

CAREERS 360

PREPARATION **Series**

NIFT – UG 2025

Communication Ability and English Comprehension (A Complete Guide)

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ABOUT THIS BOOK



Introducing the comprehensive guide to NIFT UG English Comprehension and Verbal Communication – your go-to resource for mastering every facet of the exam. This meticulously crafted book covers all topics likely to appear in the NIFT exam, providing in-depth explanations of concepts and accompanied by a plethora of practice questions to facilitate a thorough understanding. The grammar and vocabulary section comes complete with a rich array of practice questions, ensuring you are well-prepared for this crucial aspect.

Enhance your language skills further with access to an extensive 3000+ Vocabulary Builder and a compilation of 500+ Idioms and Phrases. As a bonus, enjoy downloadable access to various other valuable resources.

To reinforce your preparation, the guide includes a full-length English mock test comprising 50 questions, accompanied by a comprehensive answer key and detailed solutions. This mock test not only simulates the exam environment but also serves as a valuable tool for self-assessment.

Whether you are focusing on mastering grammar, expanding your vocabulary, or practicing comprehension, this eBook is your all-in-one solution for excelling in the NIFT UG English section.

Best of luck on your artistic journey!

ENGLISH SECTION: AN OVERVIEW



Number of Questions: The number of questions in the English section can vary from year to year. Typically, there are around 25-30 questions in the English section.

Question Types - The English section usually includes a mix of different question types to assess various language skills. These may include:

- **Reading Comprehension:** Passage-based questions to test understanding and interpretation.
- **Synonyms and Antonyms:** Questions testing vocabulary and word meanings.
- **One Word Substitution:** Testing the ability to express a concept in a single word.
- **Phrasal Verbs:** Questions assessing knowledge of commonly used phrasal verbs.
- **Grammar and Usage:** Questions related to parts of speech, sentence structure, and common grammatical errors.
- **Vocabulary:** Questions testing knowledge of word roots, prefixes, suffixes, and contextual usage.

Difficulty Level: The difficulty level of the questions can vary. Some questions may be straightforward, while others may require a deeper understanding of language concepts.

Subject Areas: The questions are designed to assess candidates' proficiency in English, including their reading comprehension skills, vocabulary, grammar, and language usage.

PREPARATION TIPS FOR ENGLISH SECTION



Here are some tips you can follow while studying for the English section:

- **Active Reading:** Read passages actively, engaging with the content rather than passively scanning. Highlight key points and take notes.
- **Identify Main Ideas:** Focus on identifying the main idea of each paragraph and the overall theme of the passage.
- **Practice Skimming and Scanning:** Develop skimming (quickly looking through the text for the main ideas) and scanning (searching for specific information) skills.
- **Underline Keywords:** Underline or highlight keywords and phrases that convey the central meaning of the passage.
- **Answering Techniques:** Practice different question types such as inference, main idea, tone, and detail-oriented questions.
- **Flashcards for Identification can be used for parts of speech :** Create flashcards for each part of speech with examples. Test yourself regularly.
- **Sentence Structure:** Practice structuring of the sentences to visually understand the structure. This can be particularly useful for complex sentences.
- **Identify Subject-Verb Agreement:** Pay attention to subject-verb agreement and practice identifying errors in sentences.
- **Error Spotting Exercises:** Work on error spotting exercises to identify common mistakes in sentences.
- **Create Word Maps:** Create word maps connecting roots, prefixes, and suffixes to their meanings. This will help you understand the origins of words.
- **Memorize Common Prefixes and Suffixes:** Memorize common prefixes and suffixes to decode unfamiliar words.
- **Grouping Words:** Group synonyms and antonyms together for related sets. Practice them in pairs to reinforce your understanding.
- **Contextual Usage:** Practice using synonyms and antonyms in sentences to understand their contextual usage.
- **Simulate Exam Conditions:** Take full-length mock tests to simulate the exam environment, including time constraints.

- **Review Mistakes:** After each mock test, thoroughly review your mistakes. Understand why you got a question wrong and how to avoid similar errors in the future.
- **Time Management:** Practice managing your time effectively during the full-length mock tests. Allocate time for each section based on its weightage.

By incorporating these specific strategies into your preparation routine, you can enhance your performance in each section of the English exam for NIFT.

Let's Begin With The Study Material!!

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PART I : ENGLISH COMPREHENSION

Introduction to Reading Comprehension:

Reading Comprehension (RC) is a fundamental skill assessed in the VARC (Verbal Ability and Reading Comprehension) section of the management exam. It is designed to evaluate your capacity to comprehend and interpret written passages. Here, we'll delve deeper into the concept, focusing on essential strategies and tips for mastering RC effectively.

Key Points:

Read Actively: Active reading is the cornerstone of RC success. It means going beyond simply scanning the text. Instead, actively engage with the content, trying to understand the author's message, argument, and intent. Effective strategies for active reading include highlighting, note-taking, and asking questions while reading.

Skim First: Before diving into the passage, take a moment to skim through it quickly. This initial scan helps you get a sense of the passage's structure, main theme, and any notable headings or subheadings. This contextual understanding will guide your comprehension.

Identify the Main Idea: The main idea or thesis statement of the passage is its central point. It is usually found in the introduction or conclusion but may be implied throughout the text. Identifying the main idea is crucial as it helps you grasp the core message the author wants to convey.

Understand the Structure: Pay attention to how the passage is organized. Look for clues in the structure, such as the introduction, body paragraphs, and conclusion. This helps you recognize the flow of ideas and the relationships between different parts of the text.

Highlight Key Information: While reading, use a highlighting or underlining method to mark essential information. This includes facts, statistics, examples, and the author's viewpoints or arguments. Highlighting key details aids in revisiting them when answering questions.

Note the Tone: The tone of the passage reflects the author's attitude or stance towards the subject matter. It can be persuasive, informative, critical, or neutral.

Understanding the tone is crucial as it provides insights into the author's purpose and perspective.

Vocabulary: Expect to encounter unfamiliar words during RC passages. Don't let them deter you. Instead, use the context surrounding these words to deduce their meanings. The CAT exam values your ability to grasp overall comprehension more than your vocabulary knowledge.

Example:

Let's put these strategies into practice using an example passage:

Passage:

"Climate change is a pressing global issue that demands immediate action. Rising temperatures, melting ice caps, and extreme weather events are all clear indicators of the impending crisis. In this essay, we will explore the causes of climate change and propose strategies to mitigate its effects."

Main Idea: The main idea of this passage is that climate change is a pressing issue, and the author intends to discuss its causes and propose solutions.

Structure: The passage follows a structure of introduction (setting the stage for the topic), body (listing indicators of climate change), and a future plan (exploring causes and proposing solutions).

Tone: The tone of the passage is persuasive, as the author is urging action to address climate change.

Key Information: Key information includes "climate change is a pressing global issue," "rising temperatures," "melting ice caps," and "strategies to mitigate its effects."

By actively applying these strategies and understanding these elements, you can significantly enhance your ability to approach RC questions with confidence during the exam.

Remember, consistent practice and exposure to various types of texts will further sharpen your RC skills, making you well-prepared for the exam's challenges.

Types of Passages:

In the VARC (Verbal Ability and Reading Comprehension) section of management exams, you will encounter various types of passages. Familiarizing yourself with these types is essential for effective comprehension and timely answering of questions.

Let's delve deeper into each type of passage mentioned:

1. Expository Passages:

Characteristics:

- Focuses on providing factual information.
- Aims to educate or explain a topic.
- Often presents a balanced view.

Reading Strategy:

- Look for key details, statistics, and data.
- Identify cause-effect relationships.
- Pay attention to any supporting evidence provided.

Example:

"A comprehensive study of the geological formations in the region reveals a rich history of tectonic activity. This has led to the diverse landscapes we observe today, ranging from towering mountain ranges to fertile valleys."

2. Argumentative Passages:

Characteristics:

- Presents a specific viewpoint or argument.
- Provides evidence, examples, or reasons to support the perspective.
- May acknowledge counterarguments.

Reading Strategy:

- Identify the author's viewpoint and the evidence presented.
- Evaluate the validity and strength of the arguments.
- Consider any counter arguments presented.

Example:

"The adoption of renewable energy sources is not only an ethical imperative but also an economic necessity. The long-term benefits far outweigh the initial investment, leading to a sustainable and resilient energy future."

3. Descriptive Passages:

Characteristics:

- Focuses on providing vivid details about a subject.
- Aims to create a vivid mental image for the reader.
- Utilises sensory language and descriptive techniques.

Reading Strategy:

- Create a mental image of the subject being described.
- Pay attention to sensory details (sight, sound, smell, etc.).
- Consider the atmosphere and mood conveyed.

Example:

"The sun dipped below the horizon, casting a warm, golden glow over the tranquil lake. The gentle ripples mirrored the fiery hues, creating a mesmerizing tableau of nature's beauty."

4. Narrative Passages:

Characteristics:

- Tells a story or recounts an event.
- Includes characters, settings, and a chronological sequence of events.
- May have a plot with a beginning, middle, and end.

Reading Strategy:

- Follow the sequence of events and identify the main elements (characters, settings, etc.).
- Understand the purpose or message conveyed through the narrative.

Example:

"As the clock struck midnight, Emily's heart raced with anticipation. She stepped onto the cobbled path, guided only by the pale moonlight. The old manor loomed ahead, its dark silhouette holding secrets of generations past."

5. Analytical Passages:

Characteristics:

- Delves into deeper layers of a topic.
- Often dissects complex ideas, theories, or phenomena.
- May explore the implications and significance of concepts.

Reading Strategy:

- Break down complex ideas into manageable components.
- Identify the main theories or concepts being discussed.
- Understand how these components relate to each other.

Example:

"The theory of relativity revolutionized our understanding of the universe, challenging Newtonian physics. Einstein's groundbreaking work revealed the interplay between space, time, and gravity, reshaping the fabric of modern physics."

Mastering the nuances of each type of passage equips you with a versatile toolkit for tackling the diverse range of reading materials encountered in the VARC section of management exams.

Examples:

A. Passage (Analytical):

"In the realm of economics, the concept of 'elasticity' plays a pivotal role. Elasticity measures the responsiveness of demand or supply to changes in price. Understanding the different types of elasticity is essential for making informed market predictions."

Approach: For this analytical passage, focus on understanding the concept of elasticity and its importance in economics. Pay attention to the mention of responsiveness to price changes.

B. Passage (Argumentative):

"In the ongoing debate about urbanization, proponents argue for its role in economic growth and innovation. They posit that concentrated urban centers foster collaboration and creativity. However, critics contend that rapid

urbanization can lead to social inequality and environmental degradation, necessitating a balanced approach for sustainable development."

Approach: For this argumentative passage, focus on identifying the viewpoints of both proponents and critics of urbanization. Evaluate the arguments presented by each side and consider any potential counterarguments. Pay attention to the need for a balanced approach to address the challenges posed by rapid urbanization.

C. Passage (Descriptive):

"The ancient city of Petra, nestled within the rugged terrain of southern Jordan, stands as a testament to the architectural marvels of the Nabateans. Carved into rose-red cliffs, the city's intricate facades and tombs reveal a rich history dating back to 312 BC. Visitors are transported through time as they wander through the narrow Siq, beholding the grandeur of this UNESCO World Heritage site."

Approach: In this descriptive passage, focus on creating a vivid mental image of Petra. Pay attention to the sensory details provided, such as the rose-red cliffs and intricate facades. Immerse yourself in the historical context and appreciate the significance of this ancient city.

Remember, adapting your approach based on the type of passage is crucial for effective comprehension. This skill will greatly enhance your performance in the VARC section.

Main Idea and Title :

Main Idea:

Definition:

The main idea is the central message or theme that an author intends to convey through a passage. It represents the primary focus or purpose of the author's writing. Identifying the main idea is crucial for comprehensive understanding and effective summarization of a passage.

Importance:

Understanding the main idea is essential because it provides a roadmap for comprehending the supporting details and arguments within a passage. It acts as an

anchor, helping the reader stay focused on the core message amid potentially complex or verbose content.

