.*

Something has stirred in the electoral swamp. From beneath the fug of infantile rows over “efficiency savings”, and the miasma of obfuscation over the fiscal deficit—not to mention the centrist convergence that has beset British politics for a decade—a bona fide argument has finally emerged. Its lineaments were sketched by the election manifestos published this week.

Despite other signs of its senescence, Labour hasn’t run out of ideas. Its manifesto contains lots of micro-initiatives and a central, organising theme. It is the same one that the party began peddling, with less substantiation, at the time of the financial crisis of 2008: the virtues of a benevolent, active state, especially during economic strain. Thus Labour’s manifesto offers an “activist industrial strategy,” some (modest) enhancements of the welfare safety-net and legal “guarantees” of public-service performance.

There are nuances, of course. The manifesto hints at the market-based reform agenda that Gordon Brown inherited from Tony Blair, about which Mr Brown has often seemed ambivalent. Labour (again) pledges freedom for hospitals, plus takeovers of failing schools (potentially triggered by parents) and police forces. It promises more “voice and choice” for citizens. But while those nouns rhyme, they are distinct, and Labour is ultimately offering more of the former than the latter: new ways to register discontent and exert pressure, within a system in which the state is the final arbiter and enforcer of standards and remedies.

Meanwhile, from beneath the swirl of off-putting jargon that had shrouded it (the “post-bureaucratic age” and the rest), the Conservatives have extracted a core manifesto theme too: the “Big Society”. Their basic case is that the state should devolve (some) power to local authorities and communities, and outsource the provision of more services to competing social enterprises and charities. They advocate new state-funded but independent schools; the establishment of more co-operatives by NHS employees; the tendering of more welfare-to-work services to private providers. They would introduce elected police commissioners, more local referendums, and so on.

This pitch likewise has glitches and qualifications. Most importantly, it is a plan to shrink the set of tasks the state itself performs, not those for which it undertakes to pay. So it isn’t merely, as the Tories’ opponents maintain, a return to a cruel era of inadequate voluntarism—but nor is it a credible strategy for saving taxpayers’ money, at least to begin with.

Moreover, David Cameron’s vision of a humbler state is clouded by his wish to extend its reach into private relationships, via his silly and tokenistic tax break for some married couples. That is a flash of the kind of irrational authoritarianism that warps much American conservatism and still lurks in many Tory breasts. Nick Clegg, the leader of the Liberal Democrats, accurately called the marriage policy “patronising drivel”. (The Lib Dem manifesto overlaps with the Tories’ on schools and police reform, though Mr Clegg’s party would give local councils more financial clout, and with Labour’s on health-care guarantees.)

All the same, in essence, this is the debate: state versus society; voice versus choice. Thoughtful Labour politicians prefer to cast the stand-off as their “smart” state versus the Tories’ “minimal” one. But they don’t dispute the essential dichotomy.

Two questions follow. Which prospectus is better? And—by no means the same thing—which is likely to be more popular?

This much is plain: Labour’s statism has failed to crack the country’s toughest social problems, such as its pockets of entrenched worklessness and educational inequalities. Mr Brown’s fondness for the lexicon of “grand bargains” and “national councils”, plus his habit of passing optimistic statutes—mandating the repair of the public finances or an end to child poverty—suggest an ingrained and inflated view of the state’s redemptive power.

But the Tories' revamped communitarianism has weaknesses too. The most obvious is that it elides two phenomena that may prove unconnected: a consumerist desire for ever-improving public services, and people's willingness actually to do something to improve them. Are community groups really going to spring up to, say (the Tories do), manage local libraries? It is doubtful whether the incentives Mr Cameron is offering are strong enough to galvanise them. Indeed, his party's faith in an imminent frenzy of civic activism rather contradicts another of its mantras—that British society is “broken”. It is also hard to see how, within their new competitive dispensation, the Tories will extend payment by results to all the areas they say they will. That model makes sense for prisoner rehabilitation; but the outcomes of Sure Start (which ministers to babies and toddlers) might be harder to measure. And Bagehot wonders about the wisdom of politicising policing as crassly as elected commissioners might.

So the Tory method might fail too, though it would fail differently. As for popularity: if it worked, it would necessarily produce wild and controversial variations in quality of service. Fear of the resulting angst is one reason why governments have tended to hoard power rather than distribute it. Perhaps the Tories would have the grit to withstand the backlash—that is, assuming they get elected: just as voters may not rush to set up co-ops, the prospect of doing so may not entice many to vote Tory. Labour's hunch that the crisis and recession have endeared state protection to some Britons (never an overly ideological bunch) may be valid. One senior Labour figure wryly remarks that the country wants his party's policies, but the Tories' leader.

In reality, more guttural instincts will probably determine this election's outcome, as usual. For those who care to notice it, however, Britain now has a meaningful philosophical choice.

**18.** What could be a suitable title for the passage?

- (1) Voice versus Choice
- (2) Labour versus Choice
- (3) Instincts versus Reality
- (4) The Story of Inadequacy

**19.** In what context has the word 'senescence' been used in the passage?

- (1) In the context of sentiments.
- (2) In the context of arrogance
- (3) In the context of ageing and senility

(4) In the context of modernization.

**20.** At the start of the passage, the author uses the phrase 'miasma of obfuscation' to throw light on .....

- (1) the existing muddle which is further polluted by more confusion, adding to the already existing woes.
- (2) the bizarre reaction of the political parties to the existing confusion.
- (3) the manifesto and mindset of the existing political parties.
- (4) both (1) and (2).

#### ANSWER KEY

- |         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 1. (2)  | 2. (2)  | 3. (3)  | 4. (2)  | 5. (1)  |
| 6. (4)  | 7. (3)  | 8. (3)  | 9. (4)  | 10. (4) |
| 11. (4) | 12. (2) | 13. (1) | 14. (2) | 15. (2) |
| 16. (4) | 17. (2) | 18. (1) | 19. (3) | 20. (1) |

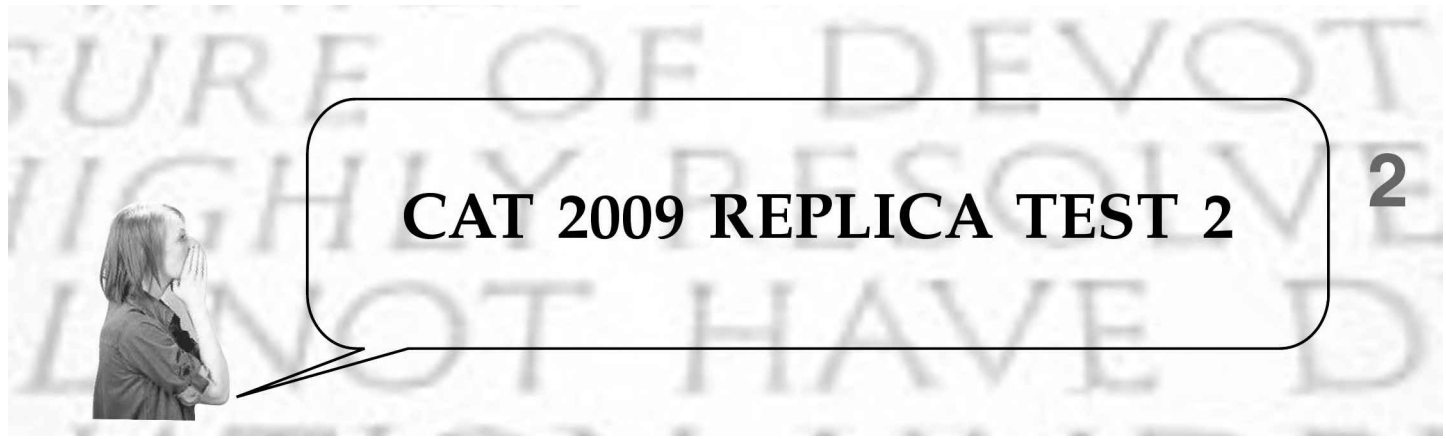
#### EXPLANATORY NOTES

- 1.** (2) AEDCB E has to be the 1<sup>st</sup> or last, and ED form a close link, so do DC. B has to be the last sentence as it starts with a contrasting word however. **(LOD-3)**
- 2.** (2) ABCD D provides a conclusion, whereas B clearly follows A. **(LOD-3)**
- 3.** (3) option (3) provides a logical culmination of the mix of the two parallel ideas of historians and psychiatrists. **(LOD-2)**
- 4.** (2) since the whole paragraph talks positively about the taxes. Therefore, the last sentence has to be (2). **(LOD-3)**
- 5.** (1) because all the other arguments are either illogical or they form a continuation, only option (1) gives a logical conclusion. **(LOD-3)**
- 6.** (4) **Tremulous (adj.) means characterised by quivering or unsteadiness. (LOD-3)**
- 7.** (3) To beleaguer (v.) is to harass, beset, besiege, to be surrounded by; **(LOD-2)**
- 8.** (3) An emissary (n.) is an agent sent on a mission to represent the interests of someone else. **(LOD-3)**
- 9.** (4) [art of origami comes from India]. **(LOD-1)**
- 10.** (4) [doctors cut off his leg]. **(LOD-1)**
- 11.** (4) [when combining native....]. **(LOD-2)**

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12. (2) the 4<sup>th</sup> paragraph,5<sup>th</sup> line talks about 'manufactured Iran threat' so clearly something that has been over hyped. **(LOD-2)**
13. (1) the last line of the last paragraph in the passage mentions the 'vital stake' that India has. **(LOD-2)**
14. (2) the author is discussing both sides of the situation in a fair manner so the tone can best be described as contemplative. **(LOD-2)**
15. (2) The author talks of progressive and positive things about India but ends with quotations from a religious scripture so the tone can be progressive with a spiritual undercurrent. **(LOD-3)**
16. (4) paragraph 28 of the passage has the quote which symbolizes the Us as a doomed country which now has many 'lovers' but will be losing all of them in the future. **(LOD-2)**
17. (2) Paragraph 17,18,19 of the passage clearly include the points (a),(b),(c) but (d) is not mentioned in the manner given in the option, rather it has been shown as a point of dispute, as of now. **(LOD-3)**
18. (1) Voice versus Choice. **(LOD-3)**
19. (3) In the context of the labour party's having new ideas inspite of showing other signs of old age. **(LOD-3)**
20. Option 1 is the correct answer as miasma means pollution and obfuscation means confusion. **(LOD-3)**



## CAT 2009 REPLICA TEST 2

2

**Directions for Questions 1–5:** *The question is in the form of jumbled statements which when unjumbled will form a coherent sequence. Choose the correct answer from the given options.*

1.

- A. The invasion and occupation had little to do with what is today understood as regime change. In fact, it had the exact opposite goal in mind.
  - B. The invasion of China in 1900 was designed to eliminate the Boxers, stabilize China, advance and protect imperial gains, and to actually buttress the Qing state—to give it enough power and legitimacy to quell domestic unrest, but not enough to expel foreign invaders.
  - C. The western nations maintained the occupation for nine months, setting up shop in Beijing and other towns and cities—organising police forces, cleaning streets, handing out jobs, implementing “law and order,” and generally running a relatively efficient occupation—notwithstanding much rancour and division between and among the imperial powers.
  - D. Indeed, the occupation of China can well be thought of as the first multi-lateral imperial project of the new century.
  - E. Eventually, a western force of some 54,000 British, French, Russian, Japanese and American forces—a total of eight nations contributed troops—invaded and occupied key parts of coastal China including Beijing.
- (1) BACED                      (2) ABCDE  
(3) EABCD                      (4) EBACD

2.

- A. Sudoku conditions the mind to looking for answers that may not be immediately visible. The

numbers within the box can only tell so much, but being able to visualise numbers which are not in the box will go a long way.

- B. And that certainly helps in practically every area of life, being able to keep one’s goal in focus instead of flustered by details.
- C. In certain IQ tests, such people are classified as Visual Mathematicians—the ones who are able to see the big picture.
- D. “Think outside the box” may just be the best advice to solving Sudoku, even if it sounds a tad paradoxical.  
(1) DACB                      (2) BACD  
(3) ABCD                      (4) CABD

3.

- A. “We show that non-language related activities, such as playing or watching a sport, enhance one’s ability to understand language about their sport precisely because brain areas normally used to act become highly involved in language understanding,” said Sian Beilock, lead author and associate professor of psychology at the University of Chicago.
- B. In this study, 12 professional and intercollegiate hockey players, eight fans and nine people who had never watched a game listened to discussions about hockey players, shooting pucks, and making saves.
- C. Watching hockey may boost brain power and increase language skills as well.
- D. The brain boost helps athletes and fans understand hockey information, even though when people are listening to hockey, they have no intention to act.
- E. Participants also listened to sentences about everyday activities, such as *ringing a doorbell*.

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The researchers used functioning Magnetic Resonance Imaging (fMRI) to study which brain areas were most active when the participants were listening.

- (1) EABCD                      (2) ABCDE  
(3) ABEDC                    (4) BEADC

4.

- A. Then, their motivation and performance may increase—and then you’ll be the happy employer of employees in good moods.  
B. So, if you’re an employer, your best bet is *not* to hire unhappy employees, but to show your employees that being productive and performing in their jobs well will make them feel good.  
C. Dr. Sinclair also found that when people believed that the task would make them feel good, they devoted more energy to the job.  
D. Psychological research does show that sad moods lead to more contemplation and, often, more thoughtful or accurate judgments.  
E. Are unhappy employees more productive?  
(1) EDCBA                      (2) CEDBA  
(3) BAEDC                    (4) CBAED

5.

- A. “This zaps our energy and decreases our interest in a project. Instead, exaggerating the possible *positive* outcomes is a great way to deal with stress,” says Dr Muller.  
B. “For instance, do you usually imagine the worst case scenario?”  
C. “When faced with a challenge or problem, we often exaggerate the possible negative outcomes, and focus only on these.  
D. Dr Muller explains that this “opposite exaggeration” exercise can reduce negative thinking and inspire you to stay productive at work.”  
E. Instead of picturing yourself losing the business account because you gave a terrible presentation that the boss hated, imagine the brilliant presentation that nets you not only the account but also the corner office, a huge raise, and use of the company jet!”  
(1) CABDE                      (2) EDCAB  
(3) BEDCA                    (4) CABED

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**Directions for Questions 6–8:** *Fill in the blanks in the statements with the right words from the given options.*

6. The Mayor of Lucknow formed a committee to simplify several dozen \_\_\_\_\_ city ordinances that were unnecessarily complicated and out-of-date.  
(1) pedantic                      (2) empirical  
(3) byzantine                    (4) slovenly
7. The \_\_\_\_\_ rumours did a great deal of damage even though they turned out to be false.  
(1) bemused                      (2) prosaic  
(3) apocryphal                    (4) ebullient
8. My great grand uncle who lost his life in the 1856 mutiny was a \_\_\_\_\_ for Indian independence.  
(1) knave                          (2) reactionary  
(3) compatriot                    (4) martyr

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**Directions for Questions 9–11:** *Read the passage below and answer the questions that follow.*

School exams must do a few seemingly simple things. They should show what has been learnt and who has done best, with grades that are both precise and meaningful. They should be rigorous, but also fair. Standards should stay steady over time, but the curriculum should be up to date. The courses should be accessible and attractive, yet cover all the ground that universities and employers require.

Such contradictions guarantee dissatisfaction, especially as good results in the A-levels taken in the final school years play a huge role taken in university admissions—and thus future earning power. So in August, which should be the quietest month in the school year, there is an annual panic about Britain’s education system.

This week’s A-level results showed a record pass-level of 96 per cent, with a record 22.4 per cent gaining the top A grade—and prompted the usual howls of dismay about dumbing—down and lack of differentiation. A government minister, David Miliband, said the row was “a pantomime, not a discussion”. The three-fold increase in students getting two passes or more over the past 30 years was a sign of improving education, he said, and those who criticised it were elitists defending “the old order”.

Yet even Mr. Miliband agrees that there is a need for change in the way the best candidates are graded. Places at the top dozen universities are oversubscribed, sometimes hugely, by candidates with a plethora of A grades. It’s a small problem compared with others—such as the fact that a

quarter of schoolchildren never learn to read and count properly—but a politically important one.

One plan is to split the A grade into four sub-categories. Another is to publish the percentage marks scored, or to show the grade gained on each bit of exam. Such ploys might help to distinguish brilliant candidates from the merely clever. But not necessarily: exams are only a rough measure of ability, so it may be sensible to have broad categories rather than narrow ones. Some would like an extended essay, or a new A grade for those who answer the hardest questions. But whatever the system, the best schools will find ways of getting their candidates to do well. No system can achieve both social engineering and academic excellence.

What about the wider charge, that A-levels have become too easy? The biggest changes have been in the way that the exams work. Good exam technique matters less. Retakes are freely allowed and questions are less cryptic, with more signposting about how to answer them. The aim is to find out what candidates know, rather than what they don't. There is a great deal more coursework—with all the attendant dangers of plagiarism and cramming.

Given all that, and how much more exam-centred pupils and teachers have become, it would be odd if results did not improve. In fact, they have done so since 1982, suggesting that the trend is not a deliberate political plot. Educational results do generally improve as countries get richer. But it is also true that content has changed, and not always for the better. This is particularly true in the GCSE exams, taken at 16, which are widely seen as undemanding. But there are problems at A-level too; It's possible to get an A in Maths without a solid grasp of calculus, for example. That used to be essential.

Such shortcomings certainly impose strain on the next stage in the system. A survey this week showed that 90 per cent of academics thought A-levels had become less demanding. In the highly rated actuarial-science course at London's City University, for example, the first term of the first year is spent filling in gaps in Maths that students used to learn at A-level: chiefly geometry, vectors and calculus. The university-level Maths that actuaries need is crammed into two terms of the first year.

Remedial courses are widespread, but not yet very burdensome, says Universities UK, a lobby group. A-levels no longer dovetail neatly into the intensive three-year degree course that is still British universities' main offering. But it may well be better to leave universities to plug specific gaps,

rather than expect all A-level candidates in, say, maths, to learn things that only a few will need. In the end, American style levels of participation in higher education will require American-style flexibility, with more part-time degrees and greater use of credits, and a greater financial contribution from the student.

Even if the universities' complaints are largely overblown, the other big constituency—employers is still unhappy. They once saw A-levels as a solid signal of achievement, but many now say they distrust them.

There is evidence that some basic skills are becoming patchier. SHL, the country's largest provider of private tests, has seen a steady decline in the numerical and verbal reasoning abilities of graduate-level applicants. Because there are a lot more graduates than there used to be, it is not wholly surprising that standards have dropped a bit. But there's no doubt that faith in the system is dented.

In the end, arguments about declining standards are beside the point. No exam system imaginable could provide all the information that A-levels are supposed to signal. Some sensible tweaks are possible: more differentiation of the very brightest, extra marks for good grammar and spelling in essays, a larger core curriculum in maths, fewer resits and less coursework, and less narrow specialisation. But in the end, the best exam system will be one that matters less than the education it seeks to measure, not more.

**9.** Which of the following are valid inferences that can be drawn from the passage?

- (i) Mr. Miliband believes that the only problem with the current A level examination system is the lack of differentiation amongst the best candidates.
  - (ii) One of the ways in which the examination system is being tried to be improved is to create a better differentiation amongst the best candidates.
  - (iii) The author does not believe that A level students should necessarily be prepared for the intensive three year degree courses in universities.
  - (iv) More coursework means less weightage to examinations and hence better grades in the examination.
  - (v) The author believes that people in general have lost faith in the A-Grade results.
- (1) All 5

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- (2) All except (i)  
(3) All except (i) & (v)  
(4) Only (ii) & (iii)
10. “It’s a small problem compared with others such as .... But a politically important one.” Which problem is being referred to in the sentence of reference?
- (1) That a quarter of the school children never learn to read and count properly.  
(2) That the numerical and verbal reasoning test scores have declined over the years.  
(3) That the standards of education should stay steady over a period of time but the syllabus should be up to date.  
(4) None of these.
11. Which of the following statements is David Miliband likely to agree with?
- (i) That there should be no pantomime, but a discussion of the issue of A-level examinations.  
(ii) Those who are against the A-level grading system are dogmatic and not pragmatic.  
(iii) The current results are a signal of improvement in the education system but not a signal of decline of educational standards.  
(iv) The A-level examination system should have an improved distinction between the best candidates.
- (1) All of these  
(2) All except (i)  
(3) All except (i) & (ii)  
(4) Only (iii)

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**Directions for Questions 12–14:** *Read the passage below and answer the questions that follow.*

Do you recall the pleasure of discovering a new brand that actually delivers something that is perceptively superior to an existing one? It usually doesn’t involve an entirely new approach or radical departure from conventional wisdom—one feels the product in question is effortlessly superior to whatever the previous standard was. This happened to me when I purchased my first pair of Timberland boots in the late Seventies from a cubbyhole of a shop in High Street Kensington. They looked just like other boots but were amazing—robust, comfortable and durable—something I confirmed while I tramped along the Thai-Cambodia border attempting to assist refugees fleeing from the Khmer Rouge.

These days, Timberland has established itself as a clothing, beachwear and accessories brand, turning out scores of designer boots, shoes, slip-ons and deck shoes. Nowadays they are fully up to speed about their carbon footprint and recently acquired a company with a range of accessories for skateboarders. It is still a good brand, but there is that niggling feeling that Timberland is merely a fashion statement rather than a mould-breaking take on the work boot for the leisured classes.

Like Timberland, Riedel, the pioneer wine glass makers, knocked me sideways when I first tasted Bordeaux from their specially designed glass. It was state-of-the-art and effective; if you ever doubted the curve of a wine glass could completely alter the wine’s taste, you only had to drink an identical wine from two differently designed wine glasses. I can assure you, a Bordeaux tasted from a Burgundy glass was completely different. Various grape varieties taste differently according to the glass used because they affect specific parts of the palate, so that if the wine is “thrown” towards a particular portion of the roof of the mouth, different taste sensations arise.

Riedel glassware turn out their traditional quality products that are more or less still at the summit for their type. However, they now feel impelled to diversify in the desire to “expand the brand,” perhaps aiming to cover all bases while consumers still have a jangle in their spare-change pocket. Or perhaps, having enjoyed enormous growth off the back of a single, simple and inspired idea in the 1950s, Riedel, like Timberland, is experiencing a midlife crisis of sorts.

To celebrate their fiftieth anniversary, Riedel have launched the “Sommeliers Black Tie Range”, ultra-expensive glasses from £50 to £80 a throw. Doubtless there will be a market for these glasses in the tuxedo-wearing classes. The stems are black so when you eye up a filled glass on your banqueting table, it appears that the Lafleur ’47 (or is it Kangarouge NV?) goes all the way down to the base. To help those hard of seeing, the white wine version merely has a black base and a clear stem. And that’s not all—Riedel now have something “to wow your guests” called Nachtmann Bossa Nova plates, which “show off your culinary presentation skills”. Help! Get me out of here! All I ever wanted was a sturdy pair of boots and a perfect glass for my Bordeaux—not some sort of lifestyle nightmare.

It might be time to consider the impact of appropriate glasses for various wines. We should start with Champagne



as virtually no one except celebrants at Mongolian National day in Ulan Bator uses those old saucer-shaped ones (Champagne coupes, they're called). *Little-known fact:* the shape was allegedly based on Marie-Antoinette's breast.

The slender flute is now the preferred Champagne shape, although I have yet to hear anyone claim it is based on any part of the anatomy of Louis XVI. The flute is superior because it manages to contain the bubbles of the Champagne—and provided you are drinking something not mass-produced by the lifestyle people, you can actually smell its nose.

Flying in the face of this advice, the most memorable Champagne I ever tasted was Cristal Rosé served in a plastic cup on a Eurostar as it pulled out of Paris. We had just spent the night at Chateau de Saran in Epernay drinking no end of different vintages of Dom Perignon, including their rare Rosé. One of our party thought that while those wines were perfectly acceptable, they didn't compare to the charms of Cristal Rosé. I still have no idea how he managed to slip away from the queue at the Gare du Nord and return triumphant, clutching a handful of plastic cups. Even with the handicap of the drinking vessel, it managed to transcend anything we had drunk in the past day or two. I have no doubt it would have been even more ethereal in a flute.

The same would apply to my first experience of Latour '59, served up in a stone mug on a stem. I drank it with a passionate socialist friend (later a Labour Government Minister) who believed that despite his privileged upbringing, it was only just that one of the greatest wines of the century should be served at his table in earthenware. I watched in horror as he expounded on some now obscure point of the class struggle between slurps from his mug.

At the reverse end of the spectrum, I have drunk several bottles of Cheval Blanc '83 with a hedge fund owner who insists on serving this glorious wine in eighteenth century crystal, which for all I know could have been Marie-Antoinette's. It still managed to strut its stuff—no easy task when the crystal is as thick as a bottle top. However, even he was dumbstruck when I arrived with a series of tasting glasses and thought it would be amusing to compare them. The quality leap was discernable but sadly I was not affluent enough to gift them to him, so it will be back to the ancient régime.

Riedel are not the only option when it comes to fine wine; at present I prefer drinking fine Bordeaux from very thin

tasting glasses, half the dimensions of the classic Riedel variety. However, Riedel do deserve huge credit for introducing the concept of wine-specific glasses, ranging from Bordeaux and Burgundies to Chianti.

I recently went to a dinner in honour of Georg Riedel in London, where he had vast displays of his glassware, including the dreaded Black Tie ones. It was tad gratuitous to put up a Riedel glass of Grand-Puy-Lacoste '01 against a plastic cup with the same wine. No prizes for which tasted more interesting and revealed more of its character. Still, he is a craftsman and deserves honour.

I only wish that the human race wasn't genetically impelled to always expand and hunt for new markets. It is nothing very new, historically. When the Emperor Augustus died, his will instructed his successor not to expand the boundaries of the Empire, but before too many centuries the legions became restless and began appointing their own Emperors, such was their shame at not being allowed to conquer and pillage. I don't have any fears about Riedel going down this fatal route if they stopped spreading themselves into the wider philistine world of the consumer. On the contrary, I won't be too surprised when I hear of the Alcopops Riedel glass or the eco-friendly slingback Timberland.

- 12.** Why was the wine at the author's friends place served in a stone mug?
- A. Because the friend wanted to show that he could use extraordinary glasses to produce different tastes.
  - B. Because the friend wanted to show how rooted to the masses he was in spite of his contrasting upbringing.
  - C. Because the author and his friend belonged to the labour party and both deemed it fit that it was only just that one of the greatest wines of the century should be served at his table in earthenware.
- (1) only A and B      (2) only C  
(3) only B and C      (4) only B
- 13.** What, according to the author, is the reason that the champagne and wines taste different in different glasses?
- (1) The stem of the glass allows the liquid to move smoothly on the tongue giving it a unique shape.

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- (2) Even with the handicap of the drinking vessel, a fine drink managed to transcend anything that can be drunk so the vessel according to the author was not important, but it was the quality of the drink that mattered.
- (3) A good quality glassware is used to have something “to wow your guests,” something which “show off your culinary presentation skills.”
- (4) none of these.

14. Which of the following options would be the best choice to define the purpose of writing this passage?

- (1) Why should one complicate his/her life by using fancy products, when simpler alternatives are available ?
- (2) Why do beloved brands have to expand past their initial ground-breaking product?
- (3) It might make sense to consider the impact of appropriate glasses for various wines.
- (4) Do you recall the pleasure of discovering a new brand that actually delivers something that is perceptively superior to an existing one?

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**Directions for Questions 15–18:** *Read the passage and answer the questions based on it.*

Nearly twenty years ago, biochemists found that a separable constituent of deoxyribonucleic acid (or DNA) appeared to guide the cell’s protein-synthesizing machinery. The internal structure of DNA seemed to represent a set of coded instructions which dictated the pattern of protein-synthesis. Experiments indicated that in the presence of appropriate enzymes each DNA molecule could form a replica, a new DNA molecule, containing the specific guiding message present in the original. This idea, when added to what was already known about the cellular mechanisms of heredity (especially the knowledge that DNA is localized in chromosomes), appeared to establish a molecular basis for inheritance.