Locating the Main Idea:

1. **Introductory Paragraph:** Often, the main idea is explicitly stated in the opening paragraph. The author may present the central theme early on to provide readers with context.
2. **Concluding Paragraph:** Similarly, the main idea may be restated or summarized in the concluding paragraph. This serves to reinforce the core message and leave a lasting impression on the reader.
3. **Implicit Throughout:** In more complex passages, the main idea may be implicitly woven throughout the text. In such cases, readers must carefully consider the recurring themes, arguments, or concepts presented.

Approach to Main Idea Questions:

1. **Active Reading:** Engage with the passage, actively seeking out the author's main argument and key points.
2. **Identify Central Themes:** Look for recurring ideas, arguments, or concepts that underpin the passage's content.
3. **Opening and Closing Focus:** Pay close attention to the introductory and concluding paragraphs, as they often contain explicit statements of the main idea.
4. **Avoid Getting Bugged Down:** While details are important, prioritize capturing the overarching message of the passage.
5. **Consider the Author's Purpose:** Reflect on why the author is writing and what message they intend to convey to the reader.

Main Idea Examples:

1. Passage Excerpt:

"Advancements in artificial intelligence have revolutionized various industries, from healthcare to finance. The integration of AI-driven algorithms has led to increased efficiency and accuracy in decision-making processes."

Main Idea: The main idea of this passage is the transformative impact of artificial intelligence on various industries, emphasizing its role in enhancing efficiency and accuracy.

2. Passage Excerpt:

"Exploring the intricacies of human behavior, psychology sheds light on the underlying factors influencing our thoughts, emotions, and actions. It provides valuable insights for personal growth and interpersonal relationships."

Main Idea: The main idea here is the significance of psychology in understanding human behavior and its applications in personal development and relationships.

3. Passage Excerpt:

"The concept of sustainability is at the forefront of global discussions, driving efforts to address environmental challenges. Embracing eco-friendly practices is paramount for a sustainable future."

Main Idea: The central theme of this passage is the importance of sustainability and the need for adopting environmentally-friendly practices.

Mastering the skill of identifying the main idea and crafting effective titles will greatly enhance your ability to comprehend and engage with passages in the VARC section of management exams.

Title:

Definition:

The title of a passage is a concise representation of the entire passage's content. It serves as a preview of the subject matter and should encapsulate the main idea.

Characteristics of an Effective Title:

1. Reflects Main Idea: The title should accurately represent the central theme or message of the passage.

2. **Concise and Clear:** It should be brief yet descriptive, providing a clear indication of the content to follow.
3. **Engaging:** A well-crafted title piques the reader's interest, encouraging them to delve into the passage.
4. **Avoids Misleading Information:** The title should not misrepresent the content or mislead the reader about the passage's focus.

Title Examples:

1. Passage Topic: "The Benefits of Mindfulness Meditation"
Title: "Cultivating Inner Peace: The Power of Mindfulness Meditation"
2. Passage Topic: "The Influence of Art on Society"
Title: "Brushstrokes of Change: Art's Impact on Cultural Shifts"
3. Passage Topic: "The Evolution of Urban Planning"
Title: "Blueprints for Progress: A Journey through Urban Planning"
4. Passage Topic: "The Role of Technology in Education"
Title: "Empowering Minds: Technology's Educational Revolution"
5. Passage Topic: "The Psychology of Decision-Making"
Title: "Deciphering Choices: Unraveling the Psychology of Decision-Making"

Remember, an effective title captures the essence of the passage, providing readers with a clear and engaging preview of the content. Additionally, understanding the main idea allows for a more nuanced comprehension of the supporting details within the passage.

Inference:

Understanding Inference:

Inference is a critical skill in reading comprehension, requiring the reader to draw conclusions based on evidence and implicit information provided in the passage. It involves making logical deductions beyond what is explicitly stated by the author.

Key Points:

Definition: An inference is a logical conclusion or deduction that is not explicitly stated in the passage but can be drawn based on the information provided.

Relying on Context: Inferences rely on understanding the context and implications of the information presented in the passage.

Use of Clues: Inferences are often supported by clues such as tone, language, and the relationships between ideas in the text.

Approach to Inference Questions:

- **Identify Contextual Clues:** Look for language, tone, and details in the passage that may hint at information that is not directly stated.
- **Consider Relationships:** Analyze the relationships between ideas in the passage to draw logical conclusions.
- **Avoid Making Assumptions:** Ensure that your inference is based solely on the information provided in the passage, without adding external assumptions.
- **Distinguish Between Fact and Inference:** Differentiate between information that is explicitly stated (fact) and what can be logically deduced (inference).
- **Practice Critical Thinking:** Hone your critical thinking skills by regularly practicing inference questions to become adept at drawing accurate conclusions.

Additional Notes:

- Inferences are a crucial aspect of comprehension, as they allow the reader to delve deeper into the text and derive a fuller understanding of the author's intended meaning.
- They often require the reader to read between the lines and think analytically about the information presented.

- In the CAT exam, inference questions may ask you to identify implicit meanings, make deductions about characters' intentions, or draw conclusions about the overall message of the passage.
- It's essential to practice inferring meaning from various types of passages to become proficient in this skill.

Types of Inferences:

1. Factual Inferences:

Definition: These involve deducing specific facts or details that are not directly stated but can be logically derived from the information provided.

Example: If a passage mentions that Mary left her umbrella at home and it's currently pouring outside, we can infer that Mary will likely get wet on her way to work.

2. Conceptual Inferences:

Definition: These involve understanding abstract or implied ideas, concepts, or themes that are not explicitly stated in the passage.

Example: In a passage discussing the detrimental effects of deforestation, the conceptual inference could be the impact on biodiversity and climate change, which are not explicitly mentioned but are implied by the context.

Strategies for Making Inferences:

1. **Analyze Context:** Pay close attention to the surrounding context, including the sentences before and after the information in question. Context often provides clues for making accurate inferences.
2. **Consider Tone and Language:** The tone of the passage and the language used by the author can provide insights into the intended meaning. For example, a passage with a critical tone may imply negative consequences.
3. **Look for Implied Relationships:** Identify relationships between ideas, events, or characters in the passage. For instance, if two characters are arguing, it implies a conflict, even if not explicitly stated.

4. Evaluate Cause-and-Effect Relationships: Analyze the cause-and-effect relationships presented in the passage. Inferences often involve understanding the repercussions of certain actions or events.
5. Distinguish Between Fact and Inference: It's crucial to differentiate between information that is explicitly stated in the passage (fact) and what can be logically deduced from the provided information (inference). Avoid making assumptions not supported by the text.

Example Application:

Passage Excerpt:

"The dark clouds gathered overhead, casting a shadow over the town. The distant rumble of thunder signaled an approaching storm."

Inference:

Based on the description of dark clouds and the distant rumble of thunder, it can be inferred that a storm is imminent and will likely bring rain.

Significance of Inferences in management exams:

- In these exams, inference questions assess your ability to read critically and draw logical conclusions from the information provided. They may ask you to identify implicit meanings, make deductions about characters' intentions, or draw conclusions about the overall message of the passage.
- Proficiency in making accurate inferences is crucial for achieving a high score in the Reading Comprehension section, as it demonstrates a deep understanding of the passage beyond surface-level comprehension.
- Regular practice with inference questions will enhance your critical thinking skills and improve your ability to draw accurate conclusions, ultimately leading to success in management examinations.

Different Meanings of a Word:

Understanding Different Meanings of a Word:

In reading comprehension, it's vital to recognize that a single word can have multiple meanings based on context. Understanding these nuances is crucial for accurate interpretation and comprehension.

Key Points:

1. Polysemy:

Definition: Polysemy is a linguistic phenomenon where a single word has multiple related meanings. These meanings are often interconnected by a common underlying concept, making it essential to consider the context in which the word is used.

Example:

The word "bank" can refer to a financial institution, the side of a river, or even a place where something is stored. These diverse meanings are connected by the idea of a location or repository.

2. Contextual Meanings:

Word Meaning Varies with Context: In reading comprehension, the meaning of a word can vary significantly depending on the context in which it appears. Context includes the words and phrases that surround the word, as well as the overall theme or tone of the passage.

Example:

Consider the word "light." In a passage about physics, it might refer to electromagnetic radiation. In a literary context, it could represent hope or knowledge. The context clarifies its intended meaning.

3. Metaphorical Meanings:

Definition: Words are often used metaphorically to convey abstract concepts or ideas beyond their literal definition. This usage relies on comparisons or analogies to help readers grasp a deeper meaning.

Example:

In the phrase "the world is your oyster," the word "oyster" is used metaphorically to suggest that the world is full of opportunities waiting to be discovered, similar to a pearl inside an oyster.

Approach to Understanding Different Meanings:

1. **Consider Context:** Analyze the context in which the word is used. Look at the surrounding words, phrases, and the overall message of the passage.
2. **Recognize Patterns:** Pay attention to recurring words or themes in the passage. This can provide clues to the intended meaning.
3. **Look for Signal Words:** Signal words like "in this context," "metaphorically," or "figuratively" may indicate that a word is being used in a non-literal sense.
4. **Consult a Dictionary:** When in doubt, consult a reliable dictionary to explore various meanings of a word and its potential applications.

Importance of Understanding Different Meanings:

1. **Avoid Misinterpretation:** Recognizing different meanings of a word prevents misinterpretation, ensuring accurate comprehension of the passage.
2. **Enhance Precision:** It allows for a more nuanced understanding of the author's intended message, leading to a more precise interpretation.
3. **Facilitate Inference-Making:** Understanding figurative or metaphorical language aids in making accurate inferences about the author's intentions or implied meanings.
4. **Broaden Vocabulary:** Grasping multiple meanings of a word expands one's vocabulary and language proficiency.

Additional Note:

While recognizing different meanings of a word is crucial, it's equally important to be cautious of homonyms – words that sound alike but have different meanings (e.g., "to" and "too").

By honing the skill of understanding different meanings of a word, students can significantly enhance their performance in the Reading Comprehension section of management exams. This skill enables a deeper comprehension of passages and aids in accurately answering related questions.

Types of Application Based Questions :

Understanding Application Based Questions:

Application based questions in Reading Comprehension require students to apply their understanding of the passage to specific scenarios, often involving critical thinking and analysis. These questions assess the ability to extract relevant information and make reasoned conclusions.

Key Types of Application Based Questions:

Inference Questions:

Definition: Inference questions require students to draw conclusions or make educated guesses based on information provided in the passage.

Example: "What can be inferred about the main character's motivations from the passage?"

Vocabulary in Context:

Definition: These questions assess the ability to discern the meaning of a word based on how it's used in the passage.

Example: "In paragraph 3, what does the word 'ephemeral' most likely mean?"

Author's Perspective:

Definition: Students are asked to discern the author's stance or opinion on a particular issue presented in the passage.

Example: "What is the author's attitude towards advancements in technology?"

Application of Concepts:

Definition: These questions require applying information or concepts from the passage to solve a problem or analyze a scenario.

Example: "Using the information provided, evaluate the potential impacts of climate change on agricultural practices."

Approach to Answering Application Based Questions:

1. Thorough Passage Comprehension: Before attempting application based questions, ensure a clear understanding of the passage. This forms the foundation for accurate responses.

2. Review Relevant Sections: Identify the paragraphs or sections of the passage that pertain to the specific question. Focus on extracting relevant details.
3. Eliminate Irrelevant Options: In multiple-choice questions, eliminate answer choices that do not align with the information provided in the passage.
4. Avoid Making Assumptions: Base your answers strictly on information explicitly provided in the passage. Avoid making unwarranted assumptions.
5. Use Context for Vocabulary Questions: When determining the meaning of a word in context, consider the surrounding words and the overall message conveyed by the passage.
6. Consider the Author's Tone: For questions about the author's perspective, pay attention to the author's language and tone. Look for cues that reveal their stance.

Examples of Application Based Question:

Example 1: Inference Question

Passage Excerpt:

"The protagonist's hesitation before making a crucial decision hinted at a deep internal conflict. Her inner turmoil was palpable, revealing the weight of her choices."

Question:

"What can be inferred about the protagonist's state of mind from the passage?"

Approach:

It can be inferred from the passage that the protagonist is grappling with a significant internal conflict, as indicated by her palpable inner turmoil and hesitation before making a crucial decision.

Example 2: Vocabulary in Context

Passage Excerpt:

"The artist's work was characterized by its use of vibrant and effervescent colors, creating a sense of exhilaration in the viewer."

Question:

"In this passage, what does 'effervescent' most likely mean?"

Approach:

In this context, the word 'effervescent' is used to describe the colors, suggesting that they are lively, bubbly, and full of energy, thus creating a sense of exhilaration in the viewer.

Example 3: Author's Perspective

Passage Excerpt:

"The author's critique of the political system was scathing, highlighting its inherent flaws and inefficiencies. He advocated for a more transparent and accountable governance model."

Question:

"What is the author's attitude towards the current political system?"

Approach:

The author's perspective towards the current political system is negative, as indicated by the scathing critique that highlights its flaws and inefficiencies. Additionally, the author advocates for a more transparent and accountable governance model, implying a desire for improvement.

These examples illustrate different types of application based questions, including inference questions, vocabulary in context, and questions about the author's perspective. Mastering the ability to answer such questions is crucial for success in the Reading Comprehension section.

Importance of Application Based Questions:

1. **Assess Critical Thinking:** Application based questions evaluate a student's ability to think critically, analyze information, and make reasoned conclusions.
2. **Evaluate Reading Comprehension Skills:** These questions test a student's proficiency in comprehending and extracting relevant information from the passage.
3. **Bridge Passage Understanding and Real-World Application:** Application based questions connect passage content to broader concepts, helping students see the practical implications of the information.
4. **Enhance Analytical Skills:** Responding to these questions hones analytical skills, preparing students for more complex problem-solving scenarios.

By mastering the skill of answering application based questions, students can excel in the Reading Comprehension section of management exams. This proficiency not only leads to accurate responses but also cultivates critical thinking and analytical abilities.

Reading Approach:

Understanding the Reading Approach:

A strategic reading approach is imperative for tackling different types of passages effectively. It involves adopting specific techniques and mindsets to optimize comprehension and retention.

Key Components of a Reading Approach:

1. **Previewing the Passage:** Before delving into the details, quickly scan the passage to get an overview. Pay attention to headings, subheadings, and any highlighted or italicized text.
2. **Identifying the Passage Type:** Different types of passages (analytical, descriptive, narrative, etc.) require different reading strategies. Recognizing the type helps in tailoring your approach.
3. **Active Engagement:** Stay mentally engaged while reading. Ask questions, make connections, and note any unfamiliar terms or concepts. This active involvement enhances comprehension.
4. **Skim for Main Ideas:** After the initial preview, skim through the passage to identify main ideas, arguments, or central themes. This provides a roadmap for detailed reading.
5. **Analyzing Paragraph Structure:** Pay attention to paragraph transitions, topic sentences, and supporting details. This reveals the logical flow of ideas within the passage.
6. **Note-taking and Annotation:** Jot down brief notes or underline key points. This aids in summarizing and referencing important information later.

Let's delve deeper into adjusting the reading approach for different types of passages:

1. Analytical Passages:

Focus: Analytical passages present theories, concepts, or models for examination and understanding.

Approach:

- Identify Key Concepts: Pay close attention to the central concepts or theories being discussed. Understand their definitions and relationships.
- Analyze Relationships: Look for cause-and-effect relationships, comparisons, or any logical connections between different elements in the passage.
- Consider Applications: Consider how the presented concepts or theories might be applied in practical scenarios.

2. Descriptive Passages:

Focus: Descriptive passages vividly depict scenes, settings, or situations.

Approach:

- Visualize the Setting: Create a mental image of the described scene. Pay attention to sensory details, colors, sounds, and textures.
- Note Figurative Language: Look for metaphors, similes, and other figurative language that enhance the descriptive elements.
- Consider Emotional Tone: Assess the emotional tone conveyed by the description. Note how the author's language influences the reader's mood or feelings.

3. Narrative Passages:

Focus: Narrative passages tell a story, often involving characters, settings, conflicts, and resolutions.

Approach:

- Identify Story Elements: Recognize the main characters, settings, and the central conflict or problem to be resolved.
- Follow the Plot: Track the sequence of events, noting how characters' actions and decisions contribute to the narrative's progression.
- Analyze Character Motivations: Consider why characters behave the way they do. What are their goals, fears, or desires?

4. Comparative Passages:

Focus: Comparative passages juxtapose two or more subjects for analysis.

Approach:

- Identify Subjects of Comparison: Clearly understand what is being compared and contrasted in the passage.

- **Analyze Similarities and Differences:** Note the shared characteristics and distinctions between the subjects. Consider the implications of these comparisons.
- **Evaluate Author's Perspective:** Determine whether the author expresses a preference, critique, or neutrality towards the subjects.

5. Argumentative Passages:

Focus: Argumentative passages present a central thesis or argument supported by evidence.

Approach:

- **Identify the Main Argument:** Pinpoint the central claim or viewpoint the author is advocating.
- **Evaluate Supporting Evidence:** Assess the evidence, examples, or reasoning provided to support the argument.
- **Consider Counterarguments:** Be aware of any potential counterarguments or alternative perspectives presented by the author.

Here are four examples illustrating the adapted approach for different types of passages:

Analytical Passage:

Passage Excerpt:

"In the field of psychology, behaviorism emerged as a dominant theoretical framework in the early 20th century. Behaviourists emphasized the role of observable behavior in understanding and shaping human actions."

Approach:

Identify Key Concepts: Recognize that this is an analytical passage discussing behaviorism in psychology. Focus on understanding the concept of behaviorism and its emphasis on observable behavior.

Descriptive Passage:

Passage Excerpt:

"The sun dipped below the horizon, casting a warm golden hue across the tranquil waters. The silhouettes of trees stood tall against the backdrop of the evening sky, creating a serene tableau."

Approach:

Visualize the Setting: Envision the scene described, noting the warm golden hues, the calm waters, and the tall trees against the evening sky. Pay attention to sensory details.

Narrative Passage:

Passage Excerpt:

"As Sarah walked through the ancient forest, the whispering leaves seemed to tell tales of forgotten times. Suddenly, a rustling in the underbrush drew her attention, and she caught a glimpse of a fleeting figure."

Approach:

Identify Story Elements: Recognize Sarah as the main character, the ancient forest as the setting, and the mysterious figure as a plot element. Follow Sarah's journey through the forest.

Comparative Passage:

Passage Excerpt:

"In the debate between nature and nurture, psychologists seek to understand the relative influence of genetics and environment on human development. While some emphasize genetic predispositions, others highlight environmental factors."

Approach:

Identify Subjects of Comparison: Recognize that the passage is comparing the influence of nature (genetics) and nurture (environment) on human development.

Analyze Similarities and Differences: Note the shared goal of understanding human development, but also the differing emphasis on genetic and environmental factors.

These examples illustrate how adjusting the approach based on the type of passage enhances comprehension. By tailoring the reading strategy, students can extract the most relevant information, leading to accurate responses in management exams.

Benefits of a Structured Reading Approach:

1. **Efficient Time Management:** A well-defined approach ensures that time is allocated efficiently, allowing for thorough comprehension within the given time constraints.
2. **Enhanced Comprehension:** By actively engaging with the passage, students gain a deeper understanding of the content, leading to more accurate answers.
3. **Focused Note-taking:** Effective note-taking assists in summarizing key points, making it easier to refer back to the passage during question-solving.
4. **Adaptability to Different Passages:** A structured approach is adaptable, allowing students to apply appropriate strategies for various types of passages encountered in the CAT exam.

A thoughtful reading approach is instrumental in navigating through the diverse range of passages encountered in the VARC section. By incorporating these strategies, students can significantly enhance their comprehension skills.

Main Idea and Title Questions:

Understanding Main Idea and Title Questions:

Main Idea questions assess the central theme or core message conveyed by a passage. They require a comprehensive understanding of the entire text, as opposed to specific details. Title questions, on the other hand, demand the identification of a suitable heading or title that accurately summarizes the main theme of the passage.

Approach for Main Idea Questions:

1. Identify the Central Theme:

The central theme is the overarching idea or message that encompasses the entire passage. It is not specific to any particular detail or example. Look for the primary argument or main point that ties the passage together.

Example:

If a passage discusses the benefits of exercise for physical and mental health, the central theme might be the importance of a healthy lifestyle.

2. Analyze Supporting Details:

While the main idea is the central theme, it is often supported by various details, arguments, or examples in the passage. These supporting elements contribute to the overall message.

Example:

In the exercise passage, supporting details may include statistics on reduced risk of chronic diseases, improved mood, and enhanced cognitive function.

3. Avoid Distractions:

Be cautious of specific details or examples that may seem important but are not central to the overall theme. Focus on the broader message.

Example:

If the passage briefly mentions a specific study on exercise and mental health, it may be a supporting detail rather than the main idea.

Example:

Passage Excerpt:

"In the age of information, critical thinking skills are more crucial than ever. The ability to discern reliable sources from misinformation empowers individuals to make informed decisions in an increasingly complex world."

Main Idea Question:

"What is the central theme of the passage?"

Approach:

The main idea of this passage revolves around the significance of critical thinking skills in navigating the information age. It emphasizes the importance of distinguishing reliable sources from misinformation for informed decision-making.

Approach for Title Questions:

1. Create a Comprehensive Summary:

Begin by summarizing the passage in a sentence or two. This summary should capture the essence of the passage without getting into specific details.

Example:

If the passage discusses the benefits of mindfulness meditation for stress reduction, the summary might be: "Mindfulness meditation as a powerful tool for reducing stress and improving overall well-being."

2. Consider the Passage's Focus:

The title should reflect the primary focus or message of the passage. It should be broad enough to encompass all major points discussed.

Example:

In the meditation passage, the title should convey that the main focus is on the benefits of mindfulness meditation for stress reduction.

3. Avoid Specifics and Extraneous Details:

Titles should not delve into specific examples or minor details. They should provide a general overview of the passage's content.

Example:

A title like "Case Studies on Mindfulness Meditation Efficacy" would be too specific and not suitable for representing the entire passage.

Example:

Passage Excerpt:

"In the realm of environmental conservation, community engagement plays a pivotal role. Empowering local communities to take ownership of their natural resources fosters sustainable practices and long-term preservation."

Title Question:

"What would be a suitable title for the passage?"

Approach:

A fitting title for this passage might be "The Vital Role of Community Engagement in Environmental Conservation." This title captures the essence of the passage, emphasizing the importance of involving local communities in conservation efforts.

Key Considerations:

- **Avoiding Misleading Details:** Titles should not be misleading or focus on a single aspect of the passage. They should represent the entire content accurately.
- **Balancing Specificity and Generality:** Titles should strike a balance between being too specific (focusing on one detail) and too general (lacking substance).
- **Using Clear and Concise Language:** Titles should be clear, concise, and directly related to the main theme of the passage.

Mastering the ability to discern the main idea and create suitable titles is crucial for success in the Reading Comprehension section of the management exams. By following these approaches, students can develop a structured method for tackling these types of questions effectively.

Predictions:

Understanding Predictions:

Predictions in the context of reading comprehension involve using the information provided in the passage to anticipate what may happen next, or what can be inferred from the given details. This skill is crucial for extracting implicit information and understanding the logical progression of ideas.

Approach for Making Predictions:

1. **Contextual Analysis:** Begin by thoroughly understanding the context in which the information is presented. Consider the events, circumstances, or situations described in the passage.

Example: In a passage discussing a character's fear of heights while on a mountain, the context provides cues for possible outcomes or reactions.

2. **Identify Causal Relationships:** Look for cause-and-effect relationships within the passage. Understanding what causes certain events or reactions can lead to predictions about their outcomes.

Example: If the passage mentions that the character's hands were trembling due to fear, it can be predicted that they may struggle to maintain their grip on a steep slope.

3. **Analyze Foreshadowing and Clues:** Pay attention to any foreshadowing or subtle hints provided by the author. These can indicate future events or developments.

Example: If the passage hints at dark clouds gathering on the horizon, it may foreshadow an impending storm.