Proponents of the theory that DNA was a “self-duplicating” molecule, containing a code that by itself determined biological inheritance, introduced the term “central dogma” into scientific literature. They did so in order to describe the principles that could explain the DNA’s governing role. The dogma originally involved an admittedly unproven assumption that, whereas nucleic acids can guide the synthesis of other nucleic acids and of proteins, the

reverse effect is impossible; that is, proteins cannot guide the synthesis of nucleic acids. But actual experimental observations deny the second and crucial part of this assumption. Other test-tube experiments show that agents besides DNA have a guiding influence. The kind of protein that is made may depend on the specific organism from which the necessary enzyme is obtained. It also depends on the test tube’s temperature, the degree of acidity, and the amount of metallic salts present.

The central dogma banishes from consideration the interactions among the numerous molecular processes that have been discovered in cells or in their extracted fluids. In the living cell, molecular processes—the synthesis of nucleic acids and proteins or the oxidation of food substance—are not separate but interact in exceedingly complex ways. No matter how many ingredients the biochemists’ test tubes may contain, the mixtures are nonliving. However, these same ingredients, organized by the subtle structure of the cell, constitute a system which is alive.

Consider an example from another field. At ordinary temperatures, electricity flows only so long as a driving force from a battery or generator is imposed upon the circuit. At temperatures near absolute zero, metals exhibit superconductivity: a unique property that causes an electric current to flow for months after the voltage is cut off. Although independent electrons exist in a metal at ordinary temperatures, at very low temperatures they interact with the metal’s atomic structure in such a way as to lose their individual identities and form a coordinated, collective system which gives rise to superconductivity.

Such discoveries of modern physics show that the unique properties of a complex system are not necessarily explicable solely by the properties that can be observed in its isolated parts. We can expect to find a similar situation in the complex chemical system of the living cells.

15. The author is primarily concerned with

- (1) proposing that a new philosophical foundation for modern biochemistry be developed.
- (2) describing the various processes that take place in a living cell.
- (3) drawing analogies between different scientific fields.
- (4) revealing a discrepancy between a scientific theory and some experimental results.

16. The author provides information that would answer which of the following questions?

- I. What have test-tube experiments revealed about the role of DNA?  
 II. What viruses interfere with DNA replication?  
 III. What methods have been developed to allow scientists to observe a living cell?

- (1) I only                      (2) II only  
 (3) I and III only            (4) II and III only

17. The author's argument is directed against which of the following?

- I. The use of test-tube experimentation alone to establish the validity of scientific theories.  
 II. The exclusion of experimental facts from the formation of scientific theories.  
 III. The observation of certain cellular components in isolation.

- (1) I only                      (2) I and II only  
 (3) I and III only            (4) I, II and III

18. Choose the grammatically incorrect sentence from the given options:

- (a) European airports have reopened for business.  
 (b) Eurocontrol, which co-ordinates national air-traffic controllers, expect around 75 per cent of flights to operate in Europe on Wednesday, April 21st.  
 (c) It will take far longer to sort out a backlog of cancelled flights; to move planes and crew in the wrong places to where they should be; and to return supply chains to normal.  
 (d) Iceland has a lot of volcanoes, and it's a rare decade where one of them doesn't erupt.

- (1) (a) and (b)                (2) Only (b)  
 (3) Only (c)                    (4) Both (c) and (d)

**Directions for Questions 19–20:** *In each of the questions, a word has been used in sentences in four different ways. Choose the option corresponding to the sentence in which the usage of the word is incorrect or inappropriate.*

**19. CHECK**

- (1) We will get the hotel keys when we **check in**.  
 (2) The company **checks out** all new employees.  
 (3) **Check out** the crazy hair on that guy!  
 (4) You have to **checks out** of the hotel before 11:00 AM.

**20. FALL**

- (1) His hair started to **fall out** when he was only 35.

- (2) The money must have **fell out** of my pocket.  
 (3) The picture that you hung up last night **fell down** this morning.  
 (4) The baby **fell down** the stairs.

**ANSWER KEY**

- |         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 1. (3)  | 2. (1)  | 3. (3)  | 4. (1)  | 5. (4)  |
| 6. (3)  | 7. (3)  | 8. (4)  | 9. (2)  | 10. (4) |
| 11. (3) | 12. (4) | 13. (4) | 14. (2) | 15. (4) |
| 16. (a) | 17. (4) | 18. 2.b | 19. (4) | 20. (2) |

**EXPLANATORY NOTES**

- EABCD (3) E statement has to be the starting or the end statement and as E is followed clearly by A, so E has to start, followed by A and the last statement is clearly provided by D. So the right sequence is EABCD. **(LOD-2)**
- (1) DACB The link between statements D and A is clearly visible as A is explaining the logic of D. Statement B is the final conclusive statement of the given paragraph. So the answer is DACB. **(LOD-2)**
- (3) ABEDC Statements EDC are clearly following each other in a sequence. Statement B is an explanation of the methodology mentioned in A. So the right sequence is ABEDC. **(LOD-2)**
- EDCBA (1) The statement E starts with a question, the answer to which is given by statement D and it gets further proved by the experiment in C. Statements B and A have to be together in the sequence BA. So the answer comes to be option (1) EDCBA. **(LOD-2)**
- CABED (4) Statements ED clearly form the most logical conclusion. A quote starts in statement C and is completed in statement A. So when we get the starting as CA and end as ED, we just have one option left for the answer and that is CABED. **(LOD-2)**
- (3) The answer is choice **c**, *byzantine*, an adjective that means "highly complicated and intricate." Here, you are looking for a restatement of the clue words *complicated* and *out-of-date*. **(LOD-2)**
- (3) *Apocryphal* (adj.) means of questionable authenticity or doubtful authority. **(LOD-2)**

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8. (4) A *martyr* (n.) is one who sacrifices something of supreme value, such as a life, for a cause or principle. **(LOD-2)**
9. (2) The answer is clear from the paragraph itself that (i) cannot be included. **(LOD-2)**
10. (4) The problem mentioned is not covered in any of the given options. **(LOD-2)**
11. (3) It is clear from the passage that options i and ii are not covered in context of David Miliband. **(LOD-2)**
12. (4) only B.  
As the friend was a socialist so he wanted to show his socialistic ideology through this symbolic representation. **(LOD-2)**
13. (4) None of these is the answer here because the right answer is given in the third paragraph in the following lines : Various grape varieties taste differently according to the glass used because they affect specific parts of the palate, so that if the wine is “thrown” towards a particular portion of the roof of the mouth, different taste sensations arise. **(LOD-2)**
14. (2) The following lines from the passage clearly show that option (2) clearly covers the purpose of the passage : “However, they now feel impelled to diversify in the desire to ‘expand the brand’, perhaps aiming to cover all bases while consumers still have a jangle.”  
“ . Help! Get me out of here! All I ever wanted was a sturdy pair of boots and a perfect glass for my Bordeaux—not some sort of lifestyle nightmare.” **(LOD-3)**
15. (4) As it is also the main idea of the passage, it is clear that it is concerned with the differences between the theory and the experimental results. **(LOD-2)**
16. (a) In the passage as only the statement Qs I can be answered so option (1) a is the correct ans. **(LOD-2)**
17. (4) The author’s argument is clearly directed against all the statement questions thus (4) is the correct option. **(LOD-3)**
18. 2.b [‘expect’ is wrong usage, it should be ‘expects’]. **(LOD-1)**
19. (4) [check out]. **(LOD-1)**
20. (2) [fallen out]. **(LOD-1)**



## CAT 2009 REPLICA TEST 3

3

**Directions for Questions 1–3:** Answer these questions based on the following passage:

**PASSAGE 1**

On the grassy slope below me was the god’s precinct, a sacred spot, entered on pain of death. Indeed, worshippers of old believed that, once there, neither man nor beast could cast a shadow. In times past they had processed up this mountain in the night to reenact a ritual human sacrifice to their god—or so ancient sources tell us. At the festive meal, a person who chanced to eat human flesh mixed with the flesh of sacrificed animals would transform into a werewolf. In fact, Lykaion signifies wolf.

These enigmatic rites were celebrated not by an uncivilized people in a forgotten land but rather in the heart of classical Greece during its so-called Golden Age. The practitioners of these rites were respected Greek citizens, not fringe cultists, who worshipped Zeus, the king of the Gods. In a way, these rites were no more bizarre than countless mainstream festivals of the time: During the Athenian Thesmophoria, women retrieved the decayed bodies of piglets from pits into which they had tossed the dead animals months earlier, and in the rites of the goddess Artemis that took place at Brauron little girls impersonated bears.

Like all periods of history, the Classical Age of Greece, which lasted from about 500 BC until the death of Alexander the Great in 323 BC, was complex and contradictory, a mix of superstition and rationality that blended revolutionary concepts and age-old traditions. Classical Greece is rightly regarded as a high-water mark of civilization. Yet the living, breathing people who created this culture did not exist merely to turn out masterpiece after masterpiece for the later Western world to study, though it may seem that way to students of the humanities reluctant to embrace the less enchanting aspects of the culture. Because so much of Western culture has its roots in classical Greece, it is easy to overlook the living context from which this heritage arose. We focus on

what we know, ignoring the features that strike us as bizarre or even repugnant.

The great masterpieces of ancient Greece are our heritage, but it is doubtful that any modern Western person can fully comprehend their background. How can we, in the 21st century, envision the magic spells of the sorceress Medea? Or the magic behind the routine spilling of animal blood as sacrifice? Or the use of curse objects to summon ghosts from the underworld to harm one’s enemies? Yet these practices and beliefs, as much as the spirit of democracy and the value of aesthetic beauty, formed the nerves and sinews of ancient Greek culture. To professional classicists this is old news, but to the layman these unfamiliar aspects of Classical Greece are shocking. Unfamiliar as well, to the layman, are the centuries of earlier Greek life that laid the foundation for the famous “Golden Age” we study in school. For these reasons, I determined that when I travelled to Greece, I would visit all these different eras and rituals. I would pay tribute to the Parthenon — but also examine the “voodoo dolls” in the Kerameikos Museum in Athens.

On the island of Euboea, north of Athens, an unusual site demonstrates that the Golden Age did not spring into existence fully formed but instead was centuries in the making. On a nondescript hillock overlooking the sea near the town of Lefkandi, a tenth-century BC grave was revealed when ground was dug up for a house. The work unearthed the remains of an elaborate cremation and burial, uncannily similar to the burials of heroes described in Homer’s *Iliad*. In addition to the deceased’s bones, carefully wrapped in a piece of fabric and placed in an heirloom bronze urn, excavators found evidence of a building nearly 160 feet in length that had once covered the burial site.

Dating from the era traditionally known as Greece’s Dark Age—some three and a half centuries that began with the collapse of the Mycenaean world—the Lefkandi finds were a reminder that however murky or “dark” this historical period

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may be to us, to the people of the time it was life. The Dark Age was an age of many things: oral bards continued the tradition of transmitting the Homeric masterpieces, the *Iliad and Odyssey*; distinctive pottery with geometric patterns was made throughout Greece; and as the Lefkandi site indicated, people built impressive structures to bury their dead in a manner befitting heroes. Like the carefully preserved bronze urn, two centuries older than the bones it contained, ideas—and culture—were passed on from generation to generation of Greek people.

1. Classical Greece is one basis of Western culture and heritage. This statement
  - (1) follows directly from the passage
  - (2) is partially true.
  - (3) cannot be derived from the passage.
  - (4) is an unstated assumption made in the passage.
2. “Students of the humanities” are called reluctant by the author because
  - (1) studying Ancient Greece is not pleasant.
  - (2) classical Greece has so many facets to study.
  - (3) history is normally approached with reluctance.
  - (4) none of the above.
3. Which of the following may be inferred from the passage?
  - (1) Mount Lykaion’s history embodies that past of Greece, which, though little known, holds its audience enthralled.
  - (2) Mount Lykaion represents historical Greece in an enigmatic, unfriendly and rare manner.
  - (3) Mount Lykaion’s story is the story of a Greece that is at the same time repulsive and interesting.
  - (4) Mount Lykaion represents an aspect of ancient Greek civilization that is little known and definitely not celebrated.

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**Directions for Questions. 4–5:** *For each of the given passages, choose the most logical continuation and conclusion to the passage.*

4. Poor citizens have little clout with politicians. In some countries the citizenry has only a weak hold on politicians. Even if there is a well functioning electoral system, poor people may not be able to influence politicians about public services. They may not be well informed about the quality of public services (and politicians know this); they may vote along ethnic or

caste lines, placing less weight on public services when evaluating politicians; or they may not believe the candidates who promise better public services—for example, because their term in office is too short to deliver on the promise.

- (1) And they may vote instead for candidates who provide a promise of a government which is free of corruption.
  - (2) And they may not vote instead for candidates who provide ready cash, personal favours, and jobs.
  - (3) And they may vote instead for candidates who provide ready cash, personal favours, and jobs.
  - (4) And therefore they may not participate in the process of voting at all.
5. Why have public expenditures in India failed to deliver basic services to the majority of poor citizens, when political representatives taking decisions over public resource allocation depend upon the support of the poor to win office? India is unique in the developing world not only in sustaining democratic elections to multiple tiers of government over an extended period of time, but also in extensive participation in the political process by its poor and disadvantaged citizens, which by several accounts have been increasing over time.
    - (1) Political incumbents and contenders, therefore, have to choose policies to woo the large majority of low income voters in order to win elections.
    - (2) Thus the politicians of all hues have to address to these pressing needs of the Indian democracy.
    - (3) Thus the political contenders and incumbents ensure the support of poor people by any means, even if they are illegal.
    - (4) In spite of this, the benefits of public expenditure in India continues to elude the low income voters.

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**Directions for Questions 6–8:** *Fill in the blanks with the correct option.*

6. In each \_\_\_\_\_, scanners detected increased blood \_\_\_\_\_ in relevant parts of the brains of hypnotized patients who were put through color and pain tests.

- (1) case... flow      (2) instance... stain  
 (3) place... powder      (4) position... current
7. For the first time in 35 years, Alfa Alfa has \_\_\_\_\_ an unprofitable quarter.  
 (1) understood      (2) managed  
 (3) handled      (4) experienced
8. Subhendu unveiled his \_\_\_\_\_ research plan to the committee last Monday; he expects to have a final plan ready for a \_\_\_\_\_ by January.  
 (1) preliminary ... vote  
 (2) luminous... printing  
 (3) concluding... decision  
 (4) definitive... judgment

**Directions for Questions 9–11:** Sentences given in each question, when properly sequenced, form a coherent paragraph. Each sentence is labelled with a letter. Chose the most logical order of sentences from among the five given choices to construct a coherent paragraph.

- 9.
- A. “What I want, you know,” said Mr. Tulliver, “what I want is to give Tom a good eddication; an eddication as’ll be a bread to him.
- B. That was what I was thinking of when I gave notice for him to leave the academy at Lady-day. I mean to put him to a downright good school at Midsummer. The two years at th’ academy ‘ud ha’ done well enough, if I’d meant to make a miller and farmer of him, for he’s had a fine sight more schoolin’ nor *I* ever got.
- C. All the learnin’ *my* father ever paid for was a bit o’ birch at one end and the alphabet at th’ other. But I should like Tom to be a bit of a scholar, so as he might be up to the tricks o’ these fellows as talk fine and write with a flourish.
- D. It ‘ud be a help to me wi’ these lawsuits, and arbitrations, and things. I wouldn’t make a downright lawyer o’ the lad,—I should be sorry for him to be a raskill,—but a sort o’ engineer, or a surveyor, or an auctioneer and vallyer, like Riley, or one o’ them smartish businesses as are all profits and no outlay, only for a big watch-chain and a high stool.
- E. They’re pretty nigh all one, and they’re not far off being even wi’ the law, *I* believe; for Riley looks

Lawyer Wakem i’ the face as hard as one cat looks another. *He’s* none frightened at him.”

- (1) BACED      (2) ABCDE  
 (3) DBACE      (4) EABCD
- 10.
- A. Over 20 passengers were killed and 22 injured — most of them women and children — when the Goa Express rammed into a stationary Mewar express near Mathura early on Wednesday morning.
- B. Preliminary reports point to human failure, though the last word on the signalling system has not been said yet.
- C. The engine of the Goa express hit the rear of the Mewar express, causing severe damage to the last coach and derauling several others.
- D. In such cases of collision between two trains, there can be two possible causes — either signal failure or human failure by way of ignoring the signal.
- E. The inquiry by the Commissioner of Railway Safety will fix the responsibility, but what assumes importance is the follow-up action.  
 (1) ACBDE      (2) ABCDE  
 (3) DABCE      (4) EACBD
- 11.
- A. The streets of Kabul were deserted at 8 p.m. last summer because the Indian soap “Saas bhi Khabhi Bahu thi” was being beamed on television sets.
- B. A newspaper reporting this phenomenon may have surprised many readers.
- C. But it did not surprise me.
- D. I had travelled extensively in Pakistan while directing a documentary — “Michael Jackson Comes to Manikganj”— on the impact of satellite television in South Asia in 2000 and from Macchher Colony, Karachi’s biggest slum, to the buzzing marketplace of Peshawar, to the leafy neighbourhoods of Lahore and Islamabad, I had recorded a loyal viewership for Indian soaps and game shows across the border.
- E. Pakistan during those years had no satellite television and it was the Indian channels that were exercising monopolistic control over viewers hungry for satellite television images in South Asia.

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- (1) CABDE                      (2) BACDE  
(3) ABCDE                      (4) DABCE

**Directions for Questions 12–14:** Answer these questions on the basis of the following passage.

Psychology accordingly studies the faculties or general modes of mental activity *qua* mental—mental vision, ideation, remembering, etc., desires, etc—apart both from the content, which on the phenomenal side is found in empirical ideation, in thinking also and in desire and will, and from the two forms in which these modes exist, viz. in the soul as a physical mode, and in consciousness itself as a separately existent object of that consciousness. This, however, is not an arbitrary abstraction by the psychologist. Mind is just this elevation above nature and physical modes, and above the complication with an external object—in one word, above the material, as its concept has just shown. All it has now to do is to realize this notion of its freedom, and get rid of the *form* of immediacy with which it once more begins. The content which is elevated to intuitions is *its* sensations: it is *its* intuitions also which are transmuted into representations, and its representations which are transmuted again into thoughts, etc.

The soul is finite, so far as its features are immediate or connatural. Consciousness is finite, in so far as it has an object. Mind is finite, in so far as, though it no longer has an object, it has a mode in its knowledge; i.e. it is finite by means of its immediacy, or, what is the same thing, by being subjective or only a notion. And it is a matter of no consequence, which is defined as its notion, and which as the reality of that notion. Say that its notion is the utterly infinite objective reason, then its reality is knowledge or *intelligence*: say that knowledge is its notion, then its reality is that reason, and the realization of knowledge consists in appropriating reason. Hence the finitude of mind is to be placed in the (temporary) failure of knowledge to get hold of the full reality of its reason, or, equally, in the (temporary) failure of reason to attain full manifestation in knowledge. Reason at the same time is only infinite so far as it is ‘absolute’ freedom; so far, that is, as presupposing itself for its knowledge to work upon, it thereby reduces itself to finitude, and appears as everlasting movement of superseding this immediacy, of comprehending itself, and being a rational knowledge.

The progress of mind is *development*, in so far as its existent phase, viz. knowledge, involves as its intrinsic

purpose and burden that utter and complete autonomy which is rationality; in which case the action of translating this purpose into reality is strictly only a nominal passage over into manifestation, and is even there a return into itself. So far as knowledge which has not shaken off its original quality of *mere* knowledge is only abstract or formal, the goal of mind is to give it objective fulfilment, and thus at the same time produce its freedom.

The development here meant is not that of the individual (which has a certain *anthropological* character), where faculties and forces are regarded as successively emerging and presenting themselves in external existences series of steps, on the ascertainment of which there was for a long time great stress laid (by the system of Condillac), as if a conjectural natural emergence could exhibit the origin of these faculties and *explain* them. In Condillac’s method, there is an unmistakable intention to show how the *several* modes of mental activity could be made intelligible without losing sight of mental unity, and to exhibit their necessary interconnection. But the categories employed in doing so are of a wretched sort. Their ruling principle is that the sensible is taken (and with justice) as the *prius* or the initial basis, but that the latter phases that follow this starting-point present themselves as emerging in a solely *affirmative* manner, and the negative aspect of mental activity, by which this material is transmuted into mind and destroyed *as* a sensible, is misconceived and overlooked. As the theory of Condillac states it, the sensible is not merely the empirical first, but is left as if it were the true and essential foundation.

12. The mind according to Psychology is a prisoner of which of the following and consequently has to get rid of which of the following ?
- (i) The mortality of the body and physical encumbrances.
  - (ii) Of the sensations and representations which are transmuted into each other.
  - (iii) Of the ‘now’ and something which makes it present in the instant or makes it instantaneous.
- (1) Only (i)                      (2) Only (iii)  
(3) Both (i) and (ii)        (4) only (ii) and (iii)
13. The finitude of the mind or the immediacy can be interpreted only after letting go of rationality for the time being to get the full form in knowledge; or we have to let go of the knowledge for the time being, to get the fully manifested aspect of the reality of the reason.



The above inference according to the 2<sup>nd</sup> paragraph can be :

- (1) Fully inferred
- (2) Partially inferred
- (3) Not inferred at all
- (4) Totally irrelevant

14. In the passage the author mentions knowledge as 'mere knowledge' in which of the following contexts:
- (i) as knowledge which is whole and complete knowledge with all its manifestations.
  - (ii) as knowledge which is 'only knowledge', as it was from the beginning.
  - (iii) As knowledge ,which is the knowledge of mind and knowledge of reason, and thus the knowledge of development.
- (1) Only (ii)                      (2) Only (iii)
  - (3) Only (i)                      (4) both (i) and (iii)

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**Direction for Questions 15–18:** Answer these questions based on the following passage.

Nancy Spero's death on Sunday took a great artistic conscience from the world. The last time I visited her in the LaGuardia Place studio she shared with her partner Leon Golub—Leon died in 2004—she looked frail but indomitable, though surrounded by a galaxy of medications, and getting about only with extreme difficulty. Cursed with arthritis, over the years she had developed strategies to make her art, getting studio assistants to cut and stamp out the stencils she made, printing them on paper, on walls, and even as a maypole of severed heads. This last was one of the most memorable works at the 2007 Venice Biennale, greeting viewers as they entered the Italian pavilion where the keynote show was held. Spero said the work, *Maypole/Take No Prisoners*, was "all about victimage", though its grotesque aspect was leavened by her wit.

Often in art this sort of talk is mere platitude, but Spero's work was determined and unerring. During the 1960s she focused on the Vietnam War: helicopters whined overhead, bombers emptied their loads on an undefeated populace. She developed a cast of characters and a repertoire of images which she repeated and recombined in different ways every time they were shown. These included burlesque troupes of ancient dildo dancers, pagan and Neolithic goddesses, Amazon warriors and phalanxes of female, spear-wielding hunters; even Superwoman was in there somewhere. Her figures danced and raved around the walls of galleries and

museums worldwide, swarming in a cacophonous, mischievous, floor-to-ceiling choreography.

There was a memorable series devoted to Antonin Artaud, which included the phrase: "Artaud I couldn't have borne to know you alive your despair." Her art could also be riotously funny and sexy as well as macabre, and she made many works which dealt with female *jouissance* and eroticism, pleasure and pain. Spero was a spearhead of feminist art in the 1960s, calling for greater recognition of women artists and women in the New York art world. A recent show, *Wack! Art and the Feminist Revolution*, which I saw in New York a couple of years ago, revisited those turbulent times, and Spero's place in them. It should have come to Europe.

Spero was a vital, energetic artist. She never lost her curiosity in the world, nor her sense of anger at its injustices, and she found a way of making work which combined the graphic with installation, relevance and timelessness. She and Golub were partners for over half a century. I knew them since my first visits to New York in the late 1970s, and they were a unique and unguardedly generous double act. I owe something of my formation to this couple, who I once described as the conscience of the art world. And so they were.

15. 'This grotesque aspect was leavened by her wit'. In this line the author uses the word 'leavened' in which sense?
- (1) to show how the aspect became spectacular due to her wit.
  - (2) to show how the evil personification was heightened by her wit.
  - (3) to show how her wit served to lighten up and uplift the otherwise sombre mood created by the grotesque aspect.
  - (4) both (2) and (3).
16. The art of Spero can be defined as:
- (1) very stringent
  - (2) very particular and macabre
  - (3) full of diversity
  - (4) full of animosity and despair
17. The word 'galaxy' is used in the passage in which sense?
- (1) In the sense of the universe.
  - (2) to show the astral aspect of a thing.
  - (3) to show the vastness of a thing.
  - (4) to depict the different variety and huge number of something.

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18. Choose the grammatically incorrect sentence from the given options:

- (1) The charges are sharply at odds with the firm’s jealously guarded self-image as a paragon of integrity.
- (2) Goldman sees itself as “long-term greedy”, preferring to forgo profit today rather than to alienate a client.
- (3) Many outsiders think the crisis exposed this characterisation as bogus.
- (4) The media have heaped on the pressure, comparing Goldman to a vampire squid and mocking its boss, Lloyd Blankfein, for suggesting, albeit tongue-in-cheek, that it was doing a “God’s work”.

**Direction for Questions 19–20:** *In each of the questions, a word has been used in sentences in four different ways. Choose the option corresponding to the sentence in which the usage of the word is incorrect or inappropriate.*

**19. BREAK**

- (1) Our car **broke down** at the side of the highway in the snowstorm.
- (2) Our teacher **break** the final project **down** into three separate parts.
- (3) Somebody **broke in** last night and stole our stereo.
- (4) The firemen had to **break into** the room to rescue the children.

**20. CALL**

- (1) We **called around** but we weren’t able to find the car part we needed
- (2) We **called on** you last night but you weren’t home.
- (3) Give me your phone number and I will **call** you **up** when we are in town.
- (4) Tyson **called** the wedding because he wasn’t in love with his fiancé.

**ANSWER KEY**

- |         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 1. (1)  | 2. (4)  | 3. (4)  | 4. (3)  | 5. (4)  |
| 6. (1)  | 7. (4)  | 8. (1)  | 9. (2)  | 10. (1) |
| 11. (3) | 12. (2) | 13. (1) | 14. (1) | 15. (3) |
| 16. (3) | 17. (4) | 18. (4) | 19. (2) | 20. (4) |

**EXPLANATORY NOTES**

1. (1) As is clear from the passage, in paragraph 3, the third last line clearly states it. **(LOD-2)**
2. (4) As is stated in the following lines of the passage—Yet the living, breathing people who created this culture did not exist merely to turn out masterpiece after masterpiece for the later Western world to study, though it may seem that way to students of the humanities reluctant to embrace the less enchanting aspects of the culture. Because so much of Western culture has its roots in classical Greece, it is easy to overlook the living context from which this heritage arose. We focus on what we know, ignoring the features that strike us as bizarre or even repugnant.