4. **Consider Character Motivations and Intentions:** Analyze the motivations, desires, or intentions of characters in the passage. Predict their likely actions based on their established characteristics.

Example: If a character is shown to be highly competitive, it can be predicted that they will strive to outperform others in a given situation.

Example of predictions:

Example 1: Weather Forecasting

Passage Excerpt:

"Meteorologists have been closely monitoring the atmospheric pressure patterns over the region. The data suggests a significant drop in pressure, which typically indicates an approaching storm system."

Prediction Question:

"What can be predicted about the weather in the coming days based on the mentioned atmospheric pressure patterns?"

Prediction:

Based on the data presented, it can be predicted that there is a high likelihood of a storm system approaching the region in the coming days. This prediction is based on the observed drop in atmospheric pressure, which is indicative of stormy weather conditions.

Example 2: Market Trends

Passage Excerpt:

"Recent economic indicators show a steady increase in consumer spending and a decrease in unemployment rates. Additionally, there has been a surge in demand for tech stocks in the market."

Prediction Question:

"What can be predicted about the trajectory of the stock market in the near future based on the provided economic indicators?"

Prediction:

Based on the economic indicators presented, it can be predicted that the stock market is likely to experience a positive trend in the near future. The increase in consumer spending, decrease in unemployment rates, and high demand for tech stocks suggest a favorable market outlook.

Example 3: Academic Performance

Passage Excerpt:

"Studies have consistently shown a strong correlation between regular study habits and academic success. Students who engage in consistent study routines tend to achieve higher grades and demonstrate better comprehension of course material."

Prediction Question:

"What can be predicted about the academic performance of students who adopt regular study habits?"

Prediction:

Based on the presented studies, it can be predicted that students who establish and maintain regular study habits are likely to achieve higher academic performance. The established correlation between consistent study routines and improved grades supports this prediction.

These examples demonstrate how predictions are made based on the information provided in the passage. In each case, the prediction is grounded in the evidence and patterns presented, allowing the reader to make informed forecasts about future events or outcomes.

Key Considerations for Making Predictions:

1. **Rely on Textual Evidence:** Ensure that predictions are based on information provided in the passage rather than personal assumptions or external knowledge.
2. **Consider Multiple Perspectives:** Be open to various possible predictions, taking into account different ways the situation may unfold.

3. **Practice and Familiarity:** Regular practice with a wide range of passages will enhance the ability to make accurate predictions, as it becomes easier to discern contextual cues and foreshadowing.

Application:

The skill of making predictions is invaluable in the management exam's VARC section, where questions may require candidates to anticipate outcomes or infer unspoken details. By honing this skill, students can approach complex passages with confidence and extract implicit information effectively.

Drawing Conclusions :

Understanding Drawing Conclusions:

Drawing conclusions is a critical skill in reading comprehension, as it involves making logical inferences or deductions based on the information presented in a passage. It goes beyond summarizing the text; it requires the reader to synthesize details, analyze evidence, and arrive at a well-reasoned judgment or inference.

Approach for Drawing Conclusions:

1. **Identify Key Information:**

Begin by identifying the key information in the passage that is relevant to the question at hand. This information may include facts, examples, statistics, or statements.

Example:

If the passage discusses the harmful effects of pollution on the environment and mentions rising global temperatures, these are key pieces of information.

2. **Analyze Evidence:**

Examine the evidence provided in the passage that supports a particular conclusion. Look for cause-and-effect relationships, comparisons, or correlations.

Example:

If the passage indicates that pollution levels have steadily increased over the past decade and that this corresponds with rising temperatures, it supports the conclusion that pollution contributes to global warming.

3. **Consider Alternative Interpretations:**

Be open to the possibility of alternative interpretations or conclusions. Sometimes, passages may present conflicting information or multiple perspectives.

Example:

If the passage mentions that while pollution has increased, some researchers argue that natural climate fluctuations also play a significant role, consider this perspective when drawing conclusions.

4. Avoid Overgeneralization:

Ensure that the conclusion is specific to the information presented in the passage. Avoid making sweeping generalizations that extend beyond the evidence provided.

Example:

If the passage discusses the impact of pollution on a particular ecosystem, limit the conclusion to that ecosystem rather than making broader claims about all ecosystems.

Examples:

Passage Excerpt 1:

"The recent survey of students in urban schools indicated a marked increase in graduation rates following the implementation of after-school tutoring programs. These programs provided students with additional support in core subjects."

Conclusion Question 1:

"What can be reasonably concluded about the impact of after-school tutoring programs on graduation rates?"

Approach:

Based on the passage, it can be reasonably concluded that after-school tutoring programs in urban schools have led to an increase in graduation rates. The evidence provided in the survey supports this conclusion.

Passage Excerpt 2:

"In the study comparing two diet plans, participants on the Mediterranean diet demonstrated a lower incidence of heart-related illnesses compared to those on a high-protein diet. The Mediterranean diet emphasizes whole foods and healthy fats."

Conclusion Question 2:

"What can be concluded about the relationship between the Mediterranean diet and heart health?"

Approach:

Based on the passage, it can be concluded that the Mediterranean diet is associated with a lower incidence of heart-related illnesses compared to a high-protein diet. The evidence provided in the study supports this conclusion.

Passage Excerpt 3:

"While technology has revolutionized the way we communicate, some argue that it has led to a decline in face-to-face interactions. However, proponents assert that it has expanded our global connectivity."

Conclusion Question 3:

"What can be inferred about the impact of technology on face-to-face interactions?"

Approach:

Based on the passage, it can be concluded that there are differing viewpoints on the impact of technology on face-to-face interactions. Some argue it has declined, while others assert it has expanded global connectivity. Both perspectives are presented in the passage.

These examples illustrate the process of drawing conclusions based on evidence from the passage. It emphasizes the importance of considering multiple perspectives and avoiding overgeneralization when arriving at a conclusion.

Approach for Drawing Conclusions:

1. Identify Key Information:

Start by identifying the crucial information in the passage that is pertinent to the question. This includes facts, examples, statistics, or statements that are directly related to the conclusion being sought.

Example:

In a passage discussing the impact of technology on education, key information might include data on improved student engagement due to interactive learning apps.

2. Analyze Evidence:

Scrutinize the evidence provided in the passage that supports a specific conclusion. Look for cause-and-effect relationships, comparisons, or correlations that indicate a clear connection.

Example:

If the passage suggests that students who use the interactive learning apps showed a significant increase in test scores compared to those who did not, this serves as evidence supporting the conclusion that such apps enhance learning outcomes.

3. Consider Alternative Interpretations:

Stay open to the possibility of alternative interpretations or conclusions. Some passages may present conflicting information or multiple perspectives that need to be considered.

Example:

If the passage also mentions that some students prefer traditional classroom methods, it's important to acknowledge this perspective when drawing conclusions about the effectiveness of technology in education.

4. Avoid Overgeneralization:

Ensure that the conclusion is specific to the information presented in the passage. Avoid making sweeping generalizations that extend beyond the evidence provided.

Example:

If the passage focuses on a specific age group benefiting from the interactive learning apps, limit the conclusion to that group rather than assuming it applies universally to all age groups.

Application:

Drawing conclusions is a key competency assessed in the VARC section. Candidates are expected to read passages, extract relevant information, and draw logical conclusions based on the provided details. This skill is invaluable for success in comprehending complex texts and answering related questions accurately.

Contextual Meanings:

Definition:

Contextual meanings refer to the interpretations of words based on the specific context in which they are used. It involves understanding the nuanced sense of a word as it applies to a particular situation, sentence, or passage. Recognizing contextual meanings is essential for accurate comprehension, as words often have multiple meanings depending on their usage within a given context.

Importance:

- **Precision in Interpretation:** Recognizing contextual meanings allows readers to grasp the precise intended sense of a word in a given context, enhancing comprehension accuracy.
- **Avoiding Misinterpretation:** Without considering contextual meanings, a reader may misinterpret a word's intended sense and derive an incorrect understanding of the passage.
- **Appreciating Nuance:** Many words have subtle differences in meaning based on context. Understanding these nuances enriches the depth of comprehension.

Here's an approach to effectively identify and interpret contextual meanings:

1. **Read the Entire Sentence:** Begin by reading the entire sentence in which the word is used. This provides the immediate context in which the word operates.
2. **Consider Surrounding Phrases:** Analyze the words and phrases immediately preceding and following the target word. These neighboring words can offer valuable clues about the intended meaning.
3. **Identify Word Relationships:** Determine how the word relates to other words in the sentence. Is it being used as a noun, verb, adjective, etc.? This can provide insights into its function and meaning.
4. **Consider Tone and Mood:** Evaluate the overall tone and mood of the passage. Some words may take on specific connotations based on the emotional or atmospheric tone set by the author.
5. **Draw from Prior Knowledge:** If you have prior knowledge of the subject matter, use it to inform your understanding of the word. Some fields may have specialized meanings for certain terms.
6. **Consult a Dictionary (if needed):** If the contextual meaning remains unclear, refer to a reputable dictionary for additional definitions and usage examples. This can provide further clarity.

Example:

Passage Excerpt:

"The actor's delivery was so deadpan that the audience couldn't tell if he was serious or joking."

Approach and Explanation:

1. Read the Entire Sentence: The sentence discusses the actor's delivery, implying a way of presenting lines or performing.
2. Consider Surrounding Phrases: The term 'deadpan' is used to describe the actor's delivery. This suggests a lack of emotion or expression.
3. Identify Word Relationships: 'Deadpan' is an adjective here, describing the manner in which the actor delivers lines.
4. Consider Tone and Mood: The tone is likely to be humorous or ironic, given the contrast between the actor's deadpan delivery and the audience's uncertainty.
5. Draw from Prior Knowledge: If the reader is familiar with acting styles, they may already know that 'deadpan' refers to a style characterized by a deliberately impassive or expressionless presentation.

In this example, understanding the contextual meaning of 'deadpan' is crucial for comprehending the actor's performance style and the audience's reaction.

Remember, recognizing contextual meanings requires practice and attentiveness. Over time, this skill will become more intuitive, enhancing your overall reading comprehension.

Examples:

Example 1:

Passage Excerpt: "The conductor waved his baton, signaling the orchestra to begin."

Explanation: In this context, 'baton' refers to a thin wand used by a conductor to direct an orchestra. Its meaning changes depending on the situation.

Example 2:

Passage Excerpt: "The novel provided a window into the protagonist's psyche."

Explanation: Here, 'psyche' pertains to the mind, mental processes, and emotions of the protagonist. In a different context, it might refer to the soul or the entirety of a person's mental processes.

Example 3:

Passage Excerpt: "The journalist's article was a scathing critique of the government's policies."

Explanation: 'Scathing' means severely critical and harsh. In another context, it might refer to something that is intensely hot or burning.

Example 4:

Passage Excerpt: "The restaurant's ambiance was both cozy and inviting."

Explanation: 'Ambiance' in this context refers to the overall atmosphere and mood of the restaurant. In a different context, it could refer to the character or quality of a particular environment.

Example 5:

Passage Excerpt: "The CEO's charisma was evident in her ability to captivate the audience."

Explanation: 'Charisma' here implies a compelling attractiveness or charm that the CEO possesses. In a different context, it might refer to a spiritual power or quality.

Example 6:

Passage Excerpt: "The explorer marveled at the diversity of flora and fauna in the rainforest."

Explanation: 'Flora' refers to the plants in a particular region or habitat, while 'fauna' refers to the animal life. In different contexts, they may have more specific or broader meanings.

These examples highlight how words can take on different meanings depending on the context in which they are used. Recognizing these contextual meanings is crucial for accurate comprehension and interpretation of a passage.

Practical Application:

- **Reading Scientific Texts:** In scientific literature, words may have specialized meanings that differ from their everyday usage. Understanding the contextual meanings is crucial for accurate comprehension.
- **Interpreting Literature:** In literature, authors may employ words with nuanced meanings to convey specific emotions or themes. Recognizing contextual meanings allows for a deeper understanding of the text.
- **Analyzing Legal Texts:** Legal documents often contain terminology with precise legal definitions. Understanding the contextual meanings of these terms is vital for legal comprehension.