As the options do not mention the exact point given above, so the answer is (4). **(LOD-3)**

3. (4) The first paragraph of the passage gives a clear indication of the answer. **(LOD-3)**
4. (3) Clearly option (3) continues and concludes the idea in the best possible way. Option (2) is against the direction of the paragraph while option (4) is irrelevant to the argument’s continuation. **(LOD-3)**
5. (4) Clearly option (4) continues and concludes the idea in the best possible way. Although options (1) to (3) do continue the argument they do not conclude it in any definite way. **(LOD-3)**
6. (1) The best answer is (1). Only choices (1) and (2) are logical for the first blank. *Blood stain* does not make sense after the word ‘increased’. **(LOD-1)**
7. (4) The best answer is (4). Semantically, the word *experienced* is the most logical choice. **(LOD-2)**
8. (1) The best answer is A. *Preliminary research plan* is logical since it contrasts logically with the *final plan*. **(LOD-2)**

9. (2) **(LOD-2)**

10. (1) **(LOD-2)**

11. (3) **(LOD-2)**

12. (2) only (iii). **(LOD-2)**

13. (1) **(LOD-2)**

14. (1) only (ii) **(LOD-2)**

**15. (3) (LOD-2)**

**16. (3) (LOD-3)**

**17. (4) (LOD-2)**

**18. Option(4) [a God's work... (1) is wrong usage.] (LOD-1)**

**19. (2) [broke down] (LOD-1)**

**20. (4) [called the wedding off] (LOD-2)**

(REAL AND SAMPLE)



# P A R T 5

1. This section contains the original CAT English papers from 2006–2008 and also their detailed solutions. It helps you check your level of score you are at in the CAT and also get a feel of the paper.
2. Three replica mock test papers are also included in this part on the pattern of the 2009 online CAT. These papers will help you get an idea about the pattern, scoring and over-all feel of the paper.

**SECTION 1: CAT PAPERS**

**SECTION 2: SAMPLE PAPERS ON CAT 2009  
PATTERN**



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ON

**CHAPTER 1: CAT PAPER 2006**

**CHAPTER 2: CAT PAPER 2007**

**CHAPTER 3: CAT PAPER 2008**



# SECTION 1

This section contains the original CAT English papers from 2006 to 2008, reproduced as a full section. All the chapters in this part will help you to test your level of preparation by

- Giving you an opportunity to check what level of score you are at in the CAT.
- Helping you to assess your score as each of the questions carries + 4 marks for a correct answer and -1 mark for a wrong answer.

**Key Components of This Section:**

- In CAT 2006 and CAT 2007, a score of around 20 marks (with 4 marks per question) would have given you a score of 85–90 percentile; 25–28 marks accounted for 95 percentile and to get 99 percentile, you needed 35+ marks. Both these papers were out of a total of 100 marks.
- In CAT 2008, the paper had a total of 40 questions with 160 marks. A score of 35+ would give you 85–90 percentile, while 45–50 would give you 95 percentile; 99 percentile was a 55+.



SOLVE CAT 2006 in 50 minutes—Review every question and the logic behind every answer option. Check your percentile range. If required get back to the drawing board and practise some tests before you move to the CAT 2007 paper.



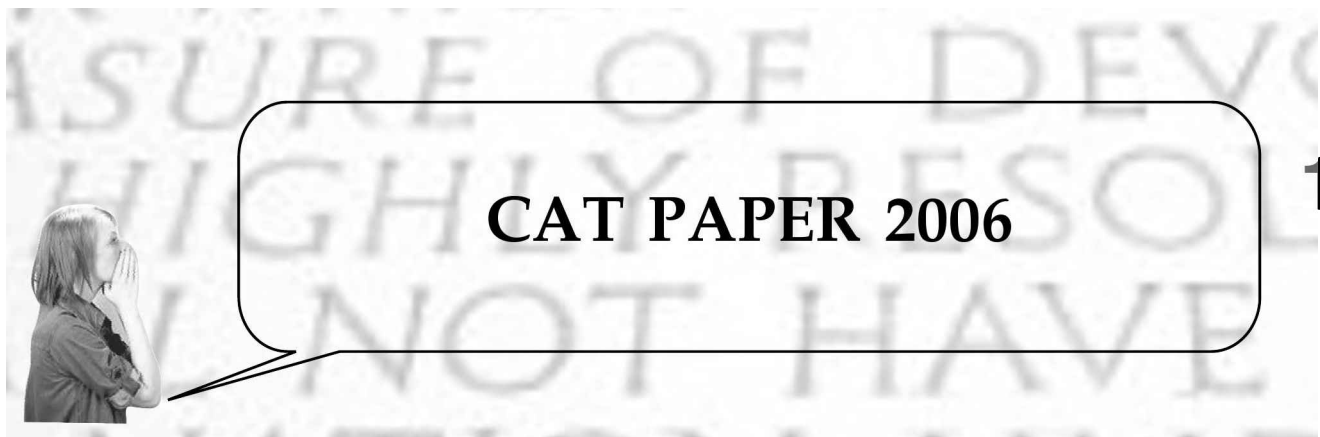
SOLVE CAT 2007 in 50 minutes—Review every question and the logic behind every answer option. Check your percentile range. If required get back to the drawing board and practise some tests before you move to the CAT 2008 paper.



SOLVE CAT 2008 in 60 minutes—Review every question and the logic behind every answer option. Check your percentile range.



SOLVE each sample CAT 2009 paper in 45 minutes. Review every question and logic behind each option.



# CAT PAPER 2006

## SECTION A (ENGLISH)

This section contains 25 questions.

**Directions for Questions 1 to 5:** Each question has a set of four sequentially ordered statements. Each statement can be classified as one of the following:

*Facts*, which deal with pieces of information that one has heard, seen or read, and which are open to discovery or verification (the answer option indicates such a statement with an 'F').

*Inferences*, which are conclusions drawn about the unknown, on the basis of the known (the answer option indicates such a statement with an 'I').

*Judgments*, which are opinions that imply approval or disapproval of persons, objects, situations and occurrences in the past, the present or the future (the answer option indicates such a statement with a 'J').

Select the answer option that best describes the set of four statements.

1.

- A. So much of our day-to-day focus seems to be on getting things done, trudging our way through the tasks of living—it can feel like a treadmill that gets you nowhere; where is the childlike joy?
- B. We are not doing the things that make us happy; that which brings us joy; the things that we cannot wait to do because we enjoy them so much.
- C. This is the stuff that joyful living is made of—identifying your calling and committing yourself wholeheartedly to it.
- D. When this happens, each moment becomes a celebration of you; there is a rush of energy that comes with feeling completely immersed in doing what you love most.

- (1) IIIJ
- (2) IFIJ
- (3) JFJJ
- (4) JJJJ
- (5) JFII

2.

- A. Given the poor quality of service in the public sector, the HIV/AIDS affected should be switching to private initiatives that supply anti-retroviral drugs (ARVs) at a low cost.
- B. The government has been supplying free drugs since 2004, and 35,000 have benefited up to now—though the size of the affected population is 150 times this number.
- C. The recent initiatives of networks and companies like AIDS Care Network, Emcure, Reliance-Cipla-CII, would lead to availability of much-needed drugs to a larger number of affected people.
- D. But how ironic it is that we should face a perennial shortage of drugs when India is one of the world's largest suppliers of generic drugs to the developing world.

- (1) JFIJ
- (2) JIIJ
- (3) IFIJ
- (4) IFFJ
- (5) JFII

3.

- A. According to all statistical indications, the Sarva Shiksha Abhiyan has managed to keep pace with its ambitious goals.
- B. The Mid-day Meal Scheme has been a significant incentive for the poor to send their little ones to school, thus establishing the vital link between healthy bodies and healthy minds.
- C. Only about 13 million children in the age group of 6 to 14 years are out of school.
- D. The goal of universalisation of elementary education has to be a pre-requisite for the evolution and development of our country.

- (1) IIFJ
- (2) JIIJ
- (3) IJFJ
- (4) IJFI
- (5) JIFT



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- 4.
- A. We should not be hopelessly addicted to an erroneous belief that corruption in India is caused by the crookedness of Indians.
  - B. The truth is that we have more red tape—we take eighty-nine days to start a small business, Australians take two.
  - C. Red tape leads to corruption and distorts a people's character.
  - D. Every red tape procedure is a point of contact with an official, and such contacts have the potential to become opportunities for money to change hands.
    - (1) JFIF
    - (2) JFJJ
    - (3) JIJF
    - (4) IFJF
    - (5) JFJI
- 5.
- A. Inequitable distribution of all kinds of resources is certainly one of the strongest and most sinister sources of conflict.
  - B. Even without war, we know that conflicts continue to trouble us—they only change in character.
  - C. Extensive disarmament is the only insurance for our future; imagine the amount of resources that can be released and redeployed.
  - D. The economies of the industrialised western world derive 20percent of their income from the sale of all kinds of arms.
    - (1) IJJI
    - (2) IJIF
    - (3) IJIF
    - (4) IJIF
    - (5) IJIF

**Directions for Questions 6 to 10:** Each of the following questions has a paragraph from which the last sentence has been deleted. From the given options, choose the one that completes the paragraph in the most appropriate way.

6. I am sometimes attacked for imposing 'rules'. Nothing could be further from the truth: I hate rules. All I do is report on how consumers react to different stimuli. I may say to a copywriter, "Research shows that commercials with celebrities are below average in persuading people to buy products. Are you sure you want to use a celebrity?" Call that a rule? Or I may say to an art director, "Research suggests that if you set the copy in black type on a white background, more people will read it than if you set it in white type on a black background."
- (1) Guidance based on applied research can hardly qualify as 'rules'.
  - (2) Thus, all my so-called 'rules' are rooted in applied research.
  - (3) A suggestion perhaps, but scarcely a rule.
  - (4) Such principles are unavoidable if one wants to be systematic about consumer behaviour.
  - (5) Fundamentally, it is about consumer behaviour—not about celebrities or type settings.
7. Relations between the factory and the dealer are distant and usually strained as the factory tries to force cars on the dealers to smooth out production. Relations between the dealer and the customer are equally strained because dealers continuously adjust prices—make deals—to adjust demand with supply while maximising profits. This becomes a system marked by 'a lack of long-term commitment on either side, which maximises feelings of mistrust. In order to maximise their bargaining positions, everyone holds back information—the dealer about the product and the consumer about his true desires.
- (1) As a result, 'deal making' becomes rampant, without concern for customer satisfaction.
  - (2) As a result, inefficiencies creep into the supply chain.
  - (3) As a result, everyone treats the other as an adversary, rather than as an ally.
  - (4) As a result, fundamental innovations are becoming scarce in the automobile industry.
  - (5) As a result, everyone loses in the long run.
8. In the evolving world order, the comparative advantage of the United States lies in its military force: Diplomacy and international law have always been regarded as annoying encumbrances, unless they can be used to advantage against an enemy. Every active player in world affairs professes to seek only peace and to prefer negotiation to violence and coercion.
- (1) However, diplomacy has often been used as a mask by nations which intended to use force.
  - (2) However, when the veil is lifted, we commonly see that diplomacy is used as a disguise for the rule of force.
  - (3) However, history has shown that many of these nations do not practice what they profess.

- (4) However, history tells us that peace is professed by those who intend to use violence.
- (5) However, when unmasked, such nations reveal a penchant for the use of force.

9. Age has a curvilinear relationship with the exploitation of opportunity. Initially, age will increase the likelihood that a person will exploit an entrepreneurial opportunity because people gather much of the knowledge necessary to exploit opportunities over the course of their lives, and because age provides credibility in transmitting that information to others. However, as people become older, their willingness to bear risks declines, their opportunity costs rise, and they become less receptive to new information.

- (1) As a result, people transmit more information rather than experiment with new ideas as they reach an advanced age.
- (2) As a result, people are reluctant to experiment with new ideas as they reach an advanced age.
- (3) As a result, only people with lower opportunity costs exploit opportunity when they reach an advanced age.
- (4) As a result, people become reluctant to exploit entrepreneurial opportunities when they reach an advanced age.
- (5) As a result, people depend on credibility rather than on novelty as they reach an advanced age.

10. We can usefully think of theoretical models as maps, which help us navigate unfamiliar territory. The most accurate map that it is possible to construct would be of no practical use whatsoever, for it would be an exact replica, on exactly the same scale, of the place where we were. Good maps pull out the most important features and throw away a huge amount of much less valuable information. Of course, maps can be bad as well as good—witness the attempts by medieval Europe to produce a map of the world. In the same way, a bad theory, no matter how impressive it may seem in principle, does little or nothing to help us understand a problem.

- (1) But good theories, just like good maps, are invaluable, even if they are simplified.
- (2) But good theories, just like good maps, will never represent unfamiliar concepts in detail.
- (3) But good theories, just like good maps, need to balance detail and feasibility of representation.

- (4) But good theories, just like good maps, are accurate only at a certain level of abstraction.
- (5) But good theories, just like good maps, are useful in the hands of a user who knows their limitations.

**Directions for Questions 11 to 15:** *The passage given below is followed by a set of five questions. Choose the most appropriate answer to each question.*

Fifteen years after communism was officially pronounced dead, its spectre seems once again to be haunting Europe. Last month, the Council of Europe's parliamentary assembly voted to condemn the "crimes of totalitarian communist regimes," linking them with Nazism and complaining that communist parties are still "legal and active in some countries." Now Goran Lindblad, the conservative Swedish MP behind the resolution, wants to go further. Demands that European Ministers launch a continent-wide anti-communist campaign—including school textbook revisions, official memorial days, and museums—only narrowly missed the necessary two-thirds majority. Mr. Lindblad pledged to bring the wider plans back to the Council of Europe in the coming months.

He has chosen a good year for his ideological offensive: this is the 50th anniversary of Nikita Khrushchev's denunciation of Josef Stalin and the subsequent Hungarian uprising, which will doubtless be the cue for further excoriation of the communist record. Paradoxically, given that there is no communist government left in Europe outside Moldova, the attacks have if anything, become more extreme as time has gone on. A clue as to why that might be can be found in the rambling report by Mr. Lindblad that led to the Council of Europe declaration. Blaming class struggle and public ownership, he explained "different elements of communist ideology such as equality or social justice still seduce many" and "a sort of nostalgia for communism is still alive." Perhaps the real problem for Mr. Lindblad and his right-wing allies in Eastern Europe is that communism is not dead enough—and they will only be content when they have driven a stake through its heart.

The fashionable attempt to equate communism and Nazism is in reality a moral and historical nonsense. Despite the cruelties of the Stalin terror, there was no Soviet Treblinka or Sobibor, no extermination camps built to murder millions. Nor did the Soviet Union launch the most devastating war in history at a cost of more than 50 million lives—in fact it played the decisive role in the defeat of the German war

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machine. Mr. Lindblad and the Council of Europe adopt as fact the wildest estimates of those “killed by communist regimes” (mostly in famines) from the fiercely contested Black Book of Communism, which also underplays the number of deaths attributable to Hitler. But, in any case, none of this explains why anyone might be nostalgic in former communist states, now enjoying the delights of capitalist restoration.

The dominant account gives no sense of how communist regimes renewed themselves after 1956 or why Western leaders feared they might overtake the capitalist world well into the 1960s. For all its brutalities and failures, communism in the Soviet Union, Eastern Europe, and elsewhere delivered rapid industrialisation, mass education, job security, and huge advances in social and gender equality. Its existence helped to drive up welfare standards in the west, and provided a powerful counterweight to western global domination.

It would be easier to take the Council of Europe’s condemnation of communist state crimes seriously if it had also seen fit to denounce the far bloodier record of European colonialism—which only finally came to an end in the 1970s. This was a system of racist despotism, which dominated the globe in Stalin’s time. And while there is precious little connection between the ideas of fascism and communism, there is an intimate link between colonialism and Nazism. The terms *lebensraum* and *konzentrationslager* were both first used by the German colonial regime in Southwest Africa (now Namibia), which committed genocide against the Herero and Nama peoples and bequeathed its ideas and personnel directly to the Nazi parry.

Around 10 million Congolese died as a result of Belgian forced labor and mass murder in the early twentieth century; tens of millions perished in avoidable or enforced famines in British-ruled India; up to a million Algerians died in their war for independence, while controversy now rages in France about a new law requiring teachers to put a positive spin on colonial history. Comparable atrocities were carried out by all European colonialists, but not a word of condemnation from the Council of Europe. Presumably, European lives count for more.

No major twentieth century political tradition is without blood on its hands, but battles over history are more about the future than the past. Part of the current enthusiasm in official Western circles for dancing on the grave of communism is no doubt about relations with today’s Russia and China. But it also reflects a determination to prove there

is no alternative to the new global capitalist order—and that any attempt to find one is bound to lead to suffering. With the new imperialism now being resisted in the Muslim world and Latin America, growing international demands for social justice and ever greater doubts about whether the environmental crisis can be solved within the existing economic system, the pressure for alternatives will increase.

**11.** Among all the apprehensions that Mr. Goran Lindblad expresses against communism, which one gets admitted, although indirectly, by the author?

- (1) There is nostalgia for communist ideology even if communism has been abandoned by most European nations.
- (2) Notions of social justice inherent in communist ideology appeal to critics of existing systems.
- (3) Communist regimes were totalitarian and marked by brutalities and large scale violence.
- (4) The existing economic order is wrongly viewed as imperialistic by proponents of communism.
- (5) Communist ideology is faulted because communist regimes resulted in economic failures.

**12.** What, according to the author, is the real reason for a renewed attack against communism?

- (1) Disguising the unintended consequences of the current economic order such as social injustice and environmental crisis.
- (2) Idealising the existing ideology of global capitalism.
- (3) Making communism a generic representative of all historical atrocities, especially those perpetrated by the European imperialists.
- (4) Communism still survives, in bits and pieces, in the minds and hearts of people.
- (5) Renewal of some communist regimes has led to the apprehension that communist nations might overtake the capitalists.

**13.** The author cites examples of atrocities perpetrated by European colonial regimes in order to

- (1) compare the atrocities committed by colonial regimes with those of communist regimes.
- (2) prove that the atrocities committed by colonial regimes were more than those of communist regimes.
- (3) prove that, ideologically, communism was much better than colonialism and Nazism.

- (4) neutralise the arguments of Mr. Lindblad and to point out that the atrocities committed by colonial regimes were more than those of communist regimes.
- (5) neutralise the arguments of Mr. Lindblad and to argue that one needs to go beyond and look at the motives of these regimes.

14. Why, according to the author, is Nazism closer to colonialism than it is to communism?

- (1) Both colonialism and Nazism were examples of tyranny of one race over another.
- (2) The genocides committed by the colonial and the Nazi regimes were of similar magnitude.
- (3) Several ideas of the Nazi regime were directly imported from colonial regimes.
- (4) Both colonialism and Nazism are based on the principles of imperialism.
- (5) While communism was never limited to Europe, both the Nazis and the colonialists originated in Europe.

15. Which of the following cannot be inferred as a compelling reason for the silence of the Council of Europe on colonial atrocities?

- (1) The Council of Europe being dominated by erstwhile colonialists.
- (2) Generating support for condemning communist ideology.
- (3) Unwillingness to antagonise allies by raking up an embarrassing past.
- (4) Greater value seemingly placed on European lives.
- (5) Portraying both communism and Nazism as ideologies to be condemned.

**Directions for Questions 16 to 20:** *The passage given below is followed by a set of five questions. Choose the most appropriate answer to each question.*

My aim is to present a conception of justice which generalises and carries to a higher level of abstraction the familiar theory of the social contract. In order to do this we are not to think of the original contract as one to enter a particular society or to set up a particular form of government. Rather, the idea is that the principles of justice for the basic structure of society are the object of the original agreement. They are the principles that free and rational persons

concerned to further their own interests would accept in an initial position of equality. These principles are to regulate all further agreements; they specify the kinds of social cooperation that can be entered into and the forms of government that can be established. This way of regarding the principles of justice, I shall call justice as fairness. Thus, we are to imagine that those who engage in social cooperation choose together, in one joint act, the principles which are to assign basic rights and duties and to determine the division of social benefits. Just as each person must decide by rational reflection what constitutes his good, that is, the system of ends which it is rational for him to pursue, so a group of persons must decide once and for all what is to count among them as just and unjust. The choice which rational men would make in this hypothetical situation of equal liberty determines the principles of justice.

In 'justice as fairness,' the original position is not an actual historical state of affairs. It is understood as a purely hypothetical situation characterised so as to lead to a certain conception of justice. Among the essential features of this situation is that no one knows his place in society, his class position or social status, nor does anyone know his fortune in the distribution of natural assets and abilities, his intelligence, strength, and the like. I shall even assume that the parties do not know their conceptions of the good or their special psychological propensities. The principles of justice are chosen behind a veil of ignorance. This ensures that no one is advantaged or disadvantaged in the choice of principles by the outcome of natural chance or the contingency of social circumstances. Since all are similarly situated and no one is able to design principles to favor his particular condition, the principles of justice are the result of a fair agreement or bargain.

Justice as fairness begins with one of the most general of all choices which persons might make together, namely, with the choice of the first principles of a conception of justice which is to regulate all subsequent criticism and reform of institutions. Then, having chosen a conception of justice, we can suppose that they are to choose a constitution and a legislature to enact laws, and so on, all in accordance with the principles of justice initially agreed upon. Our social situation is just if it is such that by this sequence of hypothetical agreements we would have contracted into the general system of rules which defines it. Moreover, assuming that the original position does determine a set of principles, it will then be true that whenever social institutions satisfy these

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principles, those engaged in them can say to one another that they are co-operating on terms to which they would agree if they were free and equal persons whose relations with respect to one another were fair. They could all view their arrangements as meeting the stipulations which they would acknowledge in an initial situation that embodies widely accepted and reasonable constraints on the choice of principles. The general recognition of this fact would provide the basis for a public acceptance of the corresponding principles of justice. No society can, of course, be a scheme of co-operation which men enter voluntarily in a literal sense; each person finds himself placed at birth in some particular position in some particular society, and the nature of this position materially affects his life prospects. Yet a society satisfying the principles of justice as fairness comes as close as a society can to being a voluntary scheme, for it meets the principles which free and equal persons would assent to under circumstances that are fair.

16. A just society, as conceptualised in the passage, can be best described as:

- (1) A Utopia in which everyone is equal and no one enjoys any privilege based on their existing positions and powers.
- (2) A hypothetical society in which people agree upon principles of justice which are fair.
- (3) A society in which principles of justice are not based on the existing positions and powers of the individuals.
- (4) A society in which principles of justice are fair to all.
- (5) A hypothetical society in which principles of justice are not based on the existing positions and powers of the individuals.

17. The original agreement or original position in the passage has been used by the author as:

- (1) A hypothetical situation conceived to derive principles of justice which are not influenced by position, status and condition of individuals in the society.
- (2) A hypothetical situation in which every individual is equal and no individual enjoys any privilege based on the existing positions and powers.
- (3) A hypothetical situation to ensure fairness of agreements among individuals in society.

- (4) An imagined situation in which principles of justice would have to be fair.
- (5) An imagined situation in which fairness is the objective of the principles of justice to ensure that no individual enjoys any privilege based on the existing positions and powers.

18. Which of the following best illustrates the situation that is equivalent to choosing 'the principles of justice' behind a 'veil of ignorance'?

- (1) The principles of justice are chosen by businessmen, who are marooned on an uninhabited island after a shipwreck, but have some possibility of returning.
- (2) The principles of justice are chosen by a group of school children whose capabilities are yet to develop.
- (3) The principles of justice are chosen by businessmen, who are marooned on an uninhabited island after a shipwreck and have no possibility of returning.
- (4) The principles of justice are chosen assuming that such principles will govern the lives of the rule makers only in their next birth if the rule makers agree that they will be born again.
- (5) The principles of justice are chosen by potential immigrants who are unaware of the resources necessary to succeed in a foreign country.

19. Why, according to the passage, do principles of justice need to be based on an original agreement?

- (1) Social institutions and laws can be considered fair only if they conform to principles of justice.
- (2) Social institutions and laws can be fair only if they are consistent with the principles of justice as initially agreed upon.
- (3) Social institutions and laws need to be fair in order to be just.
- (4) Social institutions and laws evolve fairly only if they are consistent with the principles of justice as initially agreed upon.
- (5) Social institutions and laws conform to the principles of justice as initially agreed upon.

20. Which of the following situations best represents the idea of justice as fairness, as argued in the passage?

- (1) All individuals are paid equally for the work they do.

- (2) Everyone is assigned some work for his or her livelihood.
- (3) All acts of theft are penalised equally.
- (4) All children are provided free education in similar schools.
- (5) All individuals are provided a fixed sum of money to take care of their health.

**Directions for Questions 21 to 25:** *The passage given below is followed by a set of five questions. Choose the most appropriate answer to each question.*

Our propensity to look out for regularities, and to impose laws upon nature, leads to the psychological phenomenon of dogmatic thinking or, more generally, dogmatic behaviour: we expect regularities everywhere and attempt to find them even where there are none; events which do not yield to these attempts we are inclined to treat as a kind of ‘background noise’; and we stick to our expectations even when they are inadequate and we ought to accept defeat: This dogmatism is to some extent necessary. It is demanded by a situation which can only be dealt with by forcing our conjectures upon the world. Moreover, this dogmatism allows us to approach a good theory in stages, by way of approximations: if we accept defeat too easily, we may prevent ourselves from finding that we were very nearly right.

It is clear that this dogmatic attitude; which makes us stick to our first impressions, is indicative of a strong belief; while a critical attitude, which is ready to modify its tenets, which admits doubt and demands tests, is indicative of a weaker belief. Now according to Hume’s theory, and to the popular theory, the strength of a belief should be a product of repetition; thus it should always grow with experience, and always be greater in less primitive persons. But dogmatic thinking, an uncontrolled wish to impose regularities, a manifest pleasure in rites and in repetition as such, is characteristic of primitives and children; and increasing experience and maturity sometimes create an attitude of caution and criticism rather than of dogmatism.

My logical criticism of Hume’s psychological theory, and the considerations connected with it, may seem a little removed from the field of the philosophy of science. But the distinction between dogmatic and critical thinking, or the dogmatic and the critical attitude, brings us right back to our central problem. For the dogmatic attitude is clearly related to the tendency to verify our laws and schemata by seeking to apply them—and to confirm them, even to the point of

neglecting refutations, whereas the critical attitude is one of readiness to change them—to test them; to refute them; to falsify them, if possible. This suggests that we may identify the critical attitude with the scientific attitude, and the dogmatic attitude with the one which we have described as pseudo-scientific. It further suggests that genetically speaking the pseudo-scientific attitude is more primitive than, and prior to, the scientific attitude: that it is a pre-scientific attitude. And this primitivity or priority also has its logical aspect. For the critical attitude is not so much opposed to the dogmatic attitude as super-imposed upon it: criticism must be directed against existing and influential beliefs in need of critical revision—in other words, dogmatic beliefs. A critical attitude needs for its raw material, as it were, theories or beliefs which are held more or less dogmatically.

Thus, science must begin with myths, and with the criticism of myths; neither with the collection of observations, nor with the invention of experiments, but with the critical discussion of myths, and of magical techniques and practices. The scientific tradition is distinguished from the pre-scientific tradition in having two layers. Like the latter, it passes on its theories; but it also passes on a critical attitude towards them. The theories are passed on, not as dogmas, but rather with the challenge to discuss them and improve upon them.

The critical attitude, the tradition of free discussion of theories with the aim of discovering their weak spots so that they may be improved upon, is the attitude of reasonableness, of rationality. From the point of view here developed, all laws, all theories, remain essentially tentative, or conjectural, or hypothetical, even when we feel unable to doubt them any longer. Before a theory has been refuted we can never know in what way it may have to be modified.

**21.** In the context of science, according to the passage, the interaction of dogmatic beliefs and critical attitude can be best described as:

- (1) A duel between two warriors in which one has to die.
- (2) The effect of a chisel on a marble stone while making a sculpture.
- (3) The feedstock (natural gas) in fertilizer industry being transformed into fertilizers.
- (4) A predator killing its prey.
- (5) The effect of fertilizers on a sapling.

**22.** According to the passage, the role of a dogmatic attitude and of dogmatic behaviour in the development of science is

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- (1) critical and important, as, without it, initial hypotheses or conjectures can never be made.
- (2) positive, as conjectures arising out of our dogmatic attitude become science.
- (3) negative, as it leads to pseudo-science.
- (4) neutral, as the development of science is essentially because of our critical attitude.
- (5) inferior to critical attitude, as a critical attitude leads to the attitude of reasonableness and rationality.