Recognizing contextual meanings is a fundamental skill in reading comprehension. It enables readers to accurately interpret words within their specific usage, leading to a more precise understanding of the overall passage. This skill is particularly valuable when dealing with passages that employ nuanced or specialized language. It enhances the reader's ability to engage with diverse texts across various subjects and genres.

Introduction to Metaphorical Meanings:

Metaphorical meanings of words or phrases involve a figurative use of language where words convey meanings beyond their literal definitions. Understanding metaphors is crucial in reading comprehension as they often appear in literary texts, persuasive essays, and other forms of communication. Recognizing metaphors adds depth to your comprehension and interpretation of a passage.

Key Points:

Metaphors Defined: A metaphor is a figure of speech that draws a comparison between two seemingly unrelated things to suggest a resemblance. It's not meant to be taken literally but rather to convey an abstract idea or create vivid imagery.

Figurative Language: Metaphors are a form of figurative language, along with similes, personification, and symbolism. They enrich the text by adding layers of meaning.

Context Matters: To decipher a metaphor, consider the context in which it appears. The surrounding words and sentences often provide clues about the intended meaning.

Interpretation: Metaphors can have multiple interpretations, and their meaning may vary depending on the reader's perspective. It's essential to justify your interpretation based on the passage's context.

Common Metaphors: Some metaphors are commonly used and easily recognizable, while others are more subtle and context-specific. Familiarity with common metaphors can aid comprehension.

Examples:

Let's explore some examples of metaphors within passages:

Passage:

"The city was a melting pot of cultures, where diversity simmered like a flavorful stew. Each neighborhood was a unique ingredient, contributing its distinct spice to the communal pot."

Metaphor: In this passage, the metaphor is "the city was a melting pot of cultures." This metaphor compares the city to a melting pot, suggesting that people from various backgrounds come together and blend, much like different ingredients in a stew.

Interpretation: The metaphor implies that the city is a place where cultural diversity is celebrated and where people from different backgrounds coexist harmoniously.

Passage:

"Her smile was a ray of sunshine on a cloudy day, warming the hearts of everyone she met."

Metaphor: The metaphor here is "her smile was a ray of sunshine on a cloudy day." This metaphor compares the person's smile to sunlight, emphasizing its positive and uplifting effect.

Interpretation: The metaphor conveys that the person's smile has the power to brighten people's moods and bring warmth and happiness, even in difficult times.

Recognizing and interpreting metaphors adds depth to your comprehension of passages and enables you to grasp the author's intended imagery and symbolism. When faced with metaphors in RC questions, consider their figurative meanings in the context of the passage to answer accurately.

Introduction to Literal Meanings:

Literal meanings refer to the straightforward, factual interpretations of words or phrases without any figurative or metaphorical connotations. In reading comprehension, it's essential to distinguish between literal and figurative language to understand the author's message accurately.

Key Points:

1. **Literal vs. Figurative:** Literal meanings are the most basic, direct, and factual interpretations of words. They are in contrast to figurative meanings, which involve metaphors, similes, and symbolism.
2. **Context Clues:** Understanding the literal meaning of a word or phrase often relies on context clues within the passage. The surrounding sentences and paragraphs provide context for interpretation.

3. Precise Interpretation: Literal meanings leave no room for ambiguity or multiple interpretations. They are concrete and can be verified based on objective information.

4. Common Usage: Many words have both literal and figurative meanings, and their usage depends on the context. Recognizing when a word is used literally is crucial for comprehension.

Examples:

Let's examine some examples of literal meanings within passages:

Passage:

"The temperature in Antarctica can drop to as low as -80 degrees Celsius, making it one of the coldest places on Earth."

Literal Meaning: In this passage, the phrase "as low as -80 degrees Celsius" is used literally. It means that the temperature in Antarctica can actually reach as low as -80 degrees Celsius, and this is a factual statement.

Passage:

"The author's words were like a sharp knife, cutting through the clutter of confusion to reveal the truth."

Literal Meaning: While this passage contains a metaphor comparing the author's words to a sharp knife, the term "sharp knife" is used figuratively. The literal meaning of "sharp knife" refers to a physical cutting tool, not the author's actual words.

Passage:

"The book contains 300 pages, and each page is filled with tiny print."

Literal Meaning: In this passage, the phrase "each page is filled with tiny print" is used literally. It means that the pages of the book have small-sized text covering them, and this is a straightforward description.

Recognizing literal meanings is essential for understanding the factual content of a passage. When encountering words or phrases in RC questions, assess whether they are used literally or figuratively based on the context, as this distinction can significantly impact your comprehension and ability to answer questions accurately.

Introduction to Application-Based Questions:

Application-based questions in reading comprehension go beyond assessing your understanding of the passage. These questions require you to apply your knowledge, reasoning skills, and the information gathered from the text to analyze, synthesize, and draw conclusions. Mastering the approach to application-based questions is crucial for success in the VARC section of the CAT exam.

Key Points:

Higher-Level Thinking: Application-based questions often involve higher-level cognitive skills such as critical thinking, inference, analysis, and synthesis. They require you to go beyond mere comprehension and think critically about the passage's content.

Understand the Question: Carefully read and understand the application-based question before attempting to answer it. Identify the specific task or action the question is asking you to perform.

Refer Back to the Passage: For application-based questions, you will need to refer back to the relevant parts of the passage. This may involve re-reading portions of the text to extract the necessary information.

Context Matters: Consider the context of the passage and the information provided within it. Ensure that your answer aligns with the passage's content and logic.

Eliminate Distractions: Application-based questions may include answer choices designed to confuse or mislead. Eliminate incorrect answer choices systematically by cross-referencing them with the passage.

Multiple Passes: If an application-based question seems challenging, consider making multiple passes through the passage, focusing on different aspects with each pass. This can help you gather the necessary information gradually.

Example:

Let's work through an application-based question to understand the approach:

Passage Excerpt:

"In the 21st century, technology has revolutionized the way we communicate. From smartphones to social media platforms, the world is more interconnected than ever before."

Application-Based Question:

"How has technology affected interpersonal relationships according to the passage, and what implications does this have for society?"

Approach:

Understand the Question: The question is asking about the impact of technology on interpersonal relationships and its implications for society.

Refer Back to the Passage: Review the relevant parts of the passage that discuss technology's influence on communication and interpersonal relationships.

Context Matters: The passage mentions that technology has revolutionized communication. You need to extract information on how this affects interpersonal relationships and what implications this might have.

Eliminate Distractions: Examine the answer choices and eliminate those that do not align with the passage's content. Focus on the choices that address the impact and implications of technology on relationships.

Synthesize Your Answer: Based on the passage's content, craft a response that discusses how technology has increased interconnectedness but may also raise questions about the quality of interpersonal relationships and their societal implications.

Application-based questions require you to think critically and draw meaningful conclusions from the passage's information. Practice these questions regularly to refine your skills in analyzing and applying textual information effectively.

Figurative Language:

Figurative language is like a secret code that writers use to make their writing more interesting and colorful. Instead of saying things in a straightforward way, they use words and phrases to create pictures in our minds. It's like painting a vivid picture with words. Let's explore some common types of figurative language:

1. Simile: Comparing with "Like" or "As"

A simile is a comparison between two things using the words "like" or "as." It helps us understand something better by comparing it to something familiar. Here are some examples:

- Her smile was as bright as the sun.
- The watermelon tasted sweet like candy.

In both sentences, we're comparing one thing to another using "as" and "like."

2. Metaphor: Saying One Thing Is Another

A metaphor is a way to say that one thing is another, even though they're not the same. It helps create strong and imaginative images. Here are some examples:

- His heart is a lion, strong and brave.
- The world's a stage, and we are all actors.

In these sentences, we're not saying that a heart is literally a lion or that the world is a real stage. It's just a way of painting a vivid picture in our minds.

3. Personification: Giving Human Traits to Non-Humans

Personification is when we give human qualities to objects, animals, or even ideas. It makes them seem more alive and relatable. Examples:

- The wind whispered through the trees.
- The stars danced in the night sky.

In these sentences, the wind and stars are given human-like actions.

4. Hyperbole: Exaggeration for Effect

Hyperbole is when you exaggerate a lot to make a point or create a strong impression. It's like stretching the truth for dramatic effect. Examples:

- I'm so hungry I could eat a horse.
- She has a million things to do.

Nobody is really going to eat a whole horse, but it shows just how hungry or busy someone feels.

5. Idiom: Phrases That Mean Something Different

Idioms are phrases that don't mean exactly what the words say. They have hidden meanings that we learn over time. Examples:

- It's raining cats and dogs. (It's raining heavily, not really cats and dogs falling from the sky.)
- I'm on cloud nine. (Feeling extremely happy, not literally floating on clouds.)

Idioms can be a bit tricky because you have to know what they mean; otherwise, they might sound strange!

Figurative language helps make stories and poems more interesting and fun to read. It paints pictures in our minds and lets us feel and imagine things in new and exciting ways. So, when you're reading, keep an eye out for these colorful language tricks, and when you're writing, try using them to make your words come alive!

Allegory and Foreshadowing:

Allegory and foreshadowing are like secret codes hidden in stories, waiting for you to uncover their hidden meanings and hints about what's coming next.

Allegory: A Deeper Story Within a Story

Definition: Allegory is like a hidden message within a story. It's when characters, events, or things in a story stand for bigger ideas or lessons.

Types of Allegory:

Political Allegory: Imagine a story about talking animals that actually represents a big political event in history. That's a political allegory. Like George Orwell's "Animal Farm" represents the Russian Revolution.

Religious Allegory: This kind of allegory uses characters and events to tell religious or spiritual stories. For example, John Bunyan's "The Pilgrim's Progress" is like a journey that represents the Christian life.

Social Allegory: Social allegory talks about issues in society through stories. Nathaniel Hawthorne's "The Scarlet Letter" can be seen as a social allegory criticizing how society judges people.

Interpreting Allegory:

- **Identify Symbols:** Find things in the story that seem to mean more than what they are. They often show up a lot and are really important.
- **Context Matters:** Knowing the history or culture when a story was written can help you understand the hidden meanings.
- **Look at Characters:** Think about why characters do what they do. Sometimes, their actions stand for bigger ideas.
- **Plot Events:** Pay attention to events in the story. They might be like real things that happened in the world.

Foreshadowing: Clues About What's Coming

Definition: Foreshadowing is like a sneak peek of what's going to happen later in the story. It's like the author is leaving you hints to make you curious.

Techniques of Foreshadowing:

- Dialogue: Characters might say things that make you wonder what's going to happen. But they won't tell you everything.
- Symbolism: Sometimes, objects or symbols have hidden meanings that give away what's coming next.
- Weather and Setting: The way the author describes the weather or the place can hint at what's going to happen. For example, a stormy night might mean something bad is about to occur.
- Character Reactions: Pay attention to how characters react to things. Their reactions might show you that something important is coming up.

Why Foreshadowing Matters:

Foreshadowing makes stories exciting by giving you little clues about what's next. It's like a puzzle that keeps you guessing.

How to Spot Allegory and Foreshadowing:

- Watch for Symbols: Look for things or people that might mean more than what's obvious.
- Think About Character Actions: Consider why characters do what they do. Sometimes, it's more than just their personal choices.
- Notice Clues: Keep an eye out for hints, clues, or statements that make you think, "Hmm, I wonder what that means."
- Think Big Picture: Consider how these hidden meanings or hints fit into the overall story or message.

Example: "The Lion, the Witch and the Wardrobe" by C.S. Lewis

In C.S. Lewis's magical story, "The Lion, the Witch and the Wardrobe," the story isn't just about kids and talking animals. It also carries hidden meanings and hints:

Allegory: Aslan, the powerful lion, is like a symbol for Jesus Christ. Just like Jesus, Aslan is wise, strong, and willing to sacrifice himself. His sacrifice mirrors Jesus's crucifixion and resurrection, adding deep meaning to the story.

Foreshadowing: Mr. Beaver hints that Aslan isn't a "tame" lion, which means he's powerful and unpredictable. This foreshadows Aslan's important role in the story and his fierce nature. Also, the White Witch's fear of a prophecy hints at the eventual triumph of good over evil.

COMMON TYPE OF READING COMPREHENSION QUESTIONS: HOW TO DEAL WITH THEM?

Reading comprehension questions in the English section typically assess your ability to understand and analyze passages of text. Here are common types of questions and strategies to approach them:

Main Idea/Summary Questions:

- **Question Type:** What is the main idea of the passage? What is the passage mostly about?
- **Approach:** Identify the primary theme or purpose of the passage. Look for the central message and key supporting details.

Inference Questions:

- **Question Type:** What can be inferred from the passage? What conclusion can be drawn?
- **Approach:** Use information from the passage to make logical deductions. Look for implied meanings and connections between ideas.

Detail-Oriented Questions:

- **Question Type:** Specific details or facts from the passage.
- **Approach:** Refer back to the passage to find the relevant information. Pay attention to names, dates, statistics, and other concrete details.

Vocabulary-in-Context Questions:

- **Question Type:** What does a particular word or phrase mean in the context of the passage?
- **Approach:** Consider the surrounding sentences and the overall tone to infer the meaning of the word or phrase.

Author's Tone and Purpose Questions:

- **Question Type:** What is the author's tone? What is the author trying to achieve with the passage?
- **Approach:** Analyze the language used by the author and the overall mood of the passage. Consider the author's perspective and purpose.

Comparison/Contrast Questions:

- **Question Type:** How are two or more elements in the passage similar or different?
- **Approach:** Identify the key elements being compared or contrasted. Look for words indicating similarities (like, similar to, same as) or differences (but, unlike, whereas).

Logical Structure Questions:

- **Question Type:** What is the organization or structure of the passage?
- **Approach:** Understand the flow of the passage, the order of ideas, and how paragraphs are connected. Pay attention to transition words.

Critical Reasoning Questions:

- **Question Type:** Evaluate the argument, claim, or stance presented in the passage.
- **Approach:** Consider the evidence provided in the passage and assess the reasoning. Identify strengths and weaknesses in the author's argument.

General Tips:

- **Read Actively:** Engage with the passage actively. Take notes, underline key points, and make annotations.
- **Skim First:** Quickly read the passage to get a sense of the main idea before diving into the questions.
- **Eliminate Wrong Answers:** If you're unsure, eliminate choices that are clearly incorrect to improve your chances of selecting the right one.
- **Practice Regularly:** The more you practice, the more comfortable you'll become with different question types.

SAMPLE QUESTIONS BASED ON READING COMPREHENSION

Directions: Read the following passages and answer the following questions.

Passage 1:

Title: "Innovators and Visionaries"

Throughout history, the world has borne witness to the emergence of extraordinary individuals who defied convention and reshaped the course of human civilization. These innovators and visionaries, driven by an insatiable thirst for knowledge and an unwavering belief in the potential of human ingenuity, stand as a testament to the boundless possibilities that lie within the realm of human achievement.

Leonardo da Vinci, often regarded as the quintessential Renaissance man, exemplified the spirit of boundless curiosity and multidisciplinary genius. His artistry, scientific inquiries, and visionary inventions continue to inspire generations, showcasing the power of a holistic approach to knowledge.

In the realm of literature, the name Shakespeare is synonymous with unparalleled creativity and linguistic prowess. His plays and sonnets, filled with timeless themes and profound insights into the human condition, have transcended centuries, leaving an indelible mark on the world of literature.

Advancing into the modern era, the indomitable spirit of innovators like Steve Jobs revolutionized the way we interact with technology. His vision for user-friendly, elegantly designed devices propelled Apple Inc. to the forefront of the tech industry, setting new standards for innovation.

These luminaries share a common thread—a fervent belief in the capacity of human imagination to transcend boundaries and usher in new eras of progress. Their contributions, whether in art, literature, or technology, serve as beacons of inspiration for all those who dare to dream and endeavor to make a lasting impact on the world.

What is the common trait highlighted in the examples of Leonardo da Vinci, Shakespeare, and Steve Jobs?

- A) A focus on financial gain
- B) Boundless curiosity and belief in human potential
- C) Limited scope of interests
- D) Reliance on conventional methods

Correct Answer - Option B

Explanation - The passage highlights the common trait of boundless curiosity and belief in human potential in the examples of Leonardo da Vinci, Shakespeare, and Steve Jobs.

Passage 2

Title: "The Paradox of Choice"

In a world inundated with options, the notion of choice can be both liberating and paralyzing. The availability of myriad options in various aspects of life, from consumer products to career paths, is touted as a symbol of freedom. However, research suggests that an excess of choices can lead to decision fatigue, anxiety, and ultimately, dissatisfaction.

Studies in psychology have shown that as the number of choices increases, individuals may find it increasingly challenging to make a decision. This phenomenon, known as the paradox of choice, arises from the cognitive overload experienced when faced with an abundance of options. Rather than experiencing a sense of empowerment, individuals may feel overwhelmed, leading to a reluctance to commit to a choice.

Furthermore, the fear of making the wrong decision can be a significant factor in decision-making. The fear of missing out on a better option, known as FOMO, can hinder the ability to draw conclusions and move forward. This perpetual state of indecision can lead to a cycle of dissatisfaction, as individuals constantly question the validity of their choices.

While choice is undoubtedly a privilege, it is essential to recognize the importance of discernment and informed decision-making. Learning to navigate the sea of options requires honing the skill of drawing meaningful conclusions based on one's values, preferences, and goals. It is not about eliminating choice, but about embracing it with a discerning eye.

Question: What inference can be made about the role of discernment in making choices?

- A) Discernment is unnecessary when faced with an abundance of options.
- B) Discernment involves making decisions without considering values and preferences.

- C) Discernment is crucial in navigating numerous options and making meaningful choices.
- D) Discernment leads to a state of indecision.

Correct Answer - Option C

Explanation - The passage emphasizes the importance of discernment in making meaningful choices when faced with numerous options.

CAREERS360

PART II : GRAMMAR AND USAGE

Grammar is divided into sub- three parts which are as follows:

Part I - Parts of Speech	
Noun	Definition: A word that represents a person, place, thing, or idea.
	Example: dog, city, love
Verb	Definition: A word that describes an action or state of being.
	Example: run, think, is
Adjective	Definition: A word that modifies or describes a noun.
	Example: happy, blue, tall
Adverb	Definition: A word that modifies or describes a verb, adjective, or other adverbs.
	Example: quickly, very, well
Pronoun	Definition: A word used to replace a noun.
	Example: he, she, it, they
Conjunction	Definition: A word that connects words, phrases, or clauses.
	Example: and, but, or
Preposition	Definition: A word that shows the relationship between a noun and another word in the sentence.
	Example: in, on, under
Interjection	Definition: A word or phrase that expresses strong emotion.
	Example: Wow! Ouch!

Part II - Sentence Structure	
Simple Sentence	Contains one independent clause.
	Example: The cat is on the roof.
Example: The cat is on the roof.	Contains two or more independent clauses joined by a coordinating conjunction.
	Example: I went to the store, and my friend stayed home.
Complex Sentence	Contains an independent clause and one or more dependent clauses.
	Example: Because it was raining, I stayed indoors.

Compound-Complex Sentence	Contains two or more independent clauses and at least one dependent clause.
	Example: While I was studying, my sister was watching TV, and my brother was playing outside

Part III - Common Grammatical Errors

Subject-Verb Agreement	Error: The team is playing well.
	Correction: The team is playing well.
Misplaced Modifier	Error: I almost broke the vase while running.
	Correction: While running, I almost broke the vase.
Run-on Sentences	Error: I like ice cream. It is delicious.
	Correction: I like ice cream. It is delicious.
Incorrect Pronoun Usage	Error: Me and him went to the store.
	Correction: He and I went to the store.

PRACTICE EXERCISE

Parts of Speech

Identify the parts of speech in the following sentences.

Q1. The sun is shining brightly.

Q2. She quickly solved the difficult math problem.

Q3. The dog barked loudly at the mailman.

Sentence Structure:

Classify the following sentences as simple, compound, complex, or compound-complex.

Q4. I enjoy hiking, and my sister loves to swim.

Q5. Because it was raining, we decided to stay indoors.

Q6. The book that I borrowed from the library is very interesting.

Common Grammatical Errors:

Correct the errors in the following sentences.

Q7. The children are playing in the parks.

Q8. While jogging, my keys fell out of my pocket.

Q9. We wanted to go to the beach but the weather was bad.

Answers:

1. The (article) sun (noun) is (verb) shining (verb) brightly (adverb).
2. She (pronoun) quickly (adverb) solved (verb) the (article) difficult (adjective) math (noun) problem (noun).
3. The (article) dog (noun) barked (verb) loudly (adverb) at (preposition) the (article) mailman (noun).
4. Compound sentence structure
5. Complex sentence structure
6. Complex sentence structure
7. The children are playing in the park. (subject-verb agreement)
8. While jogging, I lost my keys. (misplaced modifier)
9. We wanted to go to the beach, but the weather was bad. (run-on sentence)

VOCABULARY

Vocabulary is essential for the English part of any exam. Thus, it is essential to learn new words every day. This concept will enhance your word game.

Quick Tip :To improve vocabulary, read extensively, learn word roots and prefixes, use flashcards, and solve vocabulary-based exercises. Investing time and effort in improving vocabulary is essential for success in any competitive exam, as it enhances comprehension, language proficiency, and writing skills, giving candidates a competitive edge. Try using these words frequently to avoid memorizing them. Additionally, start your own diary and keep adding 5–10 new English words daily.

Important terms related to vocabulary are as follows:

1. Word Roots:

- Definition: The base or core part of a word that carries its main meaning.
- Example: Bio- (meaning life), as in biology.

2. Prefixes:

- Definition: Attached to the beginning of a word to change its meaning.
- Example: Un- (meaning not), as in unhappy.

3. Suffixes:

- Definition: Attached to the end of a word to modify its meaning or turn it into a different part of speech.
- Example: -ful (meaning full of), as in graceful.

4. Synonyms and Antonyms:

Synonyms:

- Definition: Words that have similar meanings.
- Example: happy and joyful.

Antonyms:

- Definition: Words that have opposite meanings.
- Example: hot and cold.

Contextual Usage:

- Definition: Information from the surrounding words that helps determine the meaning of an unknown word.
- Example: The detective used the suspect's nervous demeanor as a clue to his guilt.

Inference:

- Definition: Drawing conclusions based on context and existing knowledge.
- Example: The dark clouds and rumbling thunder were a strong inference that a storm was approaching.

PRACTICE QUESTIONS

Question 1 : Choose a word from your reading that you don't know. Look up its definition, root, prefix, and suffix. Try to create other words using the same root, prefix, or suffix.

Unknown word: Malfunction

- Root: mal- (meaning bad)
- Suffix: -tion (meaning state of)
- Other words: malicious, malady, malfunctioning
- Synonym and Antonym Practice:

Question 2 : Create a list of synonyms and antonyms for a given word.

Word: happy

- Synonyms: joyful, content, delighted
- Antonyms: sad, miserable, unhappy

Question 3 Read a passage and identify words you don't know. Use context clues to guess their meanings.

The protagonist displayed an exemplary level of courage throughout the story.

- Context clue: courage
- Inference: exemplary likely means outstanding or commendable.

Question 4: Complete sentences with appropriate words, considering the context.

The mysterious old mansion was so _____ that even the bravest townspeople avoided it.