**23.** Dogmatic behaviour, in this passage, has been associated with primitives and children. Which of the following best describes the reason why the author compares primitives with children?

- (1) Primitives are people who are not educated, and hence can be compared with children, who have not yet been through school.
- (2) Primitives are people who, though not modern, are as innocent as children.
- (3) Primitives are people without a critical attitude, just as children are.
- (4) Primitives are people in the early stages of human evolution; similarly, children are in the early stages of their lives.
- (5) Primitives are people who are not civilised enough, just as children are not.

**24.** Which of the following statements best supports the argument in the passage that a critical attitude leads to a weaker belief than a dogmatic attitude does?

- (1) A critical attitude implies endless questioning, and, therefore, it cannot lead to strong beliefs.
- (2) A critical attitude, by definition, is centered on an analysis of anomalies and “noise”.
- (3) A critical attitude leads to questioning everything, and in the process generates “noise” without any conviction.
- (4) A critical attitude is antithetical to conviction, which is required for strong beliefs.
- (5) A critical attitude leads to questioning and to tentative hypotheses.

**25.** According to the passage, which of the following statements best describes the difference between science and pseudo-science?

- (1) Scientific theories or hypothesis are tentatively true whereas pseudo-sciences are always true.

- (2) Scientific laws and theories are permanent and immutable whereas pseudo-sciences are contingent on the prevalent mode of thinking in a society.
- (3) Science always allows the possibility of rejecting a theory or hypothesis, whereas pseudo-sciences seek to validate their ideas or theories.
- (4) Science focuses on anomalies and exceptions so that fundamental truths can be uncovered, whereas pseudo-sciences focus mainly on general truths.
- (5) Science progresses by collection of observations or by experimentation, whereas pseudo-sciences do not worry about observations and experiments.

**ANSWER KEY**

Question No.	Answer Key
1.	(4)
2.	(1)
3.	(3)
4.	(5)
5.	(2)
6.	(3)
7.	(5)
8.	(2)
9.	(4)
10.	(1)
11.	(3)
12.	(2)
13.	(5)
14.	(1)
15.	(4)
16.	(3)
17.	(1)
18.	(4)
19.	(2)
20.	(4)
21.	(2)
22.	(1)
23.	(4)
24.	(5)
25.	(3)

**EXPLANATIONS**

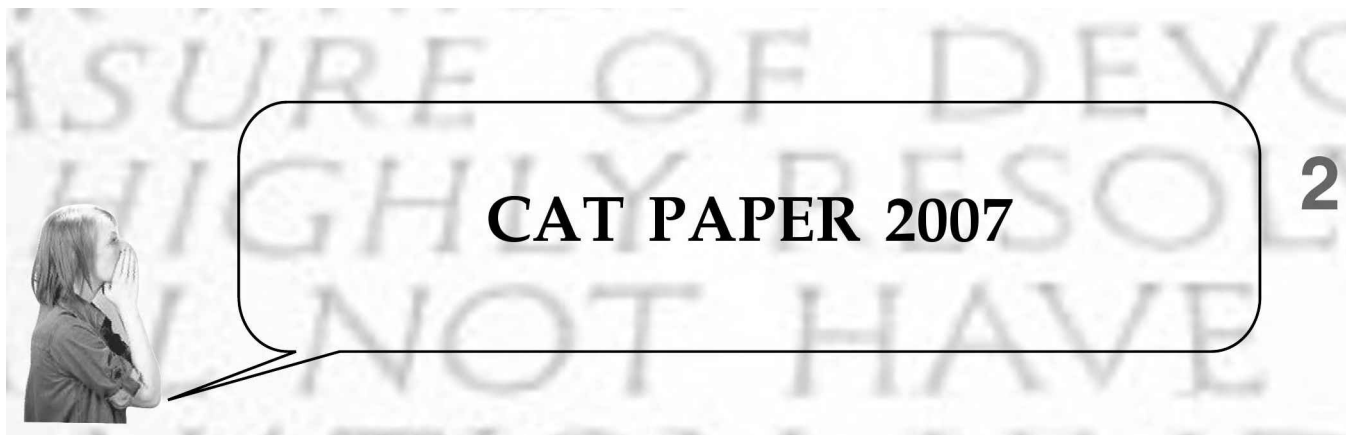
1. The first statement disapproves about the focus in today's life—on getting things done. The second also expresses disapproval about things that we do—at the cost of what we do not. The third statement clearly talks positively about the need to “identify your calling and committing yourself wholeheartedly to it” and so does the last statement. Since all sentences are opinions and value statements having emotion showing words, hence all are judgments. Option (4) is the correct answer.
2. (1) and (4) are opinions. (2) is providing verifiable data so a fact. (3) is an objective conclusion hence an inference. Option (1) is the correct answer.
3. (1) is an objective conclusion drawn on the basis of statistics. (2) and (4) are subjective statements and (3) is a fact showing data. Option (3) is the correct answer.
4. (1), (3) are subjective conclusions with value words. (2) is a fact with data. (4) is an inference based on deductive reasoning. Option (5) is the correct answer.
5. (1), (3) are subjective conclusions with negative and positive connotations with adjective value words. Option (2) is an inference drawn on past experience. Option (4) is a fact with data. Option (2) is the correct answer.
6. The concluding sentence should have a punch to conclude the argument. One of the keys to discover a concluding sentence is that—there either has to be a strong conclusion of the current argument or there should be a strong refutation of the argument. In this case, option (3) is the most succinct closing of the argument. Option (3) is the correct answer.
7. The fifth statement is the most concise conclusion. Option (5) is the correct answer.
8. Paragraph clearly shows that military power is the guiding force behind diplomacy. Option (2) is the correct answer.
9. Option (4) is the most logical conclusion as it concludes the argument which the author is making—that as people become older they become reluctant to exploit entrepreneurial opportunities. So option (4) is its logical conclusion. Option (4) is the correct answer.
10. The author is talking about why maps are necessary and uses a flip-flop-flip kind of argumentation method. Option (1) closes the argument in the best possible way. Option (1) is the correct answer.
11. The example of Stalin's terror clearly shows that the writer indirectly agrees to this option. Also, the other options can be eliminated logically. Option (3) is the correct answer.
12. The author is clearly denouncing capitalism only to glorify capitalism. Option (2) is the correct answer.
13. The author is clearly using the example of European colonial regimes in order to neutralise Mr. Lindblad's arguments and arguing that we need to go to the motives of the regimes. Option (5) is the correct answer.
14. It can be easily understood that the reason colonialism is closer to communism is that both were examples of racial tyranny. Option (1) is the correct answer.
15. Many Europeans also died due to colonial atrocities. So, option (4) cannot be inferred as a reason for the silence of the council of Europe. Option (4) is the correct answer.
16. Option (3) clearly follows.
17. In the opening paragraph, the author clearly talks about the original position being one in which the principles of justice are derived by people who are all equal and thinking rationally—hence they are not influenced by position, status and individual condition in society. Hence, option (1) is the correct answer.
18. One should not know what rules are going to favor him and what are going to be one's special attributes and skills. One should only consider the fact that one needs to be fair to all concerned. Option (4) satisfies this condition best. Option (4) is the correct answer.
19. Sixth line of the passage clearly shows that these principles are to regulate all the further agreements. So logically, option (2) qualifies as the answer.
20. Justice as fairness does not mean same pay for all kinds of work, neither does it mean that everyone is assigned some work or penalised equally for theft. Option (4) is the best representation of justice as fairness. Option (4) is the correct answer.
21. Clearly, option (2) is the correct answer.
22. Last statement of the first para says that dogmatism allows us to approach a good theory in stages. So, option (1) is the correct answer.
23. Primitive and children both imply an early stage of evolution. So, option (4) is the correct answer.



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- 24.** The ideas expressed in para three which define critical attitude as scientific attitude support option (5), where hypothesis show a weaker belief. Option (1) is close but is rejected on the basis that it is too drastic to say 'cannot lead to strong beliefs'. Option (5) is the correct answer.
- 25.** Science has a critical attitude which always allows the possibility of rejecting a theory or hypothesis while pseudo science has strong beliefs and is bent upon proving theories and ideas as correct, even in the face of contrary evidence. Option (3) is the correct answer.



## CAT PAPER 2007

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### SECTION A (ENGLISH)

This section contains 25 questions.

**Directions for Questions 1 to 3:** *The passage given below is followed by a set of three questions. Choose the most appropriate answer to each question.*

Human Biology does nothing to structure human society: age may enfeeble us all, but cultures vary considerably in the prestige and power they accord to the elderly. Giving birth is a necessary condition for being a mother, but it is not sufficient. We expect mothers to behave in maternal ways and to display appropriately maternal sentiments. We prescribe a clutch of norms or rules that govern the role of a mother. That the social role is independent of the biological base can be demonstrated by going back three sentences. Giving birth is certainly not sufficient to be a mother but, as adoption and fostering show, it is not even necessary!

The fine detail of what is expected of a mother or a father or a dutiful son differs from culture to culture, but everywhere behaviour is coordinated by the reciprocal nature of roles. Husbands and wives, parents and children, employers and employees, waiters and customers, teachers and pupils, warlords and followers; each makes sense only in its relation to the other. The term role is an appropriate one, because the metaphor of an actor in a play neatly expresses the rule-governed nature or scripted nature of much of social life and the sense that society is a joint production. Social life occurs only because people play their parts (and that is as true for war and conflicts as for peace and love) and those parts make sense only in the context of the overall show. The drama metaphor also reminds us of the artistic license available to the players. We can play a part straight or, as the following from J.P. Sartre conveys, we can ham it up.

Let us consider this waiter in the cafe. His movement is quick and forward, a little too precise, a little too rapid. He

comes towards the patrons with a step a little too quick. He bends forward a little too eagerly; his voice, his eyes express an interest a little too solicitous for the order of the customer. Finally, there he returns, trying to imitate in his walk the inflexible stiffness of some kind of automaton while carrying his tray with the recklessness of a tightrope walker.....All his behaviour seems to us a game....But what is he playing? We need not watch long before we can explain it: he is playing at being a waiter in a cafe.

The American sociologist Erving Goffman built an influential body of social analysis on elaborations of the metaphor of social life as drama. Perhaps his most telling point was that it is only through acting out a part that we express character. It is not enough to be evil or virtuous; we have to be seen to be evil or virtuous.

There is distinction between the roles we play and some underlying self. Here we might note that some roles are more absorbing than others. We would not be surprised by the waitress who plays the part in such a way as to signal to us that she is much more than her occupation. We would be surprised and offended by the father who played his part 'tongue in cheek'. Some roles are broader and more far-reaching than others. Describing someone as a clergyman or faith healer would say far more about that person than describing someone as a bus driver.

1. What is the thematic highlight of this passage?

- (1) In the absence of strong biological linkages, reciprocal roles provide the mechanism for coordinating human behaviour.
- (2) In the absence of reciprocal roles, biological linkages provide the mechanism for coordinating human behaviour.
- (3) Human behaviour is independent of biological linkages and reciprocal roles.
- (4) Human behaviour depends on biological linkages and reciprocal roles.

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- (5) Reciprocal roles determine normative human behaviour in society.
2. Which of the following would have been true if biological linkages structured human society?
- (1) The role of mother would have been defined through her reciprocal relationship with her children.
- (2) We would not have been offended by the father playing his role 'tongue in cheek'.
- (3) Women would have adopted and fostered children rather than giving birth to them.
- (4) Even if warlords were physically weaker than their followers, they would still dominate them.
- (5) Waiters would have stronger motivation to serve their customers.
3. It has been claimed in the passage that "some roles are more absorbing than others". According to the passage, which of the following seem(s) appropriate reason(s) for such a claim?
- A. Some roles carry great expectations from the society preventing manifestation of the true self.
- B. Society ascribes so much importance to some roles that the conception of self may get aligned with the roles being performed.
- C. Some roles require development of skill and expertise leaving little time for manifestation of self.
- (1) A only                      (2) B only  
(3) C only                      (4) A & B  
(5) B & C

**Directions for Questions 4 to 6:** *In each question, there are five sentences or parts of sentences that form a paragraph. Identify the sentence(s) or part(s) of sentence(s) that is/are correct in terms of grammar and usage. Then, choose the most appropriate option.*

- 4.
- A. When I returned to home, I began to read
- B. everything I could get my hand on about Israel.
- C. That same year Israel's Jewish Agency sent
- D. a haliach, a sort of recruiter to Minneapolis
- E. I became one of his most active devotees.
- (1) C&E                      (2) C only  
(3) E only                      (4) B, C&E  
(5) C, D&E

- 5.
- A. So once an economy is actually in recession,
- B. the authorities can, in principle, move the economy
- C. out of slump—assuming hypothetically
- D. that they know how to—by a temporary stimuli.
- E. In the longer term, however, such policies have no affect on the overall behaviour of the economy.
- (1) A, B & E                      (2) B, C & E  
(3) C & D                      (4) E only  
(5) B only
- 6.
- A. It is sometimes told that democratic
- B. government originated in the city-states
- C. of ancient Greece. Democratic ideals have been handed to us from that time.
- D. In truth, however, this is an unhelpful assertion.
- E. The Greeks gave us the word, hence did not provide us with a model.
- (1) A, B & D                      (2) B, C & D  
(3) B & D                      (4) B only  
(5) D only

**Directions for Questions 7 to 9:** *The passage given below is followed by a set of three questions. Choose the most appropriate answer to each question.*

Every civilised society lives and thrives on a silent but profound agreement as to what is to be accepted as the valid mould of experience. Civilisation is a complex system of dams, dykes, and canals warding off, directing, and articulating the influx of the surrounding fluid element; a fertile fenland, elaborately drained and protected from the high tides of chaotic, unexercised, and inarticulate experience. In such a culture, stable and sure of itself within the frontiers of 'naturalised' experience, the arts wield their creative power not so much in width as in depth. They do not create new experience, but deepen and purify the old. Their works do not differ from one another like a new horizon from a new horizon, but like a madonna from a madonna.

The periods of art which are most vigorous in creative passion seem to occur when the established pattern of experience loosens its rigidity without as yet losing its force. Such a period was the Renaissance, and Shakespeare its poetic consummation. Then it was as though the discipline of the old order gave depth to the excitement of

the breaking away, the depth of job and tragedy, of incomparable conquests and irredeemable losses. Adventurers of experience set out as though in lifeboats to rescue and bring back to the shore treasures of knowing and feeling which the old order had left floating on the high seas. The works of the early Renaissance and the poetry of Shakespeare vibrate with the compassion for live experience in danger of dying from exposure and neglect. In this compassion was the creative genius of the age. Yet, it was a genius of courage, not of desperate audacity. For, however elusively, it still knew of harbours and anchors, of homes to which to return, and of barns in which to store the harvest. The exploring spirit of art was in the depths of its consciousness still aware of a scheme of things into which to fit its exploits and creations.

But the more this scheme of things loses its stability, the more boundless and uncharted appears the ocean of potential exploration. In the blank confusion of infinite potentialities flotsam of significance gets attached to jetsam of experience; for everything is sea, everything is at sea—

.... The sea is all about us;  
The sea is the land's edge also, the granite  
Into which it reaches, the beaches where it tosses  
Its hints of earlier and other creation...

—and Rilke tells a story in which, as in T.S. Eliot's poem, it is again the sea and the distance of 'other creation' that becomes the image of the poet's reality. A rowing boat sets out on a difficult passage. The oarsmen labour in exact rhythm. There is no sign yet of the destination. Suddenly a man, seemingly idle, breaks out into song. And if the labour of the oarsmen meaninglessly defeats the real resistance of the real waves, it is the idle single who magically conquers the despair of apparent aimlessness. While the people next to him try to come to grips with the element that is next to them, his voice seems to bind the boat to the farthest distance so that the farthest distance draws it towards itself. "I don't know why and how," is Rilke's conclusion, "but suddenly I understood the situation of the poet, his place and function in this age. It does not matter if one denies him every place, except this one. There one must tolerate him."

7. In the passage, the expression 'like a madonna from a madonna' alludes to

- (1) The difference arising as a consequence of artistic license.
- (2) The difference between two artistic interpretations.

- (3) The difference between 'life' and 'interpretation of life'.
- (4) The difference between 'width' and 'depth' of creative power.
- (5) The difference between the legendary character and the modern day singer.

8. The sea and 'other creation' leads Rilke to

- (1) Define the place of the poet in his culture.
- (2) Reflect on the role of the oarsman and the singer,
- (3) Muse on artistic labour and its aimlessness.
- (4) Understand the elements that one has to deal with.
- (5) Delve into natural experience and real waves.

9. According to the passage, the term 'adventurers of experience' refers to

- (1) Poets and artists who are driven by courage.
- (2) Poets and artists who create their own genre.
- (3) Poets and artists of the Renaissance.
- (4) Poets and artists who revitalise and enrich the past for us.
- (5) Poets and artists who delve in flotsam and jetsam in sea.

**Directions for Questions 10 to 12:** Each of the following questions has a paragraph from which the last sentence has been deleted. From the given options, choose the sentence that completes the paragraph in the most appropriate way.

10. Characters are also part of deep structure. Characters tie events in a story together and provide a thread of continuity and meaning. Stories can be about individuals, groups, projects, or whole organisations, so from an organisational studies perspective, the focal actor(s) determine the level and unit of analysis used in a study. Stories of mergers and acquisitions, for example, are commonplace. In these stories whole organisations are personified as actors. But these macro-level stories usually are not told from the perspective of the macro-level participants, because whole organisations cannot narrate their experiences in the first person.

- (1) More generally, data concerning the identities and relationships of the characters in the story are required, if one is to understand role structure and social networks in which that process is embedded.

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- (2) Personification of a whole organisation abstracts away from the particular actors and from traditional notions of level of analysis.
- (3) The personification of a whole organisation is important because stories differ depending on who is enacting various events.
- (4) Every story is told from a particular point of view, with a particular narrative voice, which is not regarded as part of the deep structure.
- (5) The personification of a whole organisation is a textual device we use to make macro-level theories more comprehensible.

11. Nevertheless, photographs still retain some of the magical allure that the earliest daguerreotypes inspired. As objects, our photographs have changed; they have become physically flimsier as they have become more technologically sophisticated. Daguerre produced pictures on copper plates; today many of our photographs never become tangible things, but instead remain filed away on computers and cameras, part of the digital ether that envelops the modern world. At the same time, our patience for the creation of images has also eroded. Children today are used to being tracked from birth by digital cameras and video recorders and they expect to see the results of their poses and performances instantly. The space between life as it is being lived and life as it is being displayed shrinks to a mere second.

- (1) Yet, despite these technical developments, photographs still remain powerful because they are reminders of the people and things we care about.
- (2) Images, after all, are surrogates carried into battle by a soldier or by a traveller on holiday.
- (3) Photographs, be they digital or traditional, exist to remind us of the absent, the beloved, and the dead.
- (4) In the new era of the digital image, the images also have a greater potential for fostering falsehood and trickery, perpetuating fictions that seem so real we cannot tell the difference.
- (5) Anyway, human nature being what it is, little time has passed after photography's invention became means of living life through images.

12. Mma Ramotswe had a detective agency in Africa, at the foot of Kgale Hill. These were its assets: a tiny

white van, two desks, two chairs, a telephone, and an old typewriter. Then there was a teapot, in which Mma Ramotswe—the only private lady detective in Botswana—brewed redbush tea. And three mugs—one for herself, one for her secretary, and one for the client. What else does a detective agency really need? Detective agencies rely on human intuition and intelligence, both of which Mma Ramotswe had in abundance.

- (1) But there was also the view, which again would appear on no inventory.
- (2) No inventory would ever include those, of course.
- (3) She had an intelligent secretary too.
- (4) She was a good detective and a good woman.
- (5) What she lacked in possessions was more than made up by a natural shrewdness.

**Directions for Questions 13 to 15:** *The passage given below is followed by a set of three questions. Choose the most appropriate answer to each question.*

To discover the relation between rules, paradigms, and normal science, consider first how the historian isolates the particular loci of commitment that have been described as accepted rules. Close historical investigation of a given specialty at a given time discloses a set of recurrent and quasi-standard illustrations of various theories in their conceptual, observational, and instrumental applications. These are the community's paradigms, revealed in its textbooks, lectures, and laboratory exercises. By studying them and by practicing with them, the members of the corresponding community learn their trade. The historian, of course, will discover in addition a penumbral area occupied by achievements whose status is still in doubt, but the core of solved problems and techniques will usually be clear. Despite occasional ambiguities, the paradigms of a mature scientific community can be determined with relative ease.

That demands a second step and one of a somewhat different kind. When undertaking it, the historian must compare the community's paradigms with each other and with its current research reports. In doing so, his object is to discover what isolable elements, explicit or implicit, the members of that community may have abstracted from their more global paradigms and deploy it as rules in their research. Anyone who has attempted to describe or analyse the evolution of a particular scientific tradition will

necessarily have sought accepted principles and rules of this sort. Almost certainly, he will have met with at least partial success. But, if his experience has been at all like my own, he will have found the search for rules both more difficult and less satisfying than the search for paradigms. Some of the generalisations he employs to describe the community's shared beliefs will present more problems. Others, however, will seem a shade too strong. Phrased in just that way, or in any other way he can imagine, they would almost certainly have been rejected by some members of the group he studies. Nevertheless, if the coherence of the research tradition is to be understood in terms of rules, some specification of common ground in the corresponding area is needed. As a result, the search for a body of rules competent to constitute a given normal research tradition becomes a source of continual and deep frustration.

Recognising that frustration, however, makes it possible to diagnose its source. Scientists can agree that a Newton, Lavoisier, Maxwell, or Einstein has produced an apparently permanent solution to a group of outstanding problems and still disagree, sometimes without being aware of it, about the particular abstract characteristics that make those solutions permanent. They can, that is, agree in their identification of a paradigm without agreeing on, or even attempting to produce, a full interpretation or rationalisation of it. Lack of a standard interpretation or of an agreed reduction to rules will not prevent a paradigm from guiding research. Normal science can be determined in part by the direct inspection of paradigms, a process that is often aided by but does not depend upon the formulation of rules and assumptions. Indeed, the existence of a paradigm need not even imply that any full set of rules exists.

13. What is the author attempting to illustrate through this passage?
- (1) Relationships between rules, paradigms, and normal science
  - (2) How a historian would isolate a particular 'loci of commitment'
  - (3) How a set of shared beliefs evolves into a paradigm
  - (4) Ways of understanding a scientific tradition
  - (5) The frustrations of attempting to define a paradigm of a tradition
14. The term 'loci of commitment' as used in the passage would most likely correspond with which of the following?

- (1) Loyalty between a group of scientists in a research laboratory
- (2) Loyalty between groups of scientists across research laboratories
- (3) Loyalty to a certain paradigm of scientific inquiry
- (4) Loyalty to global patterns of scientific inquiry
- (5) Loyalty to evolving trends of scientific inquiry

15. The author of this passage is likely to agree with which of the following?
- (1) Paradigms almost entirely define a scientific tradition.
  - (2) A group of scientists investigating a phenomenon would benefit by defining a set of rules.
  - (3) Acceptance by the giants of a tradition is a sine qua non for a paradigm to emerge.
  - (4) Choice of isolation mechanism determines the type of paradigm that may emerge from a tradition
  - (5) Paradigms are a general representation of rules and beliefs of a scientific tradition.

**Directions for Questions 16 to 18:** *In each question, there are four sentences. Each sentence has pairs of words/phrases that are italicised and highlighted. From the italicised and highlighted word(s)/phrase(s), select the most appropriate word(s)/phrase(s) to form correct sentences. Then, from the options given, choose the best one.*

16.

The cricket council that was [A] / were [B] elected last March is [A] / are [B] at sixes and sevens over new rules.

The critics censored [A] / censured [B] the new movie because of its social unacceptability.

Amit's explanation for missing the meeting was credulous [A] / credible [B].

She coughed discreetly [A] / discretely [B] to announce her presence.

- |           |           |
|-----------|-----------|
| (1) BBAAA | (2) AAABA |
| (3) BBBBA | (4) AABBA |
| (5) BBBAA |           |

17.

The further [A] / farther [B] he pushed himself, the more disillusioned he grew:

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For the crowds it was more of a historical [A] | historic [B] event; for their leader, it was just another day.

The old man has a healthy distrust [A]/mistrust [B] for all new technology. This film is based on a real [A] / true [B] story. One suspects that the compliment [A] / complement [B] was backhanded.

- (1) BABAB                      (2) ABBBA  
(3) BAABA                      (4) BBAAB  
(5) ABABA

18. Regrettably [A] /Regretfully [B] I have to decline your invitation.

I am drawn to the poetic, sensual [A] / sensuous [B] quality of her paintings.

He was besides [A] / beside [B] himself with rage when I told him what I had done.

After brushing against a stationary, [A] / stationery [B] truck my car turned turtle.

As the water began to rise over [A] / above [B] the danger mark, the signs of an imminent flood were clear.

- (1) BAABA                      (2) BBBAB  
(3) AAABA                      (4) BBAAB  
(5) BABAB

**Directions for Questions 19 to 21:** *The passage given below is followed by a set of three questions. Choose the most appropriate answer to each question.*

The difficulties historians face in establishing cause-and-effect relations in the history of human societies are broadly similar to the difficulties facing astronomers, climatologists, ecologists, evolutionary biologists, geologists, and paleontologists. To varying degrees each of these fields is plagued by the impossibility of performing replicated, controlled experimental interventions, the complexity arising from enormous numbers of variables, the resulting uniqueness of each system, the consequent impossibility of formulating universal laws, and the difficulties of predicting emergent properties and future behaviour. Prediction in history, as in other historical sciences, is most feasible on large spatial scales and over long times, when the unique features of millions of small-scale brief events become averaged out. Just as I could predict the sex ratio of the next 1,000 newborns but not the sexes of my own two children, the historian can recognise factors that made inevitable the broad outcome of the collision between American and Eur-

asian societies after 13,000 years of separate developments, but not the outcome of the 1960 U.S. presidential election. The details of which candidate said what during a single televised debate in October 1960 could have given the electoral victory to Nixon instead of to Kennedy, but no details of who said what could have blocked the European conquest of Native Americans.

How can students of human history profit from the experience of scientists in other historical sciences? A methodology that has proved useful involves the comparative method and so-called natural experiments. While neither astronomers studying galaxy formation nor human historians can manipulate their systems in controlled laboratory experiments, they both can take advantage of natural experiments, by comparing systems differing in the presence or absence (or in the strong or weak effect) of some putative causative factor. For example, epidemiologists, forbidden to feed large amounts of salt to people experimentally, have still been able to identify effects of high salt intake by comparing groups of humans who already differ greatly in their salt intake; and cultural anthropologists, unable to provide human groups experimentally with varying resource abundances for many centuries, still study long-term effects of resource abundance on human societies by comparing recent Polynesian populations living on islands differing naturally in resource abundance.

The student of human history can draw on many more natural experiments than just comparisons among the five inhabited continents. Comparisons can also utilise large islands that have developed complex societies in a considerable degree of isolation (such as Japan, Madagascar, Native American Hispaniola, New Guinea, Hawaii, and many others), as well as societies on hundreds of smaller islands and regional societies within each of the continents. Natural experiments in any field, whether in ecology or human history, are inherently open to potential methodological criticisms. Those include confounding effects of natural variation in additional variables besides the one of interest, as well as problems in inferring chains of causation from observed correlations between variables. Such methodological problems have been discussed in great detail for some of the historical sciences. In particular, Epidemiology, the science of drawing inferences about human diseases by comparing groups of people (often by retrospective historical studies), has for a long time successfully employed formalised procedures for dealing

with problems similar to those facing historians of human societies.

In short, I acknowledge that it is much more difficult to understand human history than to understand problems in fields of science where history is unimportant and where fewer individual variables operate. Nevertheless, successful methodologies for analysing historical problems have been worked out in several fields. As a result, the histories of dinosaurs, nebulae, and glaciers are generally acknowledged to belong to fields of science rather than to the humanities.

**19.** Why do islands with considerable degree of isolation provide valuable insights into human history?

- (1) Isolated islands may evolve differently and this difference is of interest to us:
- (2) Isolated islands increase the number of observations available to historians.
- (3) Isolated islands, differing in their endowments and size may evolve differently and this difference can be attributed to their endowments and size.
- (4) Isolated islands, differing in their endowments and size, provide a good comparison to large islands such as Eurasia, Africa, Americas and Australia.
- (5) Isolated islands, in so far as they are inhabited, arouse curiosity about how human beings evolved there.

**20.** According to the author, why is prediction difficult in history?

- (1) Historical explanations are usually broad so that no prediction is possible.
- (2) Historical outcomes depend upon a large number of factors and hence prediction is difficult for each case.
- (3) Historical sciences, by their very nature, are not interested in a multitude of minor factors, which might be important in a specific historical outcome.
- (4) Historians are interested in evolution of human history and hence are only interested in long term predictions.
- (5) Historical sciences suffer from the inability to conduct controlled experiments and therefore have explanations based on a few long-term factors.

**21.** According to the author, which of the following statements would be true?

- (1) Students of history are missing significant opportunities by not conducting any natural experiments.
- (2) Complex societies inhabiting large islands provide great opportunities for natural experiments.
- (3) Students of history are missing significant opportunities by not studying an adequate variety of natural experiments.
- (4) A unique problem faced by historians is their inability to establish cause and effect relationships.
- (5) Cultural anthropologists have overcome the problem of confounding variables through natural experiments.

**Directions for Questions 22 to 25:** In each question, there are five sentences/paragraphs. The sentence/paragraph labelled A is in its correct place. The four that follow are labelled B, C, D and E, and need to be arranged in the logical order to form a coherent paragraph/passage. From the given options, choose the most appropriate one.

**22.**

- A. In America, highly educated women, who are in stronger position in the labour market than less qualified ones, have higher rates of marriage than other groups.
- B. Some work supports the Becker thesis, and some appears to contradict it.
- C. And, as with crime, it is equally inconclusive.
- D. But regardless of the conclusion of any particular piece of work, it is hard to establish convincing connections between family changes and economic factors using conventional approaches.
- E. Indeed, just as with crime, an enormous academic literature exists on the validity of the pure economic approach to the evolution of family structures.

- |          |          |
|----------|----------|
| (1) BCDE | (2) DBEC |
| (3) BDCE | (4) ECBD |
| (5) EBCD |          |

**23.**

- A. Personal experience of mothering and motherhood are largely framed in relation to two dis-



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cernible or ‘official’ discourses: the ‘medical discourse and natural childbirth discourse.’ Both of these tend to focus on the ‘optimistic stories’ of birth and mothering and underpin stereotypes of the ‘good mother’.

- B. At the same time, the need for medical expert guidance is also a feature for contemporary reproduction and motherhood. But constructions of good mothering have not always been so conceived, and in different contexts may exist in parallel to other equally dominant discourses.
- C. Similarly, historical work has shown how what are now taken-for-granted aspects of reproduction and mothering practices result from contemporary ‘pseudoscientific directives’ and ‘managed constructs.’ These changes have led to a reframing of modern discourses that pattern pregnancy and motherhood leading to an acceptance of the need for greater expert management.
- D. The contrasting, overlapping, and ambiguous strands within these frameworks focus to varying degrees on a woman’s biological tie to her child and predisposition to instinctively know and be able to care for her child.
- E. In addition, a third, ‘unofficial popular discourse’ comprising ‘old wives’ tales and based on maternal experiences of childbirth has also been noted. These discourses have also been acknowledged in work exploring the experiences of those who apparently do not ‘conform’ to conventional stereotypes of the ‘good mother.’

- (1) EDBC                      (2) BCED
- (3) DBCE                    (4) EDCB
- (5) BCDE

**24.**

- A. Indonesia has experienced dramatic shifts in its formal governance arrangements since the fall of President Soeharto and the close of his centralized, authoritarian “New Order” regime in 1997.
- B. The political system has taken its place in the nearly 10 years since *Reformasi* began. It has featured the active contest for political office among a proliferation of parties at central, provincial and district levels; direct elections for the presidency (since 2004); and radical changes

in centre-local government relations towards administrative, fiscal, and political decentralisation.

- C. The mass media, once tidily under Soeharto’s thumb, has experienced significant liberalisation, as has the legal basis for non-governmental organisations, including many dedicated to such controversial issues as corruption control and human rights.
- D. Such developments are seen optimistically by a number of donors and some external analysts, who interpret them as signs of Indonesia’s political normalisation.
- E. A different group of analysts paint a picture in which the institutional forms have changed, but power relations have not. Vedi Hadiz argues that Indonesia’s “democratic transition” has been anything but linear.

- (1) BDEC                      (2) CBDE
- (3) CEBD                    (4) DEBC
- (5) BCDE

**25.**

- A. I had six thousand acres of land, and had thus got much spare land besides the coffee plantation. Part of the farm was native forest, and about one thousand acres were squatters’ land, what [the Kikuyu] was called their shambas.
- B. The squatters’ land was more intensely alive than the rest of the farm, and was changing with the seasons the year round. The maize grew up higher than your head as you walked on the narrow hard-trampled footpaths in between the tall green rustling regiments.
- C. The squatters are Natives, who with their families hold a few acres on a white man’s farm, and in return have to work for him a certain number of days in the year. My squatters, I think, saw the relationship in a different light, for many of them were born on the farm, and their fathers before them, and they very likely regarded me as a sort of superior squatter on their estates.
- D. The Kikuyu also grew the sweet potatoes that have a vine like leaf and spread over the ground like a dense entangled mat, and many varieties of big yellow and green speckled pumpkins.

E. The beans ripened in the fields, were gathered and thrashed by the women, and the maize stalks and coffee pods were collected and burred, so that in certain seasons thin blue columns of smoke rose here and there all over the farm.

- (1) CBDE                      (2) BCDE  
 (3) CBED                     (4) DBCE  
 (5) EDBC

**ANSWER KEY**

Question No.	Answer Key
1.	(5)
2.	(2)
3.	(4)
4.	(1)
5.	(5)
6.	(3)
7.	(2)
8.	(1)
9.	(4)
10.	(5)
11.	(1)
12.	(2)
13.	(4)
14.	(3)
15.	(5)
16.	(4)
17.	(5)
18.	(2)
19.	(3)
20.	(2)
21.	(3)
22.	(4)
23.	(1)
24.	(5)
25.	(3)

**EXPLANATIONS**

1. Clearly option (5) is the answer. Options (1) and (2) are too drastic—the author has never talked about the absence of strong biological linkages or of the absence of reciprocal roles. (3) and (4) also do not

make sense if you try to compare the idea expressed in the passage with these options. Option (5) is what the author is trying to convey to us. Hence, option (5) is the correct answer.

2. Options (1) and (3) are just opposite of the views of the author. (5) is out of context just to mislead. (4) does not show any biological linkages between warlord and followers. If biological linkages had structured human society, just fathering a child would be enough to be called a father—there would be no societal behavior expectations and nobody would be offended by a father playing his role ‘tongue in cheek’. Hence, option (2) is the correct answer.
3. According to last para, statements A and B both are correct because the author directly says that some roles are more absorbing and with the example of clergyman he proves option (2). Statement C is out of context. Hence, option (4) is the correct answer.
4. The errors are: statement A should read “returned home”, statement B should read “I could get my hands on”, statement D should read “a sort of a recruiter”. Hence, only statements C and E are correct. Hence, option (1) is the correct answer.
5. The errors are: statement A should read “in a recession”, statement C should read “out of a slump”, statement D should read “by a temporary stimulus” and statement E should read “such policies have no effect”. Only statement B is correct. Hence, option (5) is the correct answer.
6. The errors are: statement A should read “It is sometimes said”, statement C should read “democratic ideals have been handed down to us”, statement E should read “The Greeks gave us the word, but did not provide us with a model. Only statements B and D are correct. Hence, option (3) is the correct answer.
7. The author is describing the difference between the interpretation of two artists through the statement “From a Madonna to a Madonna” option (1) talks about artistic license which is not alluded to in the passage, while options (3), (4) and (5) are irrelevant. Hence, option (2) is the correct answer.
8. Second last line of the last paragraph clearly shows that Rilke ends up defining the place of the poet in his culture. Hence, option (1) is the correct answer.

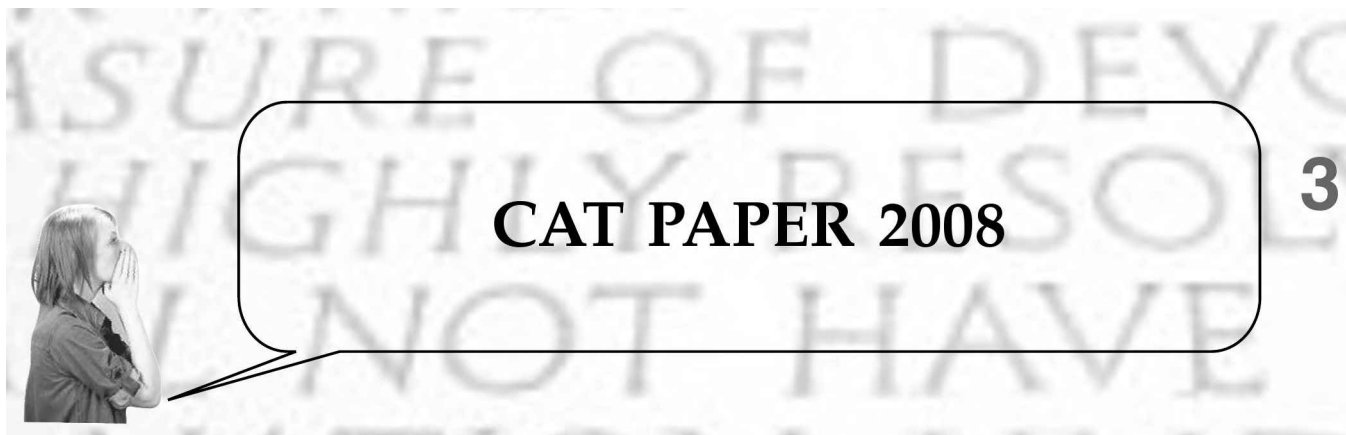
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9. Options (2) and (3) are given only to confuse; there is no direct link between the renaissance [option (3)] as also there is no direct mention about poets and artists who create their own genre [option (2)]. Option (4) is the best in the context of the idea communicated by the passage. Hence, option (4) is the correct answer.
10. In the last line of the paragraph the writer is discussing organisation and macro level players and we have to carry the idea forward—he has just stated the limitation of the personification of organisations—that they cannot narrate their experience in the first person. So the concluding statement has to conclude the idea of the usefulness of personification of organisations. Option (5) completes the paragraph in the best manner by defining the personification of a whole organisation as a textual device. Hence, option (5) is the correct answer.
11. In the first line of paragraph writer gives a conclusion. So option (1) is the correct answer.  
Then he discusses various changes in technology, only to reaffirm the conclusion in the last line. Options (2) and (3) can be attached to the paragraph but would not be able to conclude the paragraph's idea. Option (4) introduces a new line of thinking about falsehood and trickery and option (5) is irrelevant. Hence, option (1) is the correct answer.
12. Option (2) is the best conclusion as the whole paragraph is talking about inventories. Hence, option (2) is the correct answer.
13. In paragraphs 2 (fifth line) and 3 (seventh line), author has discussed in detail various scientific traditions. Hence, option (4) is the correct answer.
14. 'Loci of commitment' corresponds to certain paradigm of scientific inquiry. Hence, option (3) is the correct answer.
15. Second last line of the last paragraph says that paradigms are aided by formulation of rules and assumptions. Hence, option (5) is the correct answer.
16. We are taking cricket council as a whole so it will take the singular verbs 'was' and 'is'. Critics censure (criticise) movies and explanations are 'credible' (convincing). We cough discreetly (carefully). Hence, option (4) is the correct answer.
17. The jury is still out on this one. The main bone of contention was the difference between mistrust and

distrust. The official answer given by the IIMs to this question was option (5).

Events are 'historic.' Compliment means praise. You push yourself 'further' and films are based on 'true' stories not real stories. Still leaves us grappling between distrust and mistrust—the google definitions give us that while distrust has an element of suspicion mistrust does not. Option (5) was given as the right answer. Hence, option (5) is the correct answer.

18. You decline an invitation 'regretfully.' He was 'beside' himself. A truck is 'stationary' not 'stationery'. Paintings can have the quality of being sensuous. The water began to rise above the danger mark. Hence, option (2) is the correct answer.
19. Because in isolated islands we can study the effects of endowments and size relatively clearly with respect to other factors. Hence, option (3) is the correct answer.
20. Clearly the reason for difficulty in prediction in history is that historical outcomes depend on a large number of factors. Hence, option (2) is the correct answer.
21. The thrust of the passage is to talk about the possibilities presented by natural experiments to students of history. Hence, option (3) is the correct answer.
22. C is a definite follow up to E. Hence, the correct answer should include the E and C link. This leaves us only with two options—(2) or (4). Also D should follow B. So that leaves us with only option (4) as the possible answer. Hence, option (4) is the correct answer.
23. E is the obvious starting sentence since it completes the list of 'discourses' started in A. Hence, we only have to choose between (1) and (4). E and D are common in both and between B and C, we can easily see that C follows B (the similarity drawn in C is to the logic introduced in statement B). Hence, option (1) is the correct answer.
24. B and C specifically talk about what changes happened post Soeharto. While D and E follow BC. Hence, option (5) is the correct answer.
25. Statement C is the obvious starting statement as it defines what Squatters are. E follows B as B starts off describing the vegetation on the squatters land. Hence, option (3) is the correct answer.



## SECTION A (ENGLISH)

This section contains 40 questions.

**Directions for Questions 1 to 4:** Each of the following questions has a sentence with two blanks. Given below each option are five pairs of words. Choose the pair that best completes the sentence.

- The genocide in Bosnia and Rwanda apart from being misdescribed in the most sinister and .....manner as 'ethnic cleansing' were also blamed, in further hand-washing rhetoric, on something dark and interior to .....and perpetrators alike.
  - Innovative; communicator
  - Enchanting; leaders
  - Disingenuous; victims
  - Exigent; exploiters
  - Tragic; sufferers
- As navigators, calendar markers, and other .....of the night sky accumulated evidence to the contrary, ancient astronomers were forced to .....that certain bodies might move in circles about points, which in turn moved in circles about the Earth.
  - Scrutinisers; believe
  - Observers; agree
  - Scrutinisers; suggest
  - Observers; concede
  - Students; conclude
- Every human being, after the first few days of his life, is a product of two factors: on the one hand, there is his .....endowment; and on the other hand, there is the affect of environment, including.....
  - Constitutional; weather
  - Congenital; education

- Personal; climate
- Economic; learning
- Genetic; pedagogy

- Exhaustion of natural resources, destruction of individual initiative by governments, control over men's mind by central.....of the education and propaganda are some of the major evils which appear to be on the increase as a result of the impact of science upon minds suited by.....to an earlier kind of world.
  - Tenets; fixation
  - Aspects; inhibitions
  - Institutions; inhibitions
  - Organs; tradition
  - Departments; repulsion

**Directions for Questions 5 to 8:** In each of the questions, a word has been used in sentences in five different ways. Choose the option corresponding to the sentence in which the usage of the word is incorrect or inappropriate.

- Run**
  - I must *run* fast to catch up with him.
  - Our team scored a goal against the *run* of play
  - You can't *run* over him like that.
  - The newly released book is enjoying a popular *run*.
  - This film is a *run-of-the-mill* production.
- Round**
  - The police fired a *round* of tear gas shells.
  - The shop is located *round* the corner
  - We took a *round* on merry-go-round.
  - The doctor is on a hospital *round*.
  - I shall proceed further only after you come *round* to admitting it.

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### 7. Buckle

- (1) After the long hike our knees were beginning to *buckle*.
- (2) The horse suddenly broke into a *buckle*.
- (3) The accused did not *buckle* under the police interrogation.
- (4) Sometimes, an earthquake can make a bridge *buckle*.
- (5) People should learn to *buckle* up as soon as they get into a car.

### 8. File

- (1) You will find the paper in the *file* under C.
- (2) I need to *file* an insurance claim.
- (3) The cadets were marching in a single *file*.
- (4) *File* your nails before you apply nail polish.
- (5) When the parade was on, a soldier broke the *file*.

**Directions for Questions 9 to 12:** In each question, there are five sentences. Each has a pair of words that are italicised and highlighted. From the italicised and highlighted words, select the most appropriate words (A or B) to form correct sentences. The sentences are followed by options that indicate the words, which may be selected to correctly complete the set of sentences. From the options given, choose the most appropriate one.

9. Anita bore a beautiful *broach* (A)/*brooch* (B) on the lapel of her jacket.

If you want to complain about the amenities in your neighbourhood, please meet your *councillors* (A)/*counsellors* (B).

I would like your *advice*(A)/*advise*(B) on which job I should choose.

The last scene provided a *climactic* (A)/*climatic*(B) ending to the film.

Jeans that *flair* (A)/*flare* (B) at the bottom are in fashion these days.

- (1) BABAA
- (2) BABAB
- (3) BAAAB
- (4) ABABA
- (5) BAABA

10. The cake had lots of *currents* (A)/*currants* (B) and nuts in it.

If you engage in such *exceptional* (A)/*exceptionable* (B) behaviour, I will be forced to punish you.

He has the same capacity as an adult to *consent* (A) /*assent* (B) to surgical treatment.

The minister is *obliged* (A)/*compelled* (B) to report regularly to a parliament board.

His analysis of the situation is far too *sanguine* (A)/*genuine* (B).

- (1) BBABA
- (2) BBAAA
- (3) BBBBA
- (4) ABBAB
- (5) BABAB

11. She managed to bite back the *ironic* (A)/*caustic* (B) retort on the tip of her tongue.

He gave an impassioned and *valid* (A)/*cogent* (B) plea for judicial reform.

I am not *adverse*(A)/*averse* (B) to helping out.

The *coupe* (A)/*coup* (B) broke away as the train climbed the hill.

They heard the bells *peeling* (A)/*pealing* (B) far and wide.

- (1) BBABA
- (2) BBBAB
- (3) BAABB
- (4) ABBAA
- (5) BBBBA

12. We were not successful in *defusing* (A)/*diffusing* (B) the guru's idea.

The students *baited* (A)/*bated* (B) the instructor with irrelevant questions.

The *hoard* (A)/*horde* (B) rushed into the campus.

The prisoner's *interment* (A)/*internment* (B) came to an end with his early release.

The hockey team could not deal with his *unsociable* (A)/ *unsocial* (B) tendencies.

- (1) BABBA
- (2) BBABB
- (3) BABAA
- (4) ABBAB
- (5) AABBA

**Directions for Questions 13 to 16:** In each of the following questions there are sentences that form a paragraph. Identify the sentence(s) or part(s) of sentence(s) that is/are correct in terms of grammar and usage (including spelling, punctuation and logical consistency). Then, choose the most appropriate option.

### 13.

- In 1849, a poor Bavarian imigrant named Levi Strauss
- landed in San Francisco, California,
- at the invitation of his brother-in-law David Stern
- owner of dry goods business.
- This dry goods business would later became known as Levi Strauss and Company.

- (1) B only                      (2) B and C  
 (3) A and B                    (4) A only  
 (5) A, B and D

**14.**

- A. In response to the allegations and condemnation pouring in,  
 B. Nike implemented comprehensive changes in their labour policy.  
 C. Perhaps sensing the rising tide of global labour concerns,  
 D. from the public would become a prominent media issue,  
 E. Nike sought to be a industry leader in employee relations.
- (1) D and E                      (2) D only  
 (3) A and E                      (4) A and D  
 (5) B, C and E

**15.**

- A. Charges and countercharges mean nothing  
 B. to the few million who have lost their home.  
 C. The nightmare is far from over, for the government  
 D. is still unable to reach hundreds who are marooned.  
 E. The death count have just begun.
- (1) A only                      (2) C only  
 (3) A and C                      (4) A, C and D  
 (5) D only

**16.**

- A. I did not know what to make of you.  
 B. Because you'd lived in India, I associate you more with my parents than with me.  
 C. And yet you were unlike my cousins in Calcutta, who seem so innocent and obedient when I visited them.  
 D. You were not curious about me in the least.  
 E. Although you did make effort to meet me.
- (1) A only                      (2) A and B  
 (3) A and E                      (4) D only  
 (5) A and D

**Directions for Questions 17 to 20:** Each of the following questions has a paragraph from which the last sentence has been deleted. From the given options, choose the sentence that completes the paragraph in the most appropriate way.

- 17.** Most people at their first consultation take a furtive look at the surgeon's hands in the hope of reassur-

ance. Prospective patients look for delicacy, sensitivity, steadiness, perhaps unblemished pallor. On this basis, Henry Perowne loses a number of cases each year. Generally, he knows it's about to happen before the patient does: the downward glance repeated, the prepared questions beginning to falter, the overemphatic thanks during the retreat to the door.

- (1) Other people do not communicate due to their poor observation.  
 (2) Other patients do not like what they see but are ignorant of their right to go elsewhere.  
 (3) But Perowne himself is not concerned.  
 (4) But others will take their place, he thought.  
 (5) These hands are steady enough, but they are large.

- 18.** Trade protectionism, disguised as concern for the climate, is raising its head. Citing competitiveness concerns, powerful industrialised countries are holding out threats of a levy on imports of energy-intensive products from developing countries that refuse to accept their demands. The actual sense of protectionist sentiment in the OECD countries is, of course, their current lackluster economic performance, combined with the challenges posed by rapid economic rise of China and India—in that order.

- (1) Climate change is evoked to bring trade protectionism through the back door.  
 (2) OECD countries are taking refuge in climate change issues to erect trade barriers against these two countries.  
 (3) Climate change concerns have come as a convenient stick to beat the rising trade power of China and India.  
 (4) Defenders of global economic status quo are posing as climate change champions.  
 (5) Today's climate change champions are the perpetrators of global economic inequity.

- 19.** Mattancherry is Indian Jewry's most famous settlement. Its pretty streets of pastel coloured houses, connected by first-floor passages and home to the last twelve saree-and-sarong-wearing, white-skinned Indian Jews are visited by thousands of tourists each year. Its synagogue, built in 1568, with a floor of blue and white china tiles, a carpet given by Haile Selassie and the frosty Yaheh selling tickets at the door, stands as an image of religious tolerance.

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- (1) Mattancherry represents, therefore, the perfect picture of peaceful coexistence.
- (2) India's Jews have almost never suffered discrimination, except for European colonisers and each other.
- (3) Jews in India were always tolerant.
- (4) Religious tolerance has always been only a façade and nothing more.
- (5) The pretty pastel streets are, thus, very popular with the tourists.

20. Given the cultural and intellectual interconnections, the question of what is 'Western' and what is 'Eastern' (or Indian) is often hard to decide, and the issue can be discussed only in more dialectical terms. The diagnosis of a thought as 'Purely Western' or 'Purely Indian' can be very illusory.

- (1) Thoughts are not the kind of things that can be easily categorised.
- (2) Though 'occidentalism' and 'orientalism' are dichotomous concepts
- (3) 'East is East and West is West' has been a discredited notion for a long time now.
- (4) Compartmentalising thoughts is often desirable.
- (5) The origin of a thought is not the kind of thing to which 'purity' happened easily.

**Directions for Questions 21 to 25:** *The passage given below is followed by a set of five questions. Choose the most appropriate answer to each question.*

A remarkable aspect of art of the present century is the range of concepts and ideologies which it embodies. It is almost tempting to see a pattern emerging within the art field or alternatively imposed upon it a posteriori—similar to that which exists under the umbrella of science where the general term covers a whole range of separate, though interconnecting, activities. Any parallelism is however, in this instance at least misleading. A scientific discipline develops systematically once its bare tenets have been established, named and categorised as conventions. Many of the concepts of modern art, by contrast, have resulted from the almost accidental meetings of group of talented individuals at certain times and certain places. The ideas generated by these chance meetings had twofold consequences. Firstly, a corpus of work would be produced which, in great part, remains as a concrete record of the events. Secondly, the

ideas would themselves be disseminated through many different channels of communication—seeds that often bore fruit in contexts far removed from their generation. Not all movements were exclusively concerned with innovation. Surrealism, for instance, claimed to embody a kind of insight which can be present in the art of any period. This claim has been generally accepted so that a sixteenth century painting by Spranger or a mysterious photograph by Atget can legitimately be discussed in surrealist terms. Briefly, then, the concept of modern art are of many different (often fundamentally different) kinds and resulted from the exposures of painters, sculptors and thinkers to the more complex phenomena of the twentieth century, including our ever increasing knowledge of the thought and products of earlier centuries. Different groups of artists would collaborate in trying to make sense of a rapidly changing world of visual and spiritual experience. We should hardly be surprised if no one group succeeded completely, but achievements, though relative, have been considerable. Landmarks have been established—concrete statements of position which give a pattern to a situation which could easily have degenerated into total chaos. Beyond this, new language tools have been created for those who follow—semantic systems which can provide a springboard for further explorations.

The codifying of the art is often criticised. Certainly one can understand that artists are wary of being pigeon-holed since they are apt to think of themselves as individuals—sometimes with good reason. The notion of self-expression, however, no longer carries quite the weight it once did; objectivity has its defenders. There is good reason to accept the ideas codified by artists and critics, over the past sixty years or so, as having attained the status of independent existence—an independence which is not without its own value. The time factor is important here. As an art movement slips into temporal perspective, it ceases to be a living organism—becoming, rather, a fossil. This is not to say that it becomes useless or uninteresting. Just as a scientist can reconstruct the life of a prehistoric environment from the message codified into the structure of a fossil, so can an artist decipher whole webs of intellectual and creative possibility from the recorded structure of a 'dead' art movement. The artist can match the creative patterns crystallised into this structure against the potentials and possibilities of his own time. As T.S.Eliot observed, no one starts anything from scratch; however consciously you may try to live in the present, you are still involved with a nexus of behaviour patterns bequeathed from the past. The original and creative

person is not someone who ignores these patterns, but someone who is able to translate and develop them so that they conform more exactly to his and our present needs.

- 21.** Many of the concepts of modern art have been the product of
- (1) ideas generated from planned deliberations between artists, painters and thinkers.
  - (2) the dissemination of ideas through the state and its organisations.
  - (3) accidental interactions among people blessed with creative muse.
  - (4) patronage by the rich and powerful that supported art.
  - (5) systematic investigation, codification and conventions.
- 22.** In the passage, the word 'fossil' can be interpreted as
- (1) an art movement that has ceased to remain interesting or useful.
  - (2) an analogy from the physical world to indicate a historic art movement.
  - (3) an analogy from the physical world to indicate the barrenness of artistic creations in the past.
  - (4) an embedded codification of prehistoric life.
  - (5) an analogy from the physical world to indicate the passing of an era associated with an art movement.
- 23.** In the passage, which of the following similarities between science and art may lead to erroneous conclusions?
- (1) both in general, include a gamut of distinct but interconnecting activities.
  - (2) both have movements not necessarily concerned with innovation.
  - (3) both depend on collaborations between talented individuals.
  - (4) both involve abstract thought and dissemination of ideas.
  - (5) both reflect complex priorities of the modern world.
- 24.** The range of concepts and ideologies embodied in the art of the twentieth century is explained by
- (1) the existence of movements such as surrealism.
  - (2) landmark which give a pattern to the art history of the twentieth century.
  - (3) new language tools which can be used for further explorations into new areas.
  - (4) the fast changing world of perceptual and transcendental understanding.
  - (5) the quick exchange of ideas and concepts enabled by efficient technology.
- 25.** The passage uses an observation by T.S. Eliot to imply that
- (1) Creative processes are not 'original' because they always borrow from the past.
  - (2) We always carry forward the legacy of the past.
  - (3) Past behaviours and thought processes recreate themselves in the present and get labeled as 'original' or 'creative'.
  - (4) 'Originality' can only thrive in a 'greenhouse' insulated from the past biases.
  - (5) 'Innovations' and 'original thinking' interpret and develop on past thoughts to suit contemporary needs.