- A) enigmatic
- B) eerie
- C) decrepit
- D) bravery

Correct answer: Option B

Explanation: Eerie means spooky, creepy or suggestively supernatural

3000 + Most Important English Words (A-Z)



Abacus (Noun)	
Pronunciation	/ˈæb-ə-kəs/
Meaning	A device with beads used for counting.
Examples	1. The students practiced math with an abacus. 2. The merchant used an abacus for calculations. 3. Learning to use an abacus improves mental math.
Synonyms	1. counting frame 2. calculation tool 3. reckoner
Antonyms	1. calculator 2. computer 3. electronic device
Etymology	"Abacus" comes from Latin "abacus," meaning "board" or "table."
Abate (Verb)	
Pronunciation	/ə-ˈbāt/
Meaning	To lessen or reduce.
Examples	1. The storm's fury abated as winds calmed. 2. Treatment abated the patient's pain. 3. Measures were taken to abate pollution.
Synonyms	1. decrease 2. diminish 3. lessen
Antonyms	1. intensify 2. increase 3. escalate
Etymology	Abate comes from Latin "abatere," meaning "to beat down."
Abatement (Noun)	
Pronunciation	/ə-ˈbāt-mənt/
Meaning	Reduction or decrease.
Examples	1. City implemented noise abatement. 2. Tax incentives for emissions abatement. 3. Dust abatement addressed construction issues.
Synonyms	1. reduction 2. decrease 3. alleviation
Antonyms	1. increase 2. intensification 3. exacerbation
Etymology	Abatement comes from Old French "abatre," meaning "to beat down."
Abattoir (Noun)	
Pronunciation	/ˈab-ə-ˈtwär/
Meaning	Slaughterhouse for animals.
Examples	1. Abattoirs process animals for meat. 2. Largest abattoir employs butchers. 3. Conditions in some abattoirs raise concerns.

Synonyms	1. slaughterhouse 2. butchery 3. meatpacking plant
Antonyms	1. animal sanctuary 2. vegan farm 3. petting zoo
Etymology	Abattoir comes from French "abattre," meaning "to slaughter."
Abdication (Noun)	
Pronunciation	/ˈab-di-ˈkā-shən/
Meaning	Formal relinquishing of power or responsibility.
Examples	1. King's abdication led to a crisis. 2. CEO's abdication surprised. 3. Politician's abdication shocked.
Synonyms	1. enunciation 2. resignation 3. relinquishment
Antonyms	1. assumption 2. retention 3. assertion
Etymology	Abdication comes from Latin "abdicationem," from "abdicare."

Babble (Verb/Noun)	
Pronunciation	/ˈbæb.əl/
Meaning	(Verb) To speak or utter in a rapid, incoherent, or meaningless manner; (Noun) Incoherent or meaningless speech.
Examples	1. The toddler would babble happily while playing with toys. 2. The conference room was filled with the babble of various discussions. 3. Her nervousness caused her to babble during the interview.
Synonyms	(Verb) 1. prattle 2. chatter 3. ramble; (Noun) 1. chatter 2. gibberish 3. murmur
Antonyms	(Verb) 1. articulate 2. enunciate 3. communicate; (Noun) 1. coherence 2. clarity 3. articulation
Etymology	Babble likely comes from Middle English "babelen," imitative of the sound of talking.

Bacchanalia (Noun)	
Pronunciation	/ˌbæk.əˈnel.li.ə/
Meaning	A wild and drunken revelry or celebration, often associated with excessive drinking and unrestrained indulgence.
Examples	1. The ancient festival was marked by bacchanalia and merriment. 2. The college party turned into a raucous bacchanalia as the night progressed. 3. The city's streets were filled with the sounds of bacchanalian celebrations.
Synonyms	1. carousel 2. orgy 3. debauchery
Antonyms	1. sobriety 2. temperance 3. restraint
Etymology	Bacchanalia refers to the Roman festival of Bacchus, the god of wine and revelry.

Backpedal (Verb)	
Pronunciation	/'bæk,ped.əl/
Meaning	To reverse or retreat from a previously held stance, decision, or commitment; to go back on one's words or actions.
Examples	1. The company had to backpedal on its initial product launch due to negative feedback. 2. The politician was forced to backpedal after making an unpopular statement. 3. Realizing the mistake, the author chose to backpedal and revise the controversial chapter.
Synonyms	1. retract 2. Backtrack 3. recant
Antonyms	1. stand firm 2. uphold 3. commit
Etymology	Backpedal combines "back" and "pedal," suggesting a movement akin to reversing a bicycle.
Badger (Verb/Noun)	
Pronunciation	/'bædʒ.ə/
Meaning	(Verb) To pester, harass, or annoy persistently; (Noun) A small burrowing animal known for its distinctive black and white markings.
Examples	1. She would badger her parents for a new toy every time they went to the store. 2. The reporter continued to badger the celebrity for an interview. 3. The badger is known for its nocturnal habits and striped appearance.
Synonyms	(Verb) 1. pester 2. annoy 3. bother; (Noun) 1. animal 2. mammal 3. creature
Antonyms	(Verb) 1. appease 2. soothe 3. assist; (Noun) 1. human 2. person 3. individual
Etymology	Badger is derived from Middle English "bageard" or "baceward," possibly referring to the animal's markings.
Baffled (Adjective)	
Pronunciation	/'bæf.əld/
Meaning	Confused, bewildered, or puzzled; unable to understand or explain a situation or problem.
Examples	1. The complex puzzle left him feeling utterly baffled. 2. Her baffled expression indicated her lack of comprehension. 3. The scientist was baffled by the unexpected results of the experiment.
Synonyms	1. puzzled 2. perplexed 3. bewildered
Antonyms	1. clear 2. certain 3. knowledgeable
Etymology	Baffled likely comes from the Scottish dialect word "baffle," meaning "to disgrace" or "to treat with contempt."

Cabal (Noun/Verb)	
Pronunciation	/kə'baɪl/
Meaning	(Noun) A secret group or clique, often with sinister or political intentions; a small, exclusive group united for a common purpose; (Verb) To conspire or plot in a secretive manner.
Examples	1. The cabal of conspirators planned to overthrow the government. 2. They formed a cabal to promote their shared artistic vision. 3. It was rumored that a cabal of executives was making decisions behind closed doors.
Synonyms	(Noun) clique, faction, group; (Verb) conspire, plot, scheme
Antonyms	(Noun) majority, public; (Verb) collaborate, cooperate
Etymology	Cabal comes from the Hebrew word "qabbālāh," meaning "tradition" or "received wisdom."
Cache (Noun/Verb)	
Pronunciation	/kæʃ/
Meaning	(Noun) A hiding place for storing items, often valuables or supplies; a collection of things hidden or stored in a concealed place; (Verb) To hide or store something in a hidden place.
Examples	1. They discovered a hidden cache of ancient artifacts in the cave. 2. The survivalist had a cache of food and supplies in case of emergency. 3. She cached her diary under the floorboards for safekeeping.
Synonyms	(Noun) stockpile, hoard, reserve; (Verb) store, hide, stow
Antonyms	(Noun) scarcity, depletion; (Verb) reveal, display
Etymology	Cache comes from the French word "cacher," meaning "to hide."
Cacography (Noun)	
Pronunciation	/kə'kɒɡ.rə.fi/
Meaning	Bad handwriting or spelling; poor or incorrect writing or penmanship.
Examples	1. The student's cacography made it difficult to understand his notes. 2. Her sloppy cacography led to errors in the report. 3. The document's cacography was a result of rushed writing.
Synonyms	bad handwriting, poor penmanship, misspelling
Antonyms	legible writing, neat penmanship
Etymology	Cacography comes from the Greek words "kakos" (bad) and "graphein" (to write).
Cacophony (Noun)	
Pronunciation	/kə'kɑː.fə.ni/
Meaning	A harsh, discordant mixture of sounds; a chaotic or noisy uproar.

Examples	1. The city street was filled with the cacophony of honking horns and shouting vendors. 2. The band's performance devolved into a dissonant cacophony of instruments. 3. The cacophony of construction noise made it difficult to concentrate.
Synonyms	noise, racket, clamor
Antonyms	silence, harmony, tranquility
Etymology	Cacophony comes from the Greek words "kakos" (bad) and "phone" (voice).
Cadge (Verb)	
Pronunciation	/kædʒ/
Meaning	To ask for or obtain something, often through informal or improper means; to beg or scrounge for something.
Examples	1. He tried to cadge a few dollars from his friends. 2. The street performer was cadging for change from passersby. 3. She managed to cadge a ride to the concert from her neighbor.
Synonyms	beg, mooch, scrounge
Antonyms	give, donate, contribute
Etymology	The origin of "cadge" is uncertain.

Dapper (Adjective)	
Pronunciation	/'dæp.ər/
Meaning	Neat, stylish, and impeccably dressed in appearance; characterized by smartness, elegance, and attention to grooming; showing an appealing and well-put-together look.
Examples	1. He always appeared in public looking remarkably dapper and well-dressed. 2. The dapper gentleman sported a tailored suit and a classic fedora. 3. Her dapper attire garnered compliments from everyone at the event.
Synonyms	stylish, smart, elegant
Antonyms	unkempt, sloppy, disheveled
Etymology	Dapper comes from the Middle English word "dap," meaning "to ornament or dress up."

Dart (Noun, Verb)	
Pronunciation	/dɑ:rt/
Meaning	(Noun) A small, pointed missile or object designed for throwing, often used in sports and games; (Verb) to move suddenly and quickly in a particular direction, resembling the flight of a dart; to shoot or throw something with a swift and sudden motion.
Examples	1. He aimed the dart at the dartboard, hoping to hit the bullseye. 2. The startled rabbit darted into the bushes to escape from danger. 3. She darted a glance at him from across the room.

Synonyms	(Noun) missile, projectile; (Verb) dash, rush, zip
Antonyms	(Noun) target, bullseye; (Verb) stroll, saunter
Etymology	Dart comes from the Old English word "darte," meaning "spear" or "dart."
Daunt (Verb)	
Pronunciation	/dɔːnt/
Meaning	To intimidate, discourage, or cause someone to feel disheartened, fearful, or less confident; to make someone feel overwhelmed by fear or apprehension.
Examples	1. Despite the challenges, she refused to let anything daunt her determination to succeed. 2. The daunting task ahead daunted him, but he approached it with a positive attitude. 3. The fierce competition did not daunt their commitment to achieving their goals.
Synonyms	intimidate, discourage, dishearten
Antonyms	encourage, embolden, inspire
Etymology	Daunt comes from the Middle English word "daunten," meaning "to vanquish."
Dawdler (Noun)	
Pronunciation	/'dɔːd.lər/
Meaning	A person who is slow, lazy, or wasteful of time; someone who takes longer than necessary to complete tasks, often due to a lack of urgency or diligence.
Examples	1. His reputation as a dawdler earned him the nickname "Slowpoke" among his friends. 2. The dawdler always arrived last to meetings, causing delays for everyone else. 3. The manager was frustrated by the dawdler who consistently missed deadlines.
Synonyms	loafer, procrastinator, sluggard
Antonyms	prompt, diligent, efficient
Etymology	Dawdler may have originated from the word "dawdle," meaning "to waste time."
Deadlock (Noun, Verb)	
Pronunciation	/'ded.lɒk/
Meaning	(Noun) A state of complete standstill or impasse in which opposing parties cannot make progress or reach an agreement; a situation in which no further action is possible due to a lack of consensus or movement; (Verb) to cause a situation to reach a deadlock.
Examples	1. The negotiation reached a deadlock as neither party was willing to compromise. 2. The ongoing dispute resulted in a deadlock that hindered the project's completion. 3. Despite their efforts, the talks remained in a deadlock over the contentious issue.
Synonyms	(Noun) impasse, standstill, gridlock; (Verb) stalemate

Antonyms	(Noun) agreement, resolution, breakthrough; (Verb) resolve, agree
Etymology	Deadlock is formed from the words “dead” and “lock,” suggesting a situation where progress is completely halted.
Dearth (Noun)	
Pronunciation	/dɜːrθ/
Meaning	A scarcity, shortage, or lack of something, especially an essential resource, commodity, or item; an insufficient supply of goods or resources to meet the demand or need.
Examples	1. The drought led to a dearth of freshwater in the region. 2. There was a dearth of qualified candidates for the job position. 3. The sudden increase in demand resulted in a dearth of available products.
Synonyms	scarcity, shortage, insufficiency
Antonyms	abundance, surplus, plenty
Etymology	Dearth comes from the Middle English word “derthe,” meaning “scarcity.”
Debacle (Noun)	
Pronunciation	/'deb.ə.kəl/
Meaning	A sudden and complete failure, disaster, or collapse, often resulting from a series of unfortunate events; a fiasco, catastrophe, or chaotic situation that leads to failure or ruin.
Examples	1. The project turned into a debacle when key team members resigned unexpectedly. 2. The company’s attempt to launch a new product ended in a debacle due to manufacturing defects. 3. The event was a debacle, with technical glitches ruining the experience for attendees.
Synonyms	fiasco, disaster, catastrophe
Antonyms	success, triumph, accomplishment
Etymology	Debacle comes from the French word “débâcle,” meaning “a breaking up of ice.”