**Directions for Questions 26 to 30:** *The passage given below is followed by a set of five questions. Choose the most appropriate answer to each question.*

To summarise the Classic Maya collapse, we can tentatively identify five strands. I acknowledge, however, that Maya archaeologists still disagree vigorously among themselves—in part, because the different strands evidently varied in importance among different parts of the Maya realm; because detailed archaeological studies are available for only some Maya sites; and because it remains puzzling why most of the Maya heartland remained nearly empty of population and failed to recover after the collapse and after regrowth of forests.

With those caveats, it appears to me that one strand consisted of population growth outstripping available resources: a dilemma similar to the one foreseen by Thomas Malthus in 1798 and being played out today in Rwanda, Haiti and elsewhere. As the archaeologist David Webster succinctly puts it, "Too many farmers grew too many crops on too much of landscape." Compounding the mismatch between population and resources was the second strand: the effects of deforestation and hillside erosion, which caused a decrease in the amount of useable farmland at a time when more rather than less farmland was needed, and possibly exacerbated by an anthropogenic drought resulting from deforestation, by soil nutrient depletion and other soil



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problems, and by the struggle to prevent bracken ferns from overrunning the fields.

The third strand consisted of increased fighting, as more and more people fought over fewer resources. Maya warfare, already endemic, peaked just before the collapse. That is not surprising when one reflects that at least five million people, perhaps many more, were crammed into an area smaller than the US state of Colorado (104,000 square miles).

That warfare would have decreased further the amount of land available for agriculture, by creating no man's lands between principalities where it was now unsafe to farm. Bringing matters to a head was the strand of climate change. The drought at the time of the Classic Collapse was not the first drought that the Maya had lived through, but it was the most severe. At the time of previous droughts, there were still uninhabited parts of the Maya landscape, and people at a site affected by drought could save themselves by moving to another site. However, by the time of the classic collapse the landscape was now full, there was no useful unoccupied land in the vicinity on which to begin anew, and the whole population could not be accommodated in the few areas that continued to have reliable water supplies.

As our fourth strand, we have to wonder why the kings and nobles failed to recognise and solve these seemingly obvious problems undermining their society. Their attention was evidently focused on their short-term concerns of enriching themselves, waging wars, erecting monuments, competing with each other, and extracting enough food from the peasants to support all those activities. Like most leaders throughout human history, the Maya kings and nobles did not heed long-term problems, in so far as they perceived them.

Finally, while we still have some other past societies to consider before we switch our attention to the modern world, we must already be struck by some parallels between the Maya and the past societies. As on Mangareva, the Maya environmental and population problems led to increasing warfare and civil strife. Similarly, on Easter Island and at Chaco Canyon, the Maya peak population numbers were followed swiftly by political and social collapse. Paralleling the eventual extension of agriculture from Easter Island's coastal lowlands to its uplands, and from the Mimbres floodplain to the hills, Copan's inhabitants also expanded from the floodplain to the more fragile hill slopes, leaving them with a larger population to feed when the agricultural boom in the hills went bust.

Like Easter Island chiefs erecting ever larger statues, eventually crowned by pukao, and like Anasazi elite treating themselves to necklaces of 2000 turquoise beads, Maya kings sought to outdo each other with more and more impressive temples, covered with thicker and thicker plaster—reminiscent in turn of the extravagant conspicuous consumption by modern American CEOs. The passivity of Eater chiefs and Maya Kings in the face of the real big threats to their societies completes our list of disquieting parallels.

26. According to the passage, which of the following best represents the factor that has been cited by the author in the context of Rwanda and Haiti?
- (1) Various ethnic groups competing for land and other resources.
  - (2) Various ethnic groups competing for limited land resources.
  - (3) Various ethnic groups fighting with each other.
  - (4) Various ethnic groups competing for political power.
  - (5) Various ethnic groups fighting for their identity.
27. By an anthropogenic drought, the author means
- (1) a drought caused by lack of rains.
  - (2) a drought caused due to deforestation.
  - (3) a drought caused by failure to prevent bracken ferns from overrunning the fields.
  - (4) a drought caused by actions of human beings.
  - (5) a drought caused by climate changes.
28. According to the passage, the drought at the time of the Maya collapse had a different impact compared to the drought earlier because
- (1) the Maya kings continued to be extravagant when common people were suffering.
  - (2) it happened at the time of collapse of leadership among Mayas.
  - (3) it happened when the Maya population had occupied all available land suited for agriculture.
  - (4) it was followed by internecine warfare among Mayans.
  - (5) irreversible environmental degradation led to this drought.
29. According to the author, why is it difficult to explain the reasons for Maya collapse?
- (1) Copan inhabitants destroyed all records of that period.

- (2) the constant deforestation and hillside erosion have wiped out all traces of the Maya kingdom.
- (3) Archaeological sights of Mayas do not provide any consistent evidence.
- (4) it has not been possible to ascertain which of the factors best explains as to why the Maya civilisation collapsed.
- (5) at least five million people were crammed into a small area.

30. Which factor has not been cited as one of the factors causing the collapse of Maya society?

- (1) Environmental degradation due to excess population
- (2) Increased warfare among Maya people
- (3) Social collapse due to excess population
- (4) Climate change
- (5) Obsession of Maya population with their own short-term concerns

**Directions for Questions 31 to 35:** *The passage given below is followed by a set of five questions. Choose the most appropriate answer to each question.*

Language is not a cultural artifact that we learn the way we learn to tell time or how the federal government works. Instead, it is a distinct piece of the biological makeup of our brains. Language is a complex, specialised skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently. For these reasons some cognitive scientists have described language as a psychological faculty, a mental organ, a neural system, and a computational module. But I prefer the admittedly quaint term ‘instinct’. It conveys the idea that people know how to talk in more or less the sense that spiders know how to spin webs. Web-spinning was not invented by some unsung spider genius and does not depend on having had the right education or on having an aptitude for architecture or the construction trades. Rather, spiders spin spider webs because they have spider brains, which give them the urge to spin and the competence to succeed. Although, there are differences between webs and words, I will encourage you to see language in this way, for it helps to make sense of the phenomena we will explore.

Thinking of language as an instinct inverts the popular wisdom, especially as it has been passed down in the canon of the humanities and social sciences. Language is no more a cultural invention than is upright posture. It is not a manifestation of a general capacity to use symbols: a three-year-old, we shall see, is a grammatical genius, but is quite incompetent at the visual arts, religious iconography, traffic signs, and other staples of the semiotics curriculum. Though language is a magnificent ability unique to *Homo sapiens*.

Among living species, it does not call for sequestering the study of humans from the domain of biology, for a magnificent ability unique to a particular living species is far from unique in the animal kingdom. Some kinds of bats home in on flying insects using Doppler sonar. Some kinds of migratory birds navigate thousands of miles by calibrating the position of the constellation against the time of day and year. In nature’s talent show, we are simply a species of primate with our own act, a knack for communicating information about who did what to whom by modulating the sounds we make when we exhale.

Once you begin to look at language not as the ineffable essence of human uniqueness but as a biological adaptation to communicate information, it is no longer as tempting to see language as an insidious shaper of thought, and, we shall see, it is not. Moreover, seeing language as one of nature’s engineering marvels—an organ with ‘that perfection of structure and co-adaptation which justly excites our admiration,’ in Darwin’s words—gives us a new respect for your ordinary Joe and the much-maligned English language (or any language). The complexity of language, from the scientist’s point of view, is part of our biological birthright; it is not something that parents teach their children or something that must be elaborated in school—as Oscar Wilde said, “Education is an admirable thing, but it is well to remember from time to time that nothing that is worth knowing can be taught.” A pre-schooler’s tacit knowledge of grammar is more sophisticated than the thickest style manual or the most state-of-art computer language system, and the same applies to all healthy human beings, even the notorious syntax-fracturing professional athlete and the you-know-like, inarticulate teenage skateboarder. Finally, since language is the product of a well-engineered biological instinct, we shall see that it is not the nutty barrel of monkeys that entertainment-columnists make it out to be.

31. According to the passage, which of the following does not stem from popular wisdom on language?

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- (1) Language is a cultural artifact.
  - (2) Language is a cultural invention.
  - (3) Language is learnt as we grow.
  - (4) Language is unique to *Homo sapiens*.
  - (5) Language is a psychological faculty.
32. Which of the following can be used to replace the “spiders know how to spin webs” analogy as used by the author?
- (1) A kitten learning to jump over a wall.
  - (2) Bees collecting nectar.
  - (3) A donkey carrying a load.
  - (4) A horse running a Derby.
  - (5) A pet dog protecting its owner’s property.
33. According to the passage, which of the following is unique to human beings?
- (1) Ability to use symbols while communicating with one another.
  - (2) Ability to communicate with each other through voice modulation.
  - (3) Ability to communicate information to other members of the species.
  - (4) Ability to use sound as means of communication.
  - (5) All of the above.
34. According to the passage, complexity of language cannot be taught by parents or at school to children because
- (1) children instinctively know language.
  - (2) children learn the language on their own .
  - (3) language is not amenable to teaching.
  - (4) children know language better than their teachers or parents.
  - (5) children are born with the knowledge of semiotics.
35. Which of the following best summarises the passage?
- (1) Language is unique to *Homo sapiens*.
  - (2) Language is neither learnt nor taught.
  - (3) Language is not a cultural invention or artifact as it is made out.
  - (4) Language is instinctive ability of human beings.
  - (5) Language is use of symbols unique to human beings.

**Directions for Questions 36 to 40:** *The passage given below is followed by a set of five questions. Choose the most appropriate answer to each question.*

When I was little, children were bought two kinds of ice cream, sold from those white wagons with canopies made of silvery metal; either the two-cent cone or the four-cent ice-cream pie. The two-cent cone was very small, in fact it could fit comfortably into a child’s hand, and it was made by taking the ice cream from its container with a special scoop and piling it on the cone. Granny always suggested I eat only a part of the cone, then throw away the pointed end, because it had been touched by the vendor’s hand (though that was the best part, nice and crunchy, and it was regularly eaten in secret, after a pretence of discarding it).

The four-cent pie was made by a special little machine, also silvery, pressed two discs of sweet biscuit against a cylindrical section of ice cream. First, you had to thrust your tongue into the gap between the biscuits until it touched the central nucleus of ice cream; then, gradually, you ate the whole thing, the biscuit surfaces softening as they become soaked in creamy nectar. Granny had no advice to give here: in theory the pies had been touched only by the machine; in practice, the vendor had held them in his hand while giving them to us, but it was impossible to isolate the contaminated area.

I was fascinated, however, by some of my peers, whose parents bought them not a four-cent pie but two two-cent cones. These privileged children advanced proudly with one cone in their right hand and one in their left; and expertly moving their hand from side to side, they licked first one, then the other. This liturgy seemed to me so sumptuously enviable, that many times I asked to be allowed to celebrate it. In vain. My elders were inflexible: a four-cent ice, yes; but two two-cent ones, absolutely no.

As anyone can see, neither mathematics nor economics nor dietetics justified this refusal. Nor did hygiene, assuming that in due course the tips of both cones were discarded. The pathetic, and obviously mendacious, justification was that a boy concerned with turning his eyes from one cone to the other was more inclined to stumble over stones, steps, or cracks in the pavement. I dimly sensed that there was another secret justification, cruelly pedagogical, but I was unable to grasp it.

Today, citizen and victim of a consumer society, a civilisation of excess and waste (which the society of the thirties was not), I realise that those dear and now departed elders were right. Two two-cent cones instead of one at four

cents did not signify squandering, economically speaking, but symbolically they surely did. It was for this precise reason that I yearned for them: because two ice creams suggested excess. And this was precisely why they were denied to me; because they looked indecent, an insult to poverty, a display of fictitious privilege, a boast of wealth. Only spoiled children ate two cones at once, those children who in fairy tales were rightly punished, as Pinocchio was when he rejected the skin and the stalk. And parents who encouraged this weakness, appropriate to little parvenus, were bringing up their children in the foolish theatre of "I'd like to but I can't." they were preparing them to turn up at tourist-class check-in with a fake Gucci bag bought from a street peddler on the beach at Rimini.

Nowadays the moralist risks seeming at odds with morality, in a world where the consumer civilisation now wants even adults to be spoiled, and promise them always something more, from the wristwatch in the box of detergent to the bonus bangle sheathed, with the magazine it accompanies, in a plastic envelope. Like the parents of those ambidextrous gluttons I so envied, the consumer civilisation pretends to give more, but actually gives, for four cents, what is worth four cents. You will throw away the old transistor radio to purchase the new one, that boasts an alarm clock as well, but some inexplicable defect in the mechanism will guarantee that the radio lasts only a year. The new jeep will have leather seats, double side mirrors adjustable from inside, and a paneled dashboard, but it will not last nearly so long as the glorious old Fiat 500, which, even when it broke down, could be started again with a kick.

The morality of the old days made Spartans of us all, while today's morality wants all of us to be Sybarites.

36. Which of the following cannot be inferred from the passage?

- (1) Today's society is more extravagant than the society of the 1930s.
- (2) The act of eating two ice cream cones is akin to a ceremonial process.
- (3) Elders rightly suggested that a boy turning eyes from one cone to the other was more likely to fall.
- (4) Despite seeming to promise more, the consumer civilisation gives away exactly what the thing is worth.
- (5) The consumer civilisation attempts to spoil children and adults alike.

37. In the passage, the phrase "little parvenus" refers to

- (1) naughty midgets.
- (2) old hags.
- (3) arrogant people.
- (4) young upstarts.
- (5) foolish kids

38. The author pined for two two-cent cones instead of one four-cent pie because

- (1) it made dietetic sense.
- (2) it suggested intemperance.
- (3) it was more fun.
- (4) it had a visual appeal.
- (5) he was a glutton.

39. What does the author mean by "nowadays the moralist risks seeming at odds with morality"?

- (1) the moralists of yesterday have become immoral today.
- (2) the concept of morality has changed over the years.
- (3) consumerism is amoral.
- (4) the risks associated with immorality have gone up.
- (5) the purist's view of morality is fast becoming populist.

40. According to the author, the justification for refusal to let him eat two cones was plausibly

- (1) didactic.
- (2) dietetic.
- (3) dialectic.
- (4) diatonic.
- (5) diastolic.

**ANSWER KEY**

Question No.	Answer Key
1.	(3)
2.	(4)
3.	(2)
4.	(4)
5.	(3)
6.	(5)
7.	(2)
8.	(5)
9.	(3)
10.	(2)
11.	(2)

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12.	(1)
13.	(1)
14.	(4)
15.	(4)
16.	(5)
17.	(3)
18.	(4)
19.	(1)
20.	(5)
21.	(3)
22.	(5)
23.	(1)
24.	(4)
25.	(5)
26.	(1)
27.	(4)
28.	(3)
29.	(4)
30.	(5)
31.	(5)
32.	(2)
33.	(2)
34.	(1)
35.	(4)
36.	(3)
37.	(4)
38.	(2)
39.	(2)
40.	(1)

**EXPLANATIONS**

1. The author is disapproving of the manner in which the genocide has been described as ‘ethnic cleansing’. Hence, options (1), (2) and (4) can be neglected. Between tragic and disingenuous the latter is the better word. Hence, option (3) is correct—something that is confirmed by the second word, ‘victims’.
2. All the options given for First blank are suitable, but second part of the sentence shows that astronomers were forced to accept something opposite of their views because of contrary evidence. So the word ‘concede’ qualifies for the second blank. Hence, option (4) is the correct answer.

3. The phrase ‘on the one hand’ shows that both factors are contrasting. The word in the first blank has to be related with the time of birth so only congenital and genetic fit there. The 2<sup>nd</sup> blank on the other hand has to show the effect of environment—between pedagogy and education obviously education is the better word. Hence, option (2) is the correct answer.
4. Organ fits the first blank best because departments, tenets Institutions cannot control men’s minds. Consequently tradition fits the second blank too. Hence, option (4) is the correct answer.
5. ‘Run over him’ is the wrong usage. Hence, option (3) is the correct answer.
6. “You come *around* to admit something” – ‘come round’ is incorrect usage. Hence, option (5) is the correct answer.
7. Horses do not break into buckles. The usage in option (2) is incorrect. Hence, option (2) is the correct answer.
8. Soldiers break ranks not files. Option (5) is incorrect usage. Hence, option (5) is the correct answer.
9. In the first sentence the term ‘brooch’ means an ornament that can be fixed on the lapel of a jacket while ‘broach’ means to introduce a discussion, which does not make sense. This leaves us with options (1), (2), (3) and (5). The second statement has to be councillors as all the four feasible options give that (a councillor is a member of a municipal council and hence can be complained to about amenities). In the third sentence *advice* will be the correct choice as it is a noun while *advise* is a verb. This leaves us with only two options, viz, (3) and (5).

In the fourth sentence climactic means a climax and makes sense with respect to the ending of a film while climatic is related to weather. Hence, option (3) is the correct answer.

10. Currants (meaning sweet dried grapes goes well with cake and nuts), exceptionable means objectionable and goes well with behaviour and punishment, while exceptional means outstanding which does not fit here.

In sentence 3, *consent* goes better with surgical treatment. Ministers are obliged to report and analysis can be sanguine not genuine. Hence, option (2) is the correct answer.

11. BBBAB

Retorts are Caustic (bitter), pleas are cogent (convincing), one is not averse (against) to something and a coupe (wagon) is likely to break away from a train and bells peal (ring). Hence, option (2) is the correct answer.

12. In the first sentence 'diffusing' means to spread something and goes well with the context while 'defusing' does not fit in. In the second sentence 'baited' meaning to make some one angry while bated means to hold ones breath which does not fit.

The 'horde' meaning a huge crowd fits in well with the third sentence.

Prisoner's interment and unsociable tendencies fit in well with the fourth and fifth sentences. Hence, option (1) is the correct answer.

13. A is wrong as 'immigrant' should have been there instead of imigrant, C is wrong because it should have said "on the invitation". D is wrong because "owner of a dry goods business" would have been correct and E is wrong because there should have been "become" instead of "became".

So only statement B is correct. Hence, option (1) is the correct answer.

14. Statement A is correct, statement B should have read "in it's labour policy", Statement C should have read "Perhaps sensing that the rising..." and statement E should have read "sought to be an industry leader...". There is no error in A and D. Hence, option (4) is the correct answer.
15. Statements A, C and D have no error. Statement B should have read "lost their homes" while Statement E should have read "count has just begun". Hence, option (4) is the correct answer.
16. Statements A and D are correct. Statement B should have read "...I associated...", Statement C should have read "...who seemed..." And statement E should have read "make an effort...". Hence, option (5) is the correct answer.
17. Option (3) best concludes the paragraph as it shows us exactly what Perowne is thinking. Hence, option (3) is the correct answer.
18. Option (4) is the most logical conclusion of the discussion of the paragraph, and also its central idea. Hence, option (4) is the correct answer.

19. Option (1) best concludes the paragraph. Hence, option (1) is the correct answer.

20. Option (5) best fits the paragraph by completing the argument. Hence, option (5) is the correct answer.

21. Option (3) is clearly the message of the first paragraph—and is clearly stated in the statement "Many of the concepts of modern art, by contrast, have resulted from the almost accidental meetings of group of talented individuals at certain times and certain places." Hence, option (3) is the correct answer.

22. Option (5) best fits the author's message. Hence, option (5) is the correct answer.

23. Just by comparing the fact that both science and art have a gamut of distinct of distinct but interconnecting activities we might lose sight of the critical differences between the two—as stated in the first paragraph. Hence, option (1) is the correct answer.

24. Option (4) again from the first paragraph. Hence, option (4) is the correct answer.

25. Option (5) is clearly implied in the last sentences of the passage. Hence, option (5) is the correct answer.

26. Option (1) is clear from the line 'it appears to me that one strand consisted of population growth outstripping available resources: a dilemma similar to the one foreseen by Thomas Malthus in 1798 and being played out today in Rwanda, Haiti and elsewhere.' Hence, option (1) is the correct answer.

27. Clearly option (4) explain the cause. Hence, option (4) is the correct answer.

28. Option (3) is clearly stated in the third paragraph. Hence, option (3) is the correct answer.

29. Because there are 5 strands and these strands vary in their importance among different parts of the Maya realm. These points are mentioned straight in the first paragraph. Hence, option (4) is the correct answer.

30. Option (5) has not been stated as the short term concerns are mentioned in the context of the Mayan kings and not the Maya Population. Hence, option (5) is the correct answer.

31. Language is a psychological faculty is a description given to language by cognitive scientists and not from popular wisdom. Hence, option (5) is the correct answer here.

32. Spiders spinning webs is an inherent instinctive skill of spiders just like bees collecting nectar is. Hence, option (2) is the correct answer.

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33. Option (2) is clearly stated in the second paragraph by the sentence 'In nature's talent show, we are simply a species of primate with our own act, a knack for communicating information about who did what to whom by modulating the sounds we make when we exhale.'
34. The second sentence of the passage stating 'Language is a complex, specialised skill, which develops in the child spontaneously, without conscious effort or formal instruction'. Hence, option (1) is the correct answer.
35. The main idea conveyed by the author is that language is an instinctive ability of human beings. Hence, option (4) is the correct answer.
36. The author has clearly suggested that the excuse of 'a boy turning eyes from one cone to the other was more likely to fall.' was mendacious. Hence, option (3) is the correct answer.
37. Parvenus means 'upstarts'. Hence, option (4) is the correct answer.
38. Option (2) is clearly inferable from the third paragraph. Hence, option (2) is the correct answer.
39. Option (2) best explains the statement. Hence, option (2) is the correct answer.
40. Didactic means *educational* or *instructive* which can be easily inferred from the following statement: 'I dimly sensed that there was another secret justification, cruelly pedagogical, but I was unable to grasp it.' Hence, option (1) is the correct answer.

## MODEL TEST PAPER

(BASED ON THE LATEST ONLINE PATTERN)

*Instruction:*

Time: 2 hrs 15 mins

This test contains 3 sections having 20 questions each. In order to reach qualifying score, you would need to solve atleast 30 questions at 100% accuracy. However at an accuracy of 90% you would need around 40 attempts with atleast 36 correct questions.



# SECTION I

## QUANTITATIVE APTITUDE

- Rohan gave his younger sister a puzzle to solve. He says he has thought of a number which gives a perfect square if she added 100 to it and would give another perfect square if she added 152 to it. He asked her to find the number. Help her find the number.  
(a) 44 (b) 54  
(c) 64 (d) 45
- Ravi wants to write all the two-digit natural numbers which have their unit's digit greater than their ten's digit. If all these numbers are written one after the other in a series, how many digits are there in the resulting number?  
(a) 80 (b) 72  
(c) 36 (d) None of these
- Ram Singh has a rectangular plot of land of dimensions  $30\text{ m} \times 40\text{ m}$ . He wants to construct a unique swimming pool which is in the shape of an equilateral triangle. Find the area of the largest swimming pool which he can have?  
(a)  $300\sqrt{3}\text{ sq cm}$   
(b)  $225\sqrt{3}\text{ sq cm}$   
(c)  $300\text{ sq cm}$  (d) None of these
- In Jankaipuram, 55% of the families own air conditioners, 85% own coolers and 75% own generator sets. What is the minimum percentage of families that own all the three objects?  
(a) 10 (b) 15  
(c) 20 (d) 30

### Direction for Questions 5 and 6

Answer the questions based on the following information.

There is a 10 km race held in the Annual College Sports Fest of IET Lucknow. In this race Aditya starts first and is followed later by Yashpal. The speed of Yashpal is 1 m/s more than that of Aditya's. When Yashpal catches up with Aditya, Aditya increases his speed by 2 m/s, while that of Yashpal remains unchanged. As a result, Yashpal finishes 7 min 8 s after Aditya. If the distance had been 500 m more, then Yashpal would have finished 7 min 33 s after Aditya.

- The time gap between the start of Aditya and Yashpal is  
(a) 2.4 min (b) 3.5 min  
(c) 2 min (d) 1 min

- The speed of Yashpal is  
(a) 2.4 m/s (b) 4.5 m/s  
(c) 3.5 m/s (d) 4 m/s
- The value of the expression  $(x^2 - x + 1)/(x - 1)$  cannot lie between?  
(a) (1,3) (b) (-1, -3)  
(c) (-1, 3) (d) (-1, 2)
- A book contains 20 chapters. Each chapter has a different number of pages (each under 21). The first chapter starts on page 1 and each chapter starts on a new page. What is the largest possible number of chapters that can begin on odd page numbers?  
(a) 19 (b) 15  
(c) 10 (d) 11
- How many even three-digit integers have the property that their digits, read left to right, are not in a strictly increasing order?  
(a) 420 (b) 416  
(c) 412 (d) 422
- The number of rational points  $x = p/5$  satisfying  $\log(2x - 3/4)/\log x > 2$ , where  $p$  is an integer and  $\gcd(p, 5) = 1$  is/are  
(a) 2 (b) 3  
(c) 5 (d) 1
- Two schools play against each other in a grass court tennis tournament. Each school is represented by 8 students. Every game is a doubles game, and every possible pair from the first school must play one game against every possible pair from the second school. How many games will each student play?  
(a) 196 (b) 180  
(c) 192 (d) 164
- An unlimited number of coupons bearing the digits 1, 2 and 3 are available. What is the possible number of ways of choosing 4 of these coupons so that they cannot be used to make the number 123?  
(a) 15 (b) 18  
(c) 21 (d) 24
- A teacher throws a question in front of his class and says that he will give a chocolate as a prize to the student who solves it. He says, "I have a two-digit number in my mind. If I square the number, then the last digit of both the numbers have the same last digit. None of the digits in the original number is zero. When the digits of the original number is written in the reverse order, the square of the new number obtained has a last digit 6 and is less than 3000. Now find the number of distinct

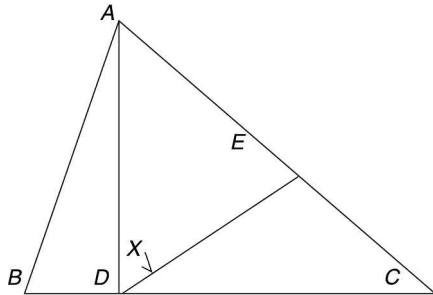
**6.4** *Model Test Paper*

possibilities for the number.” Rajiv found the exact answer. What was his answer?

- (a) 3                                      (b) 6  
(c) 8                                      (d) 9

14. In figure  $AB = AC$ , angle  $BAD = 30^\circ$ , and  $AE = AD$ . Then  $x$  equals:

- (a) 15                                      (b) 20  
(c) 30                                      (d) none of these



15. The perimeter of a triangle is 105 cm. The ratio of its altitudes is 3 : 5 : 6. Find the sides of the triangle.

- (a) 52, 26, 27                              (b) 50, 27, 28  
(c) 30, 60, 25                              (d) 50, 30, 25

16. There are two spheres and one cube. The cube is inside the bigger sphere and the smaller sphere is inside the cube. Find the ratio of surface areas of the bigger sphere to the smaller sphere.

- (a) 3 : 1                                      (b) 2 : 1  
(c) 4 : 1                                      (d) 2 : 1

17. Aaj Tak decided to get into the print business and so it started publishing magazines. It printed 7,000 magazines at a cost of Rs. 44,000. It distributed 1000 magazines free to as a part of advertisement and promotion process. It allowed a discount of 20% on the published price and gave one extra copy when a retailer bought 19 copies at a time. It sold all the copies by this scheme. If the published price is Rs. 11.25, find the gain or loss percentage for Aaj tak.

- (a) 16.5% gain                              (b) 13.5% gain  
(c) 30% loss                                      (d) None of these

18. What is the maximum value of the function  $y = \min(12 - x, 8 + x)$ ?

- (a) 12    (b) 10  
(c) 11    (d) 8

19. How many integral values for the set  $(x, y)$  would exist for the expression  $|x - 4| + |y - 2| = 5$ ?

- (a) 16    (b) 14  
(c) 12    (d) 18

20. How many real solutions exist for the equation  $3^x - 2x - 1 = 0$ ?

- (a) 2    (b) 3  
(c) 5    (d) 1

## SECTION II

DATA INTERPRETATION AND  
LOGICAL REASONING**Directions for Questions 21 and 22**

Read the information given below and answer the questions. Four children *W*, *X*, *Y* and *Z* are the only patients on the children's ward of a hospital. Each child has either red hair or brown hair. Each child is assigned to either a private room of his or her own or a semi-private room which is shared with either one or two other children. All four children are of different ages.

- *X* a girl, is assigned to a private room.
  - The youngest child is assigned to a semi-private room.
  - At least one child is a red-haired boy.
  - *Z* is not the oldest child and does not share a room with the oldest child.
  - *W* and *X* both have brown hair.
21. If two red-haired children are assigned to a semi-private room, any of the following could be true EXCEPT:
- (a) *W* is the youngest child.
  - (b) *Y* is the oldest child.
  - (c) *W* is the oldest child.
  - (d) *Z* is the youngest child.
22. Among the four children, if every boy is older than every girl, which of the following statements, each considered individually, must be false?
- I. Two children are brown-haired boys.
  - II. Three children are assigned to a semi-private room.
  - III. Only two children are boys, both of whom are assigned to a semi-private room.
- (a) I only
  - (b) III only
  - (c) I and III only
  - (d) I, II and III

**Directions for Questions 23 and 24**

Read the information given below and answer the questions. A director is casting a movie about twins. Selection must be made from among nine people—Adam, Bill, Cathy, Debbie, Ernie, Felicia, Gary, Henry, and Irene. Adam is Bill's twin, Cathy is Debbie twin, and Ernie is Felicia's twin. Gary, Henry and Irene may each be selected only as "extras."

- At least two pairs of twins must be selected.
  - At least as many women as men must be selected.
  - Adam and Bill must both be selected if either is selected.
  - Cathy and Debbie must be selected if either is selected.
  - Ernie and Felicia need not both be selected.
  - At least one "extra" must be selected.
23. Which of the following is an acceptable cast for the movie?

- (a) Adam, Bill, Ernie, Felicia, Irene
- (b) Cathy, Debbie, Felicia, Gary, Henry, Irene
- (c) Bill, Cathy, Debbie, Ernie, Henry, Irene
- (d) Cathy, Debbie, Ernie, Felicia, Gary, Henry, Irene

24. Which of the following people must be included in the cast?

- (a) Debbie
- (b) Irene
- (c) Felicia
- (d) Henry

**Directions for Questions 25 to 30**

The following questions are based on the following rules of the **2006 STRAW POLL RULES for the Wisconsin constituency**.

Voters were given the following instructions:

A list of probable candidates will appear in alphabetical order on a paper ballot for each question. A blank-line labeled "Other, Please specify" may follow the names.

All convention delegates, alternates, and official guests will be eligible to vote. Only one vote may be cast per person. WisPolitics staff will stamp or otherwise mark the credentials of all voters and use other means to ensure nobody votes more than once.

Ballots with more than one name marked under a question will not be counted. Ballots with an illegible write-in name will not be counted. WisPolitics will be the sole judge as to whether a ballot should be counted.

The results will be counted by WisPolitics staff and released at [www.wispolitics.com](http://www.wispolitics.com) on Saturday, June 10.

The following questionnaire for voting was provided to each voter:

Which politician would be your preferred Democratic presidential candidate in 2008?

1. Evan Bayh
2. Joe Biden
3. Wes Clark
4. Hillary Clinton
5. John Edwards
6. Russ Feingold
7. Al Gore
8. John Kerry
9. Bill Richardson
10. Tom Vilsack
11. Mark Warner

The following table shows the voting patterns of all the delegates, the alternates and the official guests in the first round of voting:

## 6.6 Model Test Paper

	<i>Delegates</i>	<i>Alternates</i>	<i>Official Guests</i>
Evan Bayh	3	6	12
Joe Biden	6	10	14
Wes Clark	4	3	13
Hillary Clinton	2	13	13
John Edwards	6	5	7
Russ Feingold	4	2	3
Al Gore	4	10	12
John Kerry	6	6	14
Bill Richardson	3	4	12
Tom Vilsack	5	2	11
Mark Warner	7	0	11

The following additional information is available:

- For every vote cast by a delegate, the candidate who receives the vote gets three voter points.
- For every vote cast by an Alternate, the candidate who receives the vote gets two voter points.
- For every vote cast by an Official Guest, the candidate who receives the vote gets one voter point.
- In the first round of voting there were a total of 5 voters whose ballot papers were cancelled.
- Out of those whose ballot papers were cancelled, two categories of voters had an identical number of voters who were cancelled out, while 1 category had a different number of voters who was cancelled out.

From the first round, the top five for the presidential candidates were allowed to participate in the second round. In the case of a tie the higher rank is allocated to the person who has more number of 'raw' votes (counted as 1 vote for every ballot cast). If there is still a tie, then the candidate with lower number of delegate votes is not given the higher position. If there is still a tie between two candidates, then the same rule is applied first to alternates and if the tie persists after that too, then the same rule is applied to official guests.

The results of the second round voting is given by the table below. Voter points are allocated in the same way as the previous round.

	<i>Delegates</i>	<i>Alternates</i>	<i>Official Guests</i>
A	13	10	12
B	12	11	28
C	8	11	24
D	9	13	31
E	10	18	28

The following further information is known:

- There has been a total reversal of fortunes in the second round of voting... i.e. the topper of the first round has ended up being the fifth in the second round, the second highest and the fourth highest in the first round

have interchanged positions and the last has become the first.

- The winner for the presidential polls is decided on the basis of the total voter points earned by a candidate in the two rounds of voting combined. However, a lot of confusion was caused due to the fact that the rule book defined that the winner will be decided on the basis of net points which would count points on the basis of a 1:2 weightage of the two rounds respectively. Thus every point in the first round would count for 1 point while every point in the second round would count for 2 points for determining the final standings. The winner is the person with the highest points based on this weightage and is the presidential nomination. The second highest finisher on this basis is the "Veep" or the Vice Presidential nomination.
- Nobody had a cancelled vote in the second round and it is also known that all the voters stayed back for the second round.
- Which of the following were the last three for the presidential elections after the first round of voting (in ascending order)?
  - Bill Richardson, Tom Vilsack and Wes Clark
  - Russ Feingold, Bill Richardson and Tom Vilsack
  - Russ Feingold, Bill Richardson and Wes Clark
  - None of these
- Who was the presidential candidate nominated?
  - Joe Biden
  - Hillary Clinton
  - John Kerry
  - John Edwards
- What was the total number of points scored (based on the weighted average defined) by the Veep over the two rounds?
  - 222
  - 216
  - 3.212
  - None of these
- Who was the Veep?
  - Joe Biden
  - Hillary Clinton
  - John Kerry
  - Al Gore
- Which of the following statements is/are definitely true?
  - The topper for the Presidential nomination after the first round scored a total of 140 points in the second round.
  - Hillary Clinton scored 142 points in the second round.
  - John Kerry scored 84 points in the second round
  - Al Gore was third in both rounds
  - (i), (ii) and (iii) only
  - (i) and (ii) only
  - (iii) only
  - (iii) and (iv) only
- How many delegates had a cancelled vote in the first round?
  - 1
  - 2
  - 3
  - Cannot be answered

**Directions for Questions 31 and 32**

Read the information given below and answer the questions. Five classic cars – three hardtop models and two convertible models—appear consecutively in a parade. Each car is either a Ford or a Chevy, and each car is either gray or red or white and each car is one color only, and each of the three colors is represented at least once among the five cars.

The first and fifth cars to appear are both hardtops.

No Ford is white.

Only one of the hardtops is a Chevy.

31. With respect to the first and fifth cars in the parade, which of the following statements must be false?
- I. Both cars are gray.
  - II. Both cars are Chevys.

III. Both cars are white.

- (a) I only
  - (b) III only
  - (c) I and III only
  - (d) II and III only
32. If exactly three of the cars are Chevys, which of the following must be true?
- (a) A convertible immediately follows another convertible.
  - (b) A hardtop immediately follows another hardtop.
  - (c) A Ford immediately follows another Ford.
  - (d) A Chevy immediately follows another Chevy.

**Directions for 33 to 35**

The following table gives the points scored by 8 different athletes in seven events of a heptathlon contest:

	100 meters	200 meters	Long Jump	High Jump	Discuss Throw	400 meters	Steeple Chase
India Soma Biswas	210	230	190	160	180	230	340
USA Jackie Jorner Kersie	390	340	450	290	350	400	500
Russia Svetlana Kuznetsova	320	290	300	340	270	350	350
Brazil Mauli Diaz	220	210	240	330	160	210	280
China Na Li	290	250	350	190	310	240	270
Argentina Gabriela Hurst	230	270	320	240	250	220	380
Canada							
Simone Singh	360	320	260	270	210	300	320
Australia Katy Landis	260	380	370	310	280	360	450
Average for all participants	250	270	280	210	180	250	280

Note: *The higher the points, the better the performance of that athlete in that event.*

- An athlete is said to be a super athlete if in at least three events she is in the top three athletes out of the top eight and in no event she is the last among the top eight athletes
- An athlete is said to be a World Class athlete if in one or two events she is in the top two athletes out of the top eight and in no event she is the last amongst the top eight athletes.
- An athlete is said to be a continental class athlete if in at most one event she is the top out of the top eight and in no event she is among the last three of the top eight athletes.
- Besides, the International Olympic Committee has another grading system for the athletes. i.e.
- An athlete is said to be Top Drawer if she is better than a Super athlete in atleast two events
- An athlete is said to be Middle Rung if she is better than a world class athlete for atleast three events.
- An athlete is said to be Low Rung if she is worse than a Continental class athlete for all events.

33. Which of the following is true?
- (a) No top drawer athlete can also be a Low rung athlete
  - (b) All Super athletes are also continental class athletes
  - (c) No Top drawer athlete is also a Middle Rung athlete
  - (d) None of these.
34. For which event is the number of athletes (amongst the top 8) below the average highest?
- (a) 100 meters
  - (b) Long Jump
  - (c) 200 meters
  - (d) 400 meters
35. If the criteria for a Continental Class athlete is changed as follows:
- An athlete is said to be Continental Class if in one or two events she is in the top three athletes and in no event is she the last, then what is the % increase in the number of athletes that fall under this category now over the number of athletes in this category before?
- (a) 50%
  - (b) 33.33%
  - (c) 66.66%
  - (d) No increase

## 6.8 Model Test Paper

### Directions for questions 36 to 40

Each problem contains a question statement and two statements A and B, giving some information. You have to select the correct answer from (1) to (4) depending on the sufficiency of the data given in the statements to answer the question. Mark your answer as:

**Option (a):** If the question can be answered by using one of the statements alone but cannot be answered by using the other statement alone.

**Option (b):** If the question can be answered by using either of the statements alone.

**Option (c):** If the question can be answered by using both the statements together but cannot be answered by using either statement alone.

**Option (d):** If the question cannot be answered even by using both the statements together.

36. At Zulu-Zulu in the seventh Cosmos of the universe, among six consecutive years A01, A02, A03, A04, A05 and A06, how many leap years are there if we know that the concept of year change at Earth applies to the years at Zulu-Zulu?

A. The year next to A06 is a leap year.

B. None of the years A04, A05 and A06 is a leap year.

37. At IIM Ahmedabad, during a group activity there are some males and some females in a group of managers. How many boys are there?

A. If all the females are to be seated together, the number of ways of seating the managers is only 80% of the number of ways of seating them, if all the males are to be seated together.

B. The ratio of the males to the females is less than  $55/72$ .

38. How many of the 400 students at IIM Ranchi are commerce graduates?

A. There are at least 200 commerce graduates among the students at IIM Ranchi.

B. The number of Non-commerce graduates at IIM Ranchi is not less than the half the total number of students.

39. Jill the High school Mathematics teacher at Almont Senior High asked giving two choices to answer her question. "What is the sum of the roots of the quadratic equation"?

(a) The sum of the squares of the roots added to twice their product is 49.

(b) The roots of the quadratic equation are positive.

40. Mee and Cee are father and mother (not necessarily in same order) of Tee who has four aunts and three uncles, Tee's father has only two siblings and both are unmarried. None of Mee's siblings is married. How many brothers do any of Mee's sisters have?

I. Cee is the only son of his parents.

II. Mee has 5 siblings.

## SECTION III

VERBAL ABILITY &  
READING COMPREHENSION**For Questions 41 to 43**

Choose the best concluding sentence for the paragraph provided.

41. "What is the capital of Slovakia?" intoned my son working on his assignment. To me, this was too much stress and embarrassment to suffer in one sitting. During the last couple of hours yours truly had already feigned a couple of restroom trips to sneak a peek at internet's take on Genghis Khan's lineage. Did one really care about whether the Mongolian marauder lived in a 'ger' or drank fermented mare's milk called 'airag'? Life seems rather unfair that one is now required to help out with children's homework. I am forced to revisit my school days that had happily ended over 35 years ago. Memories of what one learned then escape me. .
- (a) But honestly, the world has changed ever since!!  
 (b) But honestly, hasn't the world changed ever since?  
 (c) But honestly, the world hasn't changed ever since!!  
 (d) But you tell me, hasn't the world changed ever since?
42. If my aunt in London is all for Monty Panesar's bowling, does that make her an insular British Asian? If she moons over Zaheer Khan — 'he's so handsome, what a cricketer' — does that make her a 'bad' Britisher as well as bad person of Indian origin? She had SreeSanth and R.P. Singh to choose from.
- (a) Besides, there were Rahul, Sachin and Saurav!  
 (b) And then there was Dhoni, for god's sake!  
 (c) Which cricketer you choose to support determines whether you are an insular British Asian or for that matter a 'bad' Britisher!  
 (d) Why Zaheer, for God's sake!
43. I believe the nuclear deal will benefit both the countries. The deal can add new dimensions to the expanding relationship between the world's two largest democracies. For the US there may be gains in access to the Indian nuclear market but the crucial impact for it, as for India, will be the widened base of their relations.
- (a) Should the deal fail both countries will suffer.  
 (b) However, a few negative points remain to be sorted out before the deal can go through.  
 (c) Should the deal go through, hence, both countries would be the biggest gainers.  
 (d) Should the deal go through, hence, both countries would be big gainers.

**Directions for 44 to 48**

The question is in the form of jumbled statements which when un-jumbled will form a coherent sequence. Choose the correct answer from the given options.

44. A. The invasion and occupation had little to do with what is today understood as regime change. In fact, it had the exact opposite goal in mind.  
 B. The invasion of China in 1900 was designed to eliminate the Boxers, stabilize China, advance and protect imperial gains, and to actually buttress the Qing state—to give it enough power and legitimacy to quell domestic unrest, but not enough to expel foreign invaders.  
 C. The western nations maintained the occupation for nine months, setting up shop in Beijing and other towns and cities—organizing police forces, cleaning streets, handing out jobs, implementing "law and order," and generally running a relatively efficient occupation—notwithstanding much rancor and division between and among the imperial powers.  
 D. Indeed, the occupation of China can well be thought of as the first multi-lateral imperial project of the new century.  
 E. Eventually, a western force of some 54,000 British, French, Russian, Japanese, and American forces—a total of eight nations contributed troops—invaded and occupied key parts of coastal China including Beijing
- (a) BACED (b) ABCDE  
 (c) EABCD (d) EBACD
45. A. Sudoku conditions the mind to looking for answers that may not be immediately visible. The numbers within the box can only tell so much, but being able visualise numbers which are not in the box will go a long way.  
 B. And that certainly helps in practically every area of life, being able to keep one's goal in focus instead of flustered by details.  
 C. In certain IQ tests, such people are classified as Visual Mathematicians – the ones who are able to see the big picture.  
 D. "Think outside the box" may just be the best advice to solving Sudoku, even if it sounds a tad paradoxical.
- (a) DACB (b) BACD  
 (c) ABCD (d) CABD

## 6.10 Model Test Paper

46. A. "We show that non-language related activities, such as playing or watching a sport, enhance one's ability to understand language about their sport precisely because brain areas normally used to act become highly involved in language understanding," said Sian Beilock, lead author and associate professor of psychology at the University of Chicago.
- B. In this study, 12 professional and intercollegiate hockey players, eight fans and nine people who had never watched a game listened to discussions about hockey players, shooting pucks, and making saves.
- C. Watching hockey may boost brain power and increase language skills as well.
- D. The brain boost helps athletes and fans understand hockey information, even though when people are listening to hockey, they have no intention to act.
- E. Participants also listened to sentences about everyday activities, such as ringing a doorbell. The researchers used functioning Magnetic Resonance Imaging (fMRI) to study which brain areas were most active when the participants were listening.
- (a) EABCD (b) ABCDE  
(c) ABEDC (d) BEADC
47. A. Then, their motivation and performance may increase—and then you'll be the happy employer of employees in good moods.
- B. So, if you're an employer, your best bet is *not* to hire unhappy employees, but to show your employees that being productive and performing their jobs well will make them feel good.
- C. Dr. Sinclair also found that when people believed that the task would make them feel good, they devoted more energy to the job.
- D. Psychological research does show that sad moods lead to more contemplation and, often, more thoughtful or accurate judgments.
- E. Are unhappy employees more productive?
- (a) EDCBA (b) CEDBA  
(c) BAEDC (d) CBAED
48. A. This zaps our energy and decreases our interest in a project. Instead, exaggerating the possible *positive* outcomes is a great way to deal with stress," says Dr Muller.
- B. "For instance, do you usually imagine the worst case scenario?"
- C. "When faced with a challenge or problem, we often exaggerate the possible negative outcomes, and focus only on these.
- D. Dr Muller explains that this "opposite exaggeration" exercise can reduce negative thinking and inspire you to stay productive at work.
- E. Instead of picturing yourself losing the business account because you gave a terrible presentation that the boss hated, imagine the brilliant presentation that nets you not only the account but also the corner office, a huge raise, and use of the company jet!"
- (a) CABDE (b) EDCAB  
(c) BEDCA (d) CABED

### Directions for questions 49 to 53

Read the passage below and answer the questions that follow. School exams must do a few seemingly simple things. They should show what has been learnt and who has done best, with grades that are both precise and meaningful. They should be rigorous, but also fair. Standards should stay steady over time, but the curriculum should be up to date. The courses should be accessible and attractive, yet cover all the ground that universities and employers require.

Such contradictions guarantee dissatisfaction, especially as good results in the A—levels taken in the final school years play a huge role taken in university admissions—and thus future earning power. So in August, which should be the quietest month in the school year, there is an annual panic about Britain's education system.

This week's A level results showed a record pass-level of 96%, with a record 22.4% gaining the top A grade— and prompted the usual howls of dismay about dumbing—down and lack of differentiation. A government minister, David Miliband, said the row was "a pantomime, not a discussion". The threefold increase in students getting two passes or more over the past 30 years was a sign of improving education, he said, and those who criticised it were elitists defending "the old order".

Yet even Mr. Miliband agrees that there is a need for change in the way the best candidates are graded. Places at the top dozen universities are oversubscribed, sometimes hugely, by candidates with a plethora of A grades. It's a small problem compared with others—such as the fact that a quarter of schoolchildren never learn to read and count properly—but a politically important one.

One plan is to split the A grade into four sub-categories. Another is to publish the percentage marks scored, or to show the grade gained on each bit of exam. Such ploys might help to distinguish brilliant candidates from the merely clever. But not necessarily: exams are only a rough measure of ability, so it may be sensible to have broad categories rather than narrow ones. Some would like an extended essay, or a new A grade for those who answer the hardest questions. But whatever the system, the best schools will find ways of getting their candidates to do well. No system can achieve both social engineering and academic excellence.

What about the wider charge, that A levels have become too easy? The biggest changes have been in the way that the



exams work. Good exam technique matters less. Retakes are freely allowed and questions are less cryptic, with more signposting about how to answer them. The aim is to find out what candidates know, rather than what they don't. There is a great deal more coursework- with all the attendant dangers of plagiarism and cramming.

Given all that, and how much more exam- centred pupils and teachers have become, it would be odd if results did not improve. In fact, they have done so since 1982, suggesting that the trend is not a deliberate political plot. Educational results do generally improve as countries get richer. But it is also true that content has changed, and not always for the better. This is particularly true in the GCSE exams, taken at 16, which are widely seen as undemanding. But there are problems at A level too; It's possible to get an A in Maths without a solid grasp of calculus, for example. That used to be essential.

Such shortcomings certainly impose strain on the next stage in the system. A survey this week showed that 90% of academics thought A levels had become less demanding. In the highly rated actuarial- science course at London's city University, for example, the first term of the first year is spent filling in gaps in Maths that students used to learn at A level: chiefly geometry, vectors and calculus. The university- level Maths that actuaries need is crammed into two terms of the first year.

Remedial courses are widespread, but not yet very burdensome, says Universities UK, a lobby group. A –levels no longer dovetail neatly into the intensive three- year degree course that is still British universities' main offering. But it may well be better to leave universities to plug specific gaps, rather than expect all A - level candidates in, say, maths, to learn things that only a few will need. In the end, American style levels of participation in higher education will require American- style flexibility, with more part- time degrees and greater use of credits, and a greater financial contribution from the student.

Even if the universities' complaints are largely overblown, the other big constituency – employers – is still unhappy. They once saw A – levels as a solid signal of achievement, but many now say they distrust them.

There is evidence that some basic skills are becoming patchier. SHL, the country's largest provider of private testes, has seen a steady decline in the numerical and verbal reasoning abilities of graduate- level applicants. Because there are a lot more graduates than there used to be, it is not wholly surprising that standards have dropped a bit. But there's no doubt that faith in the system is dented.

In the end, arguments about declining standards are beside the point. No exam system imaginable could provide all the information that A – levels are supposed to signal. Some sensible tweaks are possible: more differentiation of the very

brightest, extra marks for good grammar and spelling in essays, a larger core curriculum in maths, fewer resits and less coursework, and less narrow specialisation. But in the end, the best exam system will be one that matters less than the education it seeks to measure, not more.

49. Which of the following are valid inferences that can be drawn from the passage?
- Mr. Miliband believes that the only problem with the current A level examination system is the lack of differentiation amongst the best candidates.
  - One of the ways in which the examination system is being tried to be improved is to create a better differentiation amongst the best candidates.
  - The author does not believe that A level students should necessarily be prepared for the intensive three year degree courses in universities.
  - More coursework means less weightage to examinations and hence better grades in the examination.
  - The author believes that people in general have lost faith in the A-Grade results.
- (a) All 5  
(b) All except (i)  
(c) All except (i) & (v)  
(d) None of these options.
50. Which of the following can be inferred to be problems that the author believes exist with the current A level examination system?
- The current examination system does not properly differentiate amongst the good students.
  - The current examination system should emphasize on spellings and grammar.
  - The current examination system does not adequately cover the curriculum in Maths.
  - The current examination system should reduce its emphasis on coursework
- (a) All 4  
(b) All except (i)  
(c) All except (ii) & (iv)  
(d) None of these options.
51. Which according to the author is the best examination system?
- One that tests the candidates abilities together with sensible tweaks such as more differentiation of the very brightest.
  - One that dovetails neatly into the intensive three year degree course that is still British Universities main offering.
  - One that is a solid signal of achievement and skill together with thorough knowledge.
  - One in which the education that is measured is more critical than the measurement itself.
- (a) Only (i) & (ii)      (b) Only (iii) & (iv)  
(c) Only (iv)              (d) All of the above.

## 6.12 Model Test Paper

52. "It's a small problem compared with others such as ... But a politically important one" Which problem is being referred to in the sentence of reference?
- (a) That a quarter of the school children never learn to read and count properly
  - (b) That the numerical and verbal reasoning test scores have declined over the years
  - (c) That the supply of A grade applications for admission is increasing by leaps and bounds at the top universities
  - (d) None of these.
53. Which of the following statements is David Miliband likely to agree with?
- (i) That there should be no pantomime, but a discussion of the issue of A level examinations.
  - (ii) Those who are against the A-level grading system are dogmatic and not pragmatic.
  - (iii) The current results are a signal of improvement in the education system but not a signal of decline of educational standards.
  - (iv) The A level examination system should have an improved distinction between the best candidates.
    - (a) All of these
    - (b) All except (i)
    - (c) All except (i) & (ii)
    - (d) Only (iii)

### Directions for Question 54

Four statements with blanks are given followed by 4 alternatives. Choose the one which fits the set of statements the maximum number of times.

54. (i) People sensed ...  
(ii) A bad ... case had come in form of a person with a smashed knee.  
(iii) And then, without warning ... struck.  
(iv) The animals were the first to recognize the signs of oncoming ...
- (a) Tragedy
  - (b) Accident
  - (c) Disaster
  - (d) Calamity

### Directions for questions 55 to 57

Read the passage below and answer the questions that follow. Do you recall the pleasure of discovering a new brand that actually delivers something that is perceptively superior to an existing one? It usually doesn't involve an entirely new approach or radical departure from conventional wisdom—one feels the product in question is effortlessly superior to whatever the previous standard was. This happened to me when I purchased my first pair of Timberland boots in the late Seventies from a cubbyhole of a shop in High Street Kensington. They looked just like other boots but were amazing—robust, comfortable and durable—something I confirmed while I tramped along the Thai-Cambodia border attempting to assist refugees fleeing from the Khmer Rouge.

These days, Timberland has established itself as a clothing, beachwear, and accessories brand, turning out scores of designer boots, shoes, slip-ons and deck shoes. Nowadays they are fully up to speed about their carbon footprint and recently acquired a company with a range of accessories for skateboarders. It is still a good brand, but there is that niggling feeling that Timberland is merely a fashion statement rather than a mould-breaking take on the work boot for the leisured classes.

Like Timberland, Riedel, the pioneer wine glass makers, knocked me sideways when I first tasted Bordeaux from their specially designed glass. It was state-of-the-art and effective; if you ever doubted the curve of a wine glass could completely alter the wine's taste, you only had to drink an identical wine from two differently designed wine glasses. I can assure you, a Bordeaux tasted from a Burgundy glass was completely different. Various grape varieties taste differently according to the glass used because they affect specific parts of the palate, so that if the wine is "thrown" towards a particular portion of the roof of the mouth, different taste sensations arise.

Riedel glassware turn out their traditional quality products that are more or less still at the summit for their type. However, they now feel impelled to diversify in the desire to "expand the brand", perhaps aiming to cover all bases while consumers still have a jangle in their spare-change pocket. Or perhaps, having enjoyed enormous growth off the back of a single, simple and inspired idea in the 1950's, Riedel, like Timberland, is experiencing a midlife crisis of sorts.

To celebrate their fiftieth anniversary, Riedel have launched the "Sommeliers Black Tie Range", ultra-expensive glasses from £50 to £80 a throw. Doubtless there will be a market for these glasses in the tuxedo-wearing classes. The stems are black so when you eye up a filled glass on your banqueting table, it appears that the Lafleur '47 (or is it Kangarouge NV?) goes all the way down to the base. To help those hard of seeing, the white wine version merely has a black base and a clear stem. And that's not all—Riedel now have something "to wow your guests" called Nachtmann Bossa Nova plates, which "show off your culinary presentation skills". Help! Get me out of here! All I ever wanted was a sturdy pair of boots and a perfect glass for my Bordeaux—not some sort of lifestyle nightmare.