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APPENDIX

1. GLOSSARY OF SOME IMPORTANT AND RARE IDIOMS AND PHRASES

Idioms and Phrases	Meaning
A bird in the hand is worth two in the bush.	It's better to have something that you know you can get than to risk not getting something better.
	Example: I know this job doesn't pay much, but it's a good opportunity and I'm not going to give it up just because I might get a better offer somewhere else. A bird in the hand is worth two in the bush.
A penny for your thoughts.	I'm curious about what you're thinking.
	Example: I was just sitting here, staring at the wall, and I wondered what you were thinking. A penny for your thoughts.
A picture is worth a thousand words.	A visual representation of something can be more effective than a long explanation.
	Example: I don't really understand what you're trying to say, but I think I'll get it if you draw me a picture. A picture is worth a thousand words.
Actions speak louder than words.	What people do is more important than what they say.
	Example: I know you say you're sorry, but I need to see you make some changes in your behavior before I can believe you. Actions speak louder than words.
All good things must come to an end.	Nothing lasts forever.
	Example: I know we're having a great time, but all good things must come to an end. We'll have to say goodbye eventually.
An apple a day keeps the doctor away.	Healthy foods can help you stay healthy.
	Example: I've been eating an apple a day for the past month, and I haven't been sick once. An apple a day keeps the doctor away.
Barking up the wrong tree.	You're looking in the wrong place for something.
	Example: I've been trying to find my keys all day, but I'm barking up the wrong tree. They're probably in my pocket.
Beggars can't be choosers.	If you don't have much, you can't be picky about what you get.
	Example: I know this apartment is small and the rent is high, but beggars can't be choosers. I'm lucky to have a place to live.
Bite the bullet.	Do something that you don't want to do, but know that you have to do.
	Example: I know I have to give a presentation in front of the whole company, but I'm really nervous. I just have to bite the bullet and do it.

Boiling mad.	Very angry.
	Example: I was boiling mad when I found out that my car had been stolen.
Break a leg.	Good luck.
	Example: Good luck on your big audition! Break a leg!
Bring home the bacon.	Earn money to support your family.
	Example: My husband is the one who brings home the bacon in our family.
Burn the midnight oil.	Work late into the night.
	Example: I've been burning the midnight oil trying to finish this project.
Can't have your cake and eat it too.	You can't have or do two things that are mutually exclusive.
	Example: I want to lose weight, but I also want to eat cake. I can't have my cake and eat it too.
Come hell or high water.	No matter what happens.
	Example: I'm going to the party, come hell or high water.
Cut your losses.	Accept that you've lost something and move on.
	Example: I've lost a lot of money on this investment, but I think it's time to cut my losses and move on.
Don't count your chickens before they hatch.	Don't celebrate success before it's actually happened.
	Example: I'm really excited about the new job, but I'm not going to count my chickens before they hatch. I need to make sure I get the offer first.
Don't put all your eggs in one basket.	Don't risk everything on one thing.
	Example: I'm not going to put all my eggs in one basket. I'm going to apply for multiple jobs just in case.
Easy come, easy go.	Money or other things that are easily earned are also easily lost.

Some Rare Idioms and Phrases

To be in seventh heaven.	This idiom means to be very happy or content. It is thought to have originated in the Bible, where the seventh heaven is the highest heaven and the dwelling place of God.
To have a screw loose.	This idiom means to be crazy or eccentric. It is thought to have originated in the 18th century, when people believed that mental illness was caused by screws loose in the brain.
To be up a gum tree.	This idiom means to be in a difficult or confusing situation. It is thought to have originated in Australia, where gum trees are tall and difficult to climb.

To have a bee in one's bonnet.	This idiom means to be obsessed with something. It is thought to have originated in the 19th century, when people believed that bees were attracted to madness.
To be pulling someone's leg.	This idiom means to be teasing or joking with someone. It is thought to have originated in the 18th century, when people would pull the legs of animals to make them dance.
To be in a pickle.	This idiom means to be in a difficult or complicated situation.
To be between a rock and a hard place.	This idiom means to be in a situation where there is no good option.
To be on the horns of a dilemma.	This idiom means to be in a difficult situation with two equally bad choices.
To be up the creek without a paddle.	This idiom means to be in a hopeless situation.

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FULL MOCK TEST

Directions (Questions 1-25): Study the passages below and answer the following questions

Passage 1

Biopower is part related to what Foucault calls “a history of the present”, “grasping the present in its contingency, unsettling it from its prejudices and exploding their hold on reality, understanding how we have become what we are rather than importing our prejudices on to the past, in the guise of their being eternal truths apprehended by a supra-historical intellect.”

With the term ‘biopower’ Foucault designates the set of mechanisms, techniques and technologies through which the basic biological features of the human species become the object of political strategies in modern Western societies. Biopower is, then, for Foucault the application of power to the human considered as a living being:

To gain a clearer appreciation of Foucault’s point, it is necessary to recall that prior to the first volume of *The History of Sexuality* Foucault’s genealogies of the modern modalities of power had concentrated on identifying what he called, most notably in *Discipline and Punish*, “disciplinary technologies”. These are techniques that emerged in seventeenth and eighteenth century Europe, and which are directed towards the individual human body understood as a machine, composed, or better, decomposable, into its various moving parts, which can then be rendered capable of performing work. According to Foucault, these technologies sought, through various regimens and measures, to rule a multiplicity of men, that is, to impose a particular mode of being on men, by dissolving that multiplicity in to individual bodies, and at the level of the individual body, optimize its capabilities, extorting from it various forces, increasing its utility and docility, and integrating it into systems of efficient and economic controls. Disciplinary techniques of power include all those apparatuses and institutions which ensure the distribution of individual bodies in space and time, and which organize around these bodies a whole field of visibility, ordering them or rendering them orderable, in institutions such as universities, secondary schools, military barracks, and workshops.

Like disciplinary techniques and procedures, the technologies of biopower are addressed to a multiplicity, but they are addressed to that multiplicity in so far as it forms a global mass affected by the biological processes of life itself: birth and death, health and illness. To the techniques of discipline that came to hold sway over the human body and which are individualizing are added the techniques and technologies of biopower

which, on the contrary, but in a complimentary way, are massifying, directed towards humans in the genetic and species sense....Biopower is thus tied to the emergence of the discipline of statistical demography, and there begins the quantification of the phenomena of birth-rate, longevity, the reproductive rates and fertility of a given population, its state of health, patterns of diet and habitation.

Both disciplinary technologies and the techniques and mechanisms of biopower are forms of power over the body. The former, disciplinary technologies, center on the individual body: they treat it as a machine, considering it as a being consisting of parts, organized in a certain fashion, requiring energy in order to operate and capable of producing certain effects, that is, of working. Decomposing it into its parts, and subjecting them to training, to discipline, it seeks to render the body both docile and utile. Biopower, on the other hand, focuses on the body as the vehicle of species life. Given the nature of the phenomena with which it is concerned it is regulatory rather than disciplinary.

Q1. The author of the passage is:

- A. arguing in favor of biopower
- B. exposing the flaws of biopower
- C. describing biopower
- D. encouraging the use of biopower

Q2. Paraphrase the main point of the first paragraph of the passage.

- A. According to Foucault, biopower is dominated by the history of the present, where one actively understands the present reality rather than just understanding it through one's biases of the past.
- B. According to Foucault, biopower is connected to the history of the present, where one actively understands the present reality rather than just understanding it through one's biases of the past.
- C. According to Foucault, biopower runs counter to the history of the present, where one actively understands the present reality and breaks away from one's biases of the past.
- D. According to Foucault, biopower is controlled by the history of the present, where one proactively understands the present reality rather than just passively understanding it through one's biases of the past.

Q3. Which, out of the following, is not an example of the use of Biopower?

- A. family planning to control population growth
- B. measures to identify gene-based disorders affecting the population in general
- C. vaccination for pandemics
- D. the death penalty for homicide

Q4. According to the information given in the passage, disciplinary technologies and biopower differ in the fact that:

- I. one relates to the larger population and the other does not.
- II. The former relates to controlling the human body and the latter deals with regulating it.
- III. The former treats the body as a machine while the latter treats it as an instrument medium that propagates life.

- A. only II
- B. only III
- C. I and II
- D. II and III

Passage 2

How smart is your pet? The book *Test Your Cat: The Cat IQ Test* claims to be able to tell you 'how smart your cat really is'. He or she might be an 'undiscovered genius'. Using the book, you score your cat on a variety of questions, perform a calculation, and this gives you the cat's IQ. The first question is whether the cat eats on a regular schedule. The second is whether it eats a variety of foods. There are many other questions. Now, I have no idea how seriously this book is intended to be taken. But it strikes me that there is something very odd about the idea that eating on a regular schedule and enjoying a varied diet have anything to do with intelligence, as we usually understand that term.

Similarly, you sometimes hear people say that a particular breed of dog is highly intelligent. But quite often, what people mean by this is that individuals of that breed are very obedient and can be trained to perform many tasks. This interest in 'trainability' is reflected in the British television show *Teach My Pet To Do That*. In each episode, two different pets are compared on their ability to learn a trick, like answering the doorbell or wiping their feet on a mat. The pets might be dogs, cats, miniature horses, even chickens or pigs. If one pet takes to the trick much faster than the other, it can be tempting to say that the first is more intelligent.

Perhaps in a sense they are. The tricks are taught using operant conditioning – when the animal performs the desired behavior, they get a reward which 'positively reinforces' the behavior. To learn a trick in this way involves latching on to the contingency between act and consequence – 'figuring out' just what behavior the reward is tied to. This might be a component of intelligence, but it can't be all there is to it. After all, it's not as though we think that a child must be especially intelligent when we successfully reinforce her good behavior through the award of gold stars. As well as this, there are any number of reasons an animal might not succeed in learning the trick. They might be insufficiently motivated by the reward, find the repetition frustrating, or simply be uninterested in what the trainer is up to. In any case, it's not obvious that any of these traits indicate a lack of intelligence.

Octopuses illustrate this point nicely, as Peter Godfrey-Smith notes in his book *Other Minds: The Octopus and the Evolution of Intelligent Life*. Godfrey-Smith writes that whilst in experimental settings, octopuses seem to be rather slow learners, this fits poorly with their behavior in other scenarios. For instance, some octopuses seem to figure out quite quickly that they can put out the bright lights in an aquarium by squirting jets of water at them. This apparent mismatch may have its roots in a failure of experiments to tap into octopus motivation. In an early study on octopus learning, one octopus would repeatedly break or steal the equipment and squirt jets of water at experimenters. Godfrey-Smith suggests that in this case, 'the assumption that an octopus would be interested in pulling a lever repeatedly to get pieces of sardine,' was at least partly to blame. 'Rats and pigeons will do things like that, but octopuses [...] tend to lose interest. For at least some of them, taking the lamp down from above the tank and hauling it back to the den – that is more interesting. So is squirting the experimenters.'

So, we should not be too quick to draw conclusions about intelligence from an animal's success in learning through operant conditioning. More generally, we should be cautious about thinking that this kind of learning is what intelligence is all about. But that raises a tricky question: what is it all about? That's a difficult question. There probably isn't just one thing we're referring to when we talk about intelligence – and the best way to define the term might depend on our goals in asking the question. So, for now, perhaps a better question is: why do we want to know how intelligent animals are?

Q5. The main concern of the author of the passage is:

- A. to showcase the need for better care and understanding of non-humans
- B. to check the validity of an approach
- C. to highlight the stupidity of a book
- D. to understand how a certain brain function works

Q6. According to the author of the passage, which out of the following statements is incorrect?

- A. Not being motivated by the reward does not mean that the animal is not intelligent.
- B. At times, people incorrectly identify certain traits to be signs of intelligence.
- C. The book *Test Your Cat: The Cat IQ Test* is not a book to be taken seriously.
- D. Both