It might be time to consider the impact of appropriate glasses for various wines. We should start with Champagne as virtually no one except celebrants at Mongolian National day in Ulan Bator uses those old saucer-shaped ones (Champagne coupes, they're called). Little-known fact: the shape was allegedly based on Marie-Antoinette's breast.

The slender flute is the now the preferred Champagne shape, although I have yet to hear anyone claim it is based on any part of the anatomy of Louis XVI. The flute is superior because it manages to contain the bubbles of the Champagne—

and provided you are drinking something not mass-produced by the lifestyle people, you can actually smell its nose.

Flying in the face of this advice, the most memorable Champagne I ever tasted was Cristal Rosé served in a plastic cup on a Eurostar as it pulled out of Paris. We had just spent the night at Chateau de Saran in Epernay drinking no end of different vintages of Dom Perignon, including their rare Rosé. One of our party thought that while those wines were perfectly acceptable, they didn't compare to the charms of Cristal Rosé. I still have no idea how he managed to slip away from the queue at the Gare du Nord and return triumphant, clutching a handful of plastic cups. Even with the handicap of the drinking vessel, it managed to transcend anything we had drunk in the past day or two. I have no doubt it would have been even more ethereal in a flute.

The same would apply to my first experience of Latour '59, served up in a stone mug on a stem. I drank it with a passionate socialist friend (later a Labour Government Minister) who believed that despite his privileged upbringing, it was only just that one of the greatest wines of the century should be served at his table in earthenware. I watched in horror as he expounded on some now obscure point of the class struggle between slurps from his mug.

At the reverse end of the spectrum, I have drunk several bottles of Cheval Blanc '83 with a hedge fund owner who insists on serving this glorious wine in eighteenth century crystal, which for all I know could have been Marie-Antoinette's. It still managed to strut its stuff—no easy task when the crystal is as thick as a bottle top. However, even he was dumbstruck when I arrived with a series of tasting glasses and thought it would be amusing to compare them. The quality leap was discernable but sadly I was not affluent enough to gift them to him, so it will be back to the ancien régime. Riedel are not the only option when it comes to fine wine; at present I prefer drinking fine Bordeaux from very thin tasting glasses, half the dimensions of the classic Riedel variety. However, Riedel do deserve huge credit for introducing the concept of wine-specific glasses, ranging from Bordeaux and Burgundies to Chianti and red Rhône's.

I recently went to a dinner in honour of Georg Riedel in London, where he had vast displays of his glassware, including the dreaded Black Tie ones. It was tad gratuitous to put up a Riedel glass of Grand-Puy-Lacoste '01 against a plastic cup with the same wine. No prizes for which tasted more interesting and revealed more of its character. Still, he is a craftsman and deserves honour.

I only wish that the human race wasn't genetically impelled to always expand and hunt for new markets. It is nothing very new, historically. When the Emperor Augustus died, his will instructed his successor not to expand the boundaries of the Empire, but before too many centuries the legions became restless and began appointing their own Emperors, such was their shame at not being allowed to conquer and pillage. I don't have any fears about Riedel going down this fatal route

if they stopped spreading themselves into the wider philistine world of the consumer. On the contrary, I won't be too surprised when I hear of the Alcopops Riedel glass or the eco-friendly slingback Timberland.

55. Why was the wine at the author's friends place served in a stone mug?
- because the friend wanted to show that he could use extraordinary glasses to produce different tastes
  - because the friends wanted to show how rooted to the masses he was in spite of his contrasting upbringing.
  - because the author and his friend belonged to the labour party and both deemed it fit that, it was only just that one of the greatest wines of the century should be served at his table in earthenware.
    - only A and B
    - only C
    - only B and C
    - only B
56. What according to the author is the reason that the champagne and wines taste different in different glasses?
- The stem of the glass allows the liquid to move smoothly on the tongue giving it a unique shape.
  - The tip of the glass allows the user to smell the wine which accentuates the taste.
  - Even with the handicap of the drinking vessel, a fine drink managed to transcend anything that can be drunk so the vessel according to the author was not important, but it was the quality of the drink that mattered.
  - none of these.
57. Which of the following options would be the best choice to define the purpose of writing this passage?
- Why should one complicate their life by using fancy products, when simpler alternatives are available?
  - Why do beloved brands have to expand past their initial ground-breaking product?
  - It might make sense to consider the impact of appropriate glasses for various wines.
  - None of these.

#### Directions for Questions 58 to 60

Fill in the blanks in the statements with the right words from the given options.

58. The Mayor of Lucknow formed a committee to simplify several dozen \_\_\_\_\_ city ordinances that were unnecessarily complicated and out-of-date.
- pedantic
  - empirical
  - byzantine
  - slovenly
59. The \_\_\_\_\_ rumors did a great deal of damage even though they turned out to be false.
- bemused
  - prosaic
  - apocryphal
  - ebullient
60. My great grand uncle who lost his life in the 1856 mutiny was a \_\_\_\_\_ for Indian independence.
- knave
  - reactionary
  - compatriot
  - martyr

**6.14** *Model Test Paper*

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**ANSWER KEY**

- |         |         |         |         |         |         |         |         |         |         |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 1. (a)  | 2. (b)  | 3. (a)  | 4. (b)  | 5. (c)  | 31. (d) | 32. (d) | 33. (d) | 34. (d) | 35. (d) |
| 6. (d)  | 7. (c)  | 8. (b)  | 9. (b)  | 10. (b) | 36. (d) | 37. (c) | 38. (c) | 39. (c) | 40. (d) |
| 11. (a) | 12. (c) | 13. (a) | 14. (a) | 15. (d) | 41. (b) | 42. (d) | 43. (a) | 44. (c) | 45. (a) |
| 16. (a) | 17. (a) | 18. (b) | 19. (d) | 20. (a) | 46. (c) | 47. (a) | 48. (d) | 49. (b) | 50. (c) |
| 21. (b) | 22. (d) | 23. (d) | 24. (a) | 25. (b) | 51. (c) | 52. (d) | 53. (c) | 54. (c) | 55. (d) |
| 26. (d) | 27. (b) | 28. (d) | 29. (c) | 30. (b) | 56. (d) | 57. (b) | 58. (d) | 59. (d) | 60. (d) |

ANSWERS WITH SOLUTIONS

QUANTITATIVE APTITUDE

- Let the number be  $x$ .  
Here we have  $x + 100 = k^2$  and  $x + 152 = m^2$ , where  $x$  is the integer and  $k$  and  $m$  are natural numbers.  
We have  $m^2 - k^2 = 52$   
or  $(m + k)(m - k) = 26 \times 2$  or  $52 \times 1$  or  $13 \times 4$   
but only  $26 \times 2$  will give us integer solution. So  $m = 14$  and  $k = 12$ .  
 $\Rightarrow x = 44$ .
- It is equivalent to finding how many such two-digit numbers are there. In such numbers, we cannot have 0 or 1 in unit's place. When we have 2 in unit's place, we have 1 such number, 12. When we have 3 in unit's place, we have 2 such numbers 13, 23...  
Then, we have 9 in unit's place, we have 8 such numbers. So number of such numbers is  $(1 + 2 + 3 + \dots + 8) = 36$ .  
Hence, the resulting number has 72 digits.
- The maximum area would be either when the height = 30 cm or when the side of the equilateral triangle = 30 cm.  
Hence, the maximum area would be  $300\sqrt{3}$  or  $225\sqrt{3}$  sq cm respectively. The greater area is  $300\sqrt{3}$  sq cm.
- 55% of the families own air conditioners, 85% own coolers, at least  $55 + 85 - 100 = 40\%$  own both, and 75% own Generator sets.  
At least  $75 + 40 - 100 = 15\%$  people own all the three.  
Or  
 $100 - [(100 - 55) + (100 - 85) + (100 - 75)] = 15\%$

**Solutions for Questions 5 & 6**

Suppose initial speed of Aditya was  $v$  m/s, so that of Yashpal was  $v + 1$  m/s and the final speed of Aditya was  $v + 2$  m/s. It is obvious that,  
 $500/(v + 1) - 500/(v + 2) = 25$   
or  $v = 3$  m/s.  
So speed of Yashpal was 4 m/s.  
Suppose once Aditya and Yashpal meet, the remaining distance is  $D$ . Since Yashpal finish 7 min and 8 s after Aditya, i.e. 428 s.  
So,  $D/4 - D/5 = 428$  or,  $D = 8560$  m.  
Before meeting they had travelled  
 $10,000 - 8,560 = 1,440$  m.  
Difference in time taken or time lapse =  $1440/3 - 1440/4 = 120$  s = 2 min.  
Hence option (c) is the correct answer for Q. 5.  
Hence option (d) is the correct answer for Q. 6.

- The expression needs to be evaluated at different values of  $x$  and we can easily see that at  $x = 0$ , the value of the function becomes -1. Further at  $x = 0.5$  we can find that the value is  $-3/2$ . So we can understand that the value of the function is reducing when we move to the right of 0. It can also be seen that to the left of 0 also there will be a drop in the value of the function. For instance at  $x = -0.1$  also the value of the function will be less than -1. So obviously the function is reaching a kind of a maximum at -1 and is not going beyond that when the range of values are in this range.  
It can be observed that after  $x = 1$ , the function will become positive. At  $x = 1.1$  it can be seen that the value of the function would become around 10-11. As you would increase the value of  $x$  beyond 1, the function would reduce in value. Also, it can be seen that after  $x = 1$ , the function would achieve its minimum value at  $x = 2 \rightarrow$  where it's value would be 3. After 2 the value would start increasing. Hence, the value of the function cannot be between -1 to +3. Hence, option (c) is the correct answer.
- There would be 10 chapters with even number of pages. Place them to start with- each of them would start on an odd numbered page. After that, start to place the chapters with an odd number of pages- the first one would start on an odd numbered page, the second on an even numbered page, the third on an odd numbered page and so on. Thus there would be  $10 + 5 = 15$  chapters out of 20 which can at the maximum start on an odd numbered page. Hence, option (b) is correct.
- For this question, you would have to count the actual number of numbers. In the hundreds, the first numbers you would find would be in the 120s. The first numbers are 124, 126, 128, 134, 136, 138, 146, 148, 156, 158, 168, 178.  
In the 200s, the values would be 234, 236, 238, 246, 248, 256, 258, 268, 278  
In the 300s the values would be 346, 348, 356, 358, 368, 378  
In the 400s the values would be 456, 458, 468, 478  
In the 500s there would be only 2 values.  
1 value in the 600s and no value after that. Hence 34 values.  
But in all there are 450 even three digit numbers starting from 100, 102, 104 ... 998. Hence, the required answer is  $450 - 34 = 416$ .
- $\log(2x - 3/4) > 2 \log x$  Solving we get 2 cases:  
Case 1: When  $x > 1 \Rightarrow (2x - 3/4) > x^2$ .  
Case 2: When  $x < 1 \Rightarrow (2x - 3/4) < x^2$

## 6.16 Model Test Paper

Solving these inequalities we get:

$x$  lies in  $(\frac{3}{8}, \frac{1}{2}) \cup (1, \frac{3}{2})$

viz:  $(0.375, 0.5) \cup (1, 1.5)$

In these ranges we have two independent values which could be expressed as  $p/5$

viz:  $0.4 = 2/5$  and  $1.2 = 6/5$ . Since in both the cases,  $p$  is co prime with 5, we can say that both these cases satisfy the conditional requirements.

Hence, option (b) is the right answer.

11. Total matches being played =  $8C2 \times 8C2 = 28^2 = 784$ . Thus, a total of  $784 \times 4 = 3136$  people are part of these 784 matches. Each of the 16 players would play in the same number of matches =  $3136/16 = 196$ . Hence, option (a) is the right answer.
12. Each of the 3 places can take 3 letters  $\Rightarrow 27$ . But we don't want the combination (1, 2, 3)  $\Rightarrow 3! = 6$  are out  $\Rightarrow 27 - 6 = 21$ .
13. Unit's digit of  $X$  should be 1, 5 or 6. Ten's digit can be 4 or 6. So the values of the number can be 41, 45 and 61. In case of 46, 65 and 66 the square of the reverse will exceed 3000. Hence only 41, 45 & 61 satisfy. Hence only 3 values.
14.  $AB = AC$ , so angle  $ABC = ACB$   
Let angle  $ABC = ACB = a$   
 $AE = AD$ , so angle  $ADE = AED$   
Angle  $EDC + ECD =$  angle  $AED$  (exterior angle)  
 $x + a =$  angle  $AED$   
Angle  $BAD + DBA = CDA$  (exterior angle)  
 $30 + a =$  angle  $CDE +$  angle  $EDA = x + x + a$   
 $x = 15^\circ$
15. If the ratio of the altitudes of a triangle is 3 : 5 : 6, the ratio of its sides will be  $1/3 : 1/5 : 1/6 = 10 : 6 : 5$ . Therefore, checking from the options we find that the sides of the triangle are 50, 30, 25.
16. If the diameter of the bigger sphere is 1, the length of the diagonal of the cube will also be 1. Hence, the side of the cube which is also the diameter of the smaller sphere will be  $1:(3)^{1/2}$  or the ratio of diameters =  $(3)^{1/2} : 1$ .  
Hence, the ratio of the surface areas = 3 : 1.
17. Out of 7000 books, 1000 are given free and from the balance 6000, for every 19 books one book is given free. Hence, 5700 books are sold at 80% of 11.25.  
Thus,  $SP = 5700 \times 11.25 \times 0.80 = 51300$ ,  $CP = 44000$ .  
Therefore, Gain percentage =  $(51300 - 44000)/44000 = 16.5\%$
18. Equate  $12 - x = 8 + x$  to give you the intersection point between the two lines  $12 - x$  and  $8 + x$ . The intersection occurs at a value of  $x$  as 2. It can be visualized by plotting both these lines that the maximum value of the given function would occur at  $x = 2$ . Hence, the correct answer would be 10.

19. would exist for the following structures of making the value of 5:

$0 + 5 \rightarrow$  This would happen if we take the value of  $x$  as 4 and  $y$  can take the values of 7 or -3. Hence, there would be 2 sets of integral  $(x, y)$  values giving us  $0 + 5 = 5$

$1 + 4 \rightarrow (5, 6), (5, -2), (3, 6), (3, -2) \rightarrow$  four solutions

$2 + 3 \rightarrow$  four possibilities again

$3 + 2 \rightarrow$  four possibilities again

$4 + 1 \rightarrow$  four possibilities again

$5 + 0 \rightarrow$  2 possibilities

20. It can be seen by plotting the graph of this expression that the function  $y = 3^x - 2x - 1$  would cut the  $x$  axis twice. Hence, the equation would have 2 real solutions.

### DATA INTERPRETATION AND LOGICAL REASONING

#### Solution

This set involves three tasks—(1) matching hair color to each child, (2) sequencing the children according to the age, and (3) grouping the children according to room assignments. We simply list the clues given as follows:

$w$	Brown
$x$   $Q$   $y$	Brown/private
$z$ (youngest shares)	red boy does not share with oldest

The only additional information that can be deduced from the clues is that, since  $W$  and  $X$  both have brown hair, either  $Y$  or  $Z$  must be a red haired boy, as indicated above.

21.  $W$  and  $X$  both have brown hair. Thus  $Y$  and  $Z$  must be the two red haired children who are assigned to semi-private rooms. Although  $Y$  or  $Z$ , or both may share a room with  $W$ ,  $Y$  and  $Z$  must share a room with each other; otherwise one of them would have to share the room with  $X$ , which would violate the constraint that  $X$  is assigned to a private room. Since  $Z$  cannot share a room with the oldest child,  $Y$  cannot be the oldest child. Hence option (b) is the correct answer.
22. Considering statement (I), if two boys have brown hair, then three of the children ( $W$ ,  $Y$  and  $Z$ ) must be boys (because either  $Y$  or  $Z$  is a red-haired boy). If every boy is older than every girl, then  $X$ , the only girl, would be the youngest child but this violates clue statement (i). Thus statement (I) must be false. Considering statement (II),  $X$  is assigned to a private room. Thus, if three children must be  $W$ ,  $X$  and  $Z$ .  $Z$  will not share room with the oldest child, and therefore cannot be younger than every boy. Hence this statement is also false. Considering statement (III), if two children are boys and are assigned to a semi-private room, one of two situations must be

true- either one of those boys is the youngest child (the youngest must share a room) or the youngest child is a girl and must share a room. In the former case every boy could not be older than every girl, and in the latter case  $X$  is assigned a private room as the youngest girl. Hence this statement is also false. Hence option (d) is the correct answer.

**Solution 23 & 24**

To solve this we will create a diagram where men will be denoted by upper case letter and women with lower case letters and we will list the extras separately to avoid confusion. Here, given that Cathy and Debbie must both be selected because if they were not selected then Adam and Bill or Ernie and Felicia ( three of whom are men) would all be selected; as a result only two women Felicia and Irene at most will be selected. However according to the constraints at least as many women as men must be selected, thus Cathy and Debbie must both be selected.

$$[AB] \quad [C \text{ } D] \quad [E/F]$$

$$GH_i (\geq 1)$$

$$\text{Women} \geq \text{MEN}$$

- 23. Eliminate each options using the clues given in the information. Only option (d) suffices. Hence option (d) is the correct answer.
- 24. Cathy and Debbie must both be selected. Hence option (a) is the correct answer.

**Solutions for Questions 25 to 30**

First round results for the presidential nomination are given below:

<i>Evan Bayh</i>	3	6	12	33
Joe Biden	6	10	14	52
Wes Clark	4	3	13	31
Hillary Clinton	2	13	13	45
John Edwards	6	5	7	35
Russ Feingold	4	2	3	19
Al Gore	4	10	12	44
John Kerry	6	6	14	44
Bill Richardson	3	4	12	29
Tom Vilsack	5	2	11	30
Mark Warner	7	0	11	32

The following is the list of scores in the second round. From the first table above it is clear that the 5 top finishers are:

- (a) Joe Biden(52 points)
- (b) Hillary Clinton (45 points)
- (c) John Kerry (44 points)
- (d) Al Gore (44 points but is placed 4<sup>th</sup> because there is a tie in the number of raw votes and Al Gore has the lower number of delegate votes)

(e) John Edwards (35 points)

The table for the second round is drawn below:

<i>Hillary Clinton (2<sup>nd</sup> to 4<sup>th</sup>)</i>	13	10	12	71
Al Gore (4 <sup>th</sup> to 2 <sup>nd</sup> )	12	11	28	86
Joe Biden (1 <sup>st</sup> to 5 <sup>th</sup> )	8	11	24	70
John Kerry (3 <sup>rd</sup> in both rounds)	9	13	31	84
John Edwards (5 <sup>th</sup> in first round to 1 <sup>st</sup> in second)	10	18	28	94

So the respective points for the final nomination (after weighted averages) are:

$$\text{Joe Biden} = 52 + 70 \times 2 = 192$$

$$\text{Hillary Clinton} = 45 + 71 \times 2 = 187$$

$$\text{John Kerry} = 44 + 84 \times 2 = 212$$

$$\text{Al Gore} = 44 + 86 \times 2 = 216$$

$$\text{John Edwards} = 35 + 94 \times 2 = 223$$

- 25. From the first table it is clear that the correct answer is Russ Feingold(19 points), Bill Richardson (29) and Tom Vilsack (30). Hence, Option (b) is correct
- 26. John Edwards is the presidential nomination. Option (d) is correct.
- 27. Al Gore is the Veep and he scores 216 points. Option (b) is correct.
- 28. Al Gore is the Veep. Option (d) is correct
- 29. Only the third statement is true. Note that the first three statements are talking about the number of points scored in the second round. Only 84 point for John Kerry is correct. Joe Biden has scored 70 (and not 140) while Hillary Clinton has scored 71 (and not 142) in the second round of voting.
- 30. There were 2 delegates, 2 alternates and 1 official guest whose ballot paper was cancelled in the first round. Hence, there were 2 delegates. Option (b) is correct.

**Solutions for Questions 31 & 32**

In order to work through the information, it will be convenient to construct two different diagrams, one in which sequential information can be displayed in grid and the other in which attributes may be matched in roster form without regard to sequence.

		Sequence					
		1	2	3	4	5	
(HHHCC)	H					H	
(F, Ch)							
(g, w, r)							

	roster					
	H	H	H	C	C	
	Ch	F	F	-	-	(if w → Ch)
	-	g/r	g/r	-	-	

## 6.18 Model Test Paper

The rule that “No ford is white” is a conditional constraint, and so all white cars must be Chevys.

31. Either the first or the fifth ca(or both) must be a Ford hardtop and must be either gray or red. Only statement (I) is true. Hence option (d) is the correct answer.

32. The two convertibles must both be Chevys. In order to prove option (d) as incorrect, the three Chevys would have to be first, third and fifth. Thus, hardtops could not appear both first and fifth. This result would violate one of the constraints and hence option (d) must be true. Hence option (d) is the correct answer.

### Solutions to 33 to 35

The following table gives the points scored by 8 different athletes in seven events of a heptathlon contest:

	100 meters	200 meters	Long Jump	High Jump	Discuss Throw	400 meters Chase	Steeple	
India Soma Biswas	8-210	7-230	8-190	8-160	7-180	6-230	5-340	Low rung
USA Jackie Jorner Kersie	1-390	2-340	1-450	4-290	1-350	1-400	1-500	Super, top drawer, middle rung
Russia Svetlana Kuznetsova	3-320	4-290	5-300	1-340	4-270	3-350	4-350	Super, world, continental, top drawer
Brazil Maui Diaz	7-220	8-210	7-240	2-330	8-160	8-210	7-280	Low rung
China Na Li	4-290	6-250	3-350	7-190	2-310	5-240	8-270	Top drawer
Argentina Gabriela Hurst	6-230	5-270	4-320	6-240	5-250	7-220	3-380	Top drawer, low rung
Canada Simone Singh	2-360	3-320	6-260	5-270	6-210	4-300	6-320	Top drawer
Australia Katy Landis	5-260	1-380	2-370	3-310	3-280	2-360	2-450	Super, world, continental, top drawer, middle rung,

33. (d)  
 Gabriela Hurst is a Top Drawer as well as a low Rung athlete. Jackie Joyner Kersie is a super athlete but is not a continental class athlete, the third option is also not true.  
 Svetlana Kuznetsova is a Super athlete but not middle rung. Hence, none of these is correct.
34. For 100 meters, there are 3 athletes below the average  
 For Long Jump, there are 3 athletes below the average  
 For 200 meters, there are 3 athletes below the average  
 For 400 meters, there are 4 athletes below the average  
 For high jump, there are only 2 athletes below the average  
 Hence (d)
35. Athletes satisfying the conditions for Continental Class athletes would be Gabriela Hurst and Simone Singh. Hence, there will be no increase as the previous definition was also throwing up two such athletes. Hence (d)
36. In general, a Year which is divisible by 4 is a leap Year but, in case of century Years it should be divisible by 400 to be leap year and not merely by 100. Hence the gap between the two leap years may be four or eight

depending on the years. Using this information the question cannot be answered using either of the statements alone or together because we do not know whether A03 is a leap year or not. Hence option (d) is the correct answer.

37. Let there be  $x$  males and  $y$  females. If all the females are to be seated together, the number of ways of seating the students is  $(x+1)!y!$ . If all the males are to be seated together the number of ways of seating the students is  $(x!(y+1)!$ . Thus we have  $(x+1)!y!/x!(y+1)! = 4/5$ . Thus,  $(x+1)/(y+1) = 4/5 \Rightarrow 5x+1 = 4n$ . The possible solutions can be substituted in the equation as  $5(3)+1 = 4(14)$ ,  $5(7)+1 = 4(9)$ , and  $5(11)+1 = 4(14)$ . Hence  $x/y = 3/4$  or  $7/9$  or  $11/14$  or .... Only  $3/4$  is less than  $55/72$ . Hence we need both statements to conclude that  $x = 3$  and  $y = 4$ . Hence option (c) is the correct answer.
38. Statement (A) alone gives the number of commerce graduates as  $\geq 200$ , which means non-commerce graduates  $\leq 200$ . Statement (B) says non-commerce graduates  $\geq 200$ . Neither statement alone is independently able to answer the problem. But using together we can answer the problem. Hence option (3) is the correct answer.



39. From statement (A) alone,  $\alpha^2 + \beta^2 + 2\alpha\beta = 49 \Rightarrow \alpha + \beta = 7$ . Unique value of the sum of the roots cannot be found. Hence statement (A) alone is insufficient. From statement (B) both roots are positive and using both statements together we have  $\alpha + \beta = 7$ . Hence option (c) is the correct answer.
40. Even if we use both the statements we cannot find the number of brothers and sisters each of Mee and Cee has. Hence option (d) is correct.
41. (b) the paragraph starts with a question and the subsequent lines ask about the futility of learning things that should no longer be relevant, so the logical end of the paragraph should be in the form of a question further questioning the credibility of things that are being learnt by children in their curriculum as he gives his own example of having happily forgotten those things.
42. (d) since the aunt had choices given to her at the end, the paragraph here had to end with a refrain and exclamation about her final choice.
43. (a) options 3 and 4 are just same things being said in different ways and obviously out of context, option 2 is irrelevant as it talks about something specific which has not been mentioned, option 5 clearly is not related at all to the general context in which the paragraph is framed. so it is option (a) which is a logical link to the last sentence
44. EABCD (c)  
*E* statement has to be the starting or the end statement and as *E* is followed clearly by *A*, so *E* has to start, followed by *A* and the last statement is clearly provided by *D*. So the right sequence is EABCD.
45. (a) DACB  
 The link between statements *D* and *A* are clearly visible as *A* is explaining the logic of *D*. Statement *B* is the final conclusive statement of the given paragraph. So the answer is *DACB*.
46. (c) ABEDC  
 Statement *EDC* are clearly following each other in a sequence. *B* is an explanation of the methodology mentioned in *A*. So the right sequence is ABEDC.
47. EDCBA (a)  
 The statement *E* starts with a question, the answer to which is given by statement *D* and it gets further proved by the experiment in *C*. Statements *B* and *A* have to be together in the sequence *BA*. So the answer comes to be (a) EDCBA.
48. CABED (d)  
 Statements *ED* clearly form the most logical conclusion. *A* quote starts in statement *C* and is completed in statement *A*. So when we get the starting as *CA* and end as *ED*, we just have one option left for e answer and that is *CABED*.
49. (b)  
 The answer is clear from the paragraph itself that (i) cannot be included.
50. (c)  
 Options (ii) and (iv) are clearly out of the purview of the question.
51. (c)  
 Only the option iv is the clear best method as said by the author in the passage.
52. (d)  
 The problem mentioned is not covered in any of the given options.
53. (c)  
 It is clear from the passage that options i and ii are not covered in context of David Miliband.
54. (c) disaster
55. (d) only B  
 As the friend was a socialist so he wanted to show his socialistic ideology through this symbolic representation.
56. (d)  
 None of these is the answer here because the right answer is given in the 3rd paragraph in the following lines : Various grape varieties taste differently according to the glass used because they affect specific parts of the palate, so that if the wine is “thrown” towards a particular portion of the roof of the mouth, different taste sensations arise.
57. (b)  
 The following lines from the passage clearly show that (b) clearly covers the purpose of the passage: “However, they now feel impelled to diversify in the desire to “expand the brand”, perhaps aiming to cover all bases while consumers still have a jangle”  
 “ Help! Get me out of here! All I ever wanted was a sturdy pair of boots and a perfect glass for my Bordeaux—not some sort of lifestyle nightmare.”
58. (c)  
 The answer is choice c, byzantine, an adjective that means “highly complicated and intricate.” Here, you are looking for a restatement of the clue words complicated and out-of-date,
59. (c)  
 (c) Apocryphal (adj.) means of questionable authenticity or doubtful authority.
60. (d)  
 A martyr (n.) is one who sacrifices something of supreme value, such as a life, for a cause or principle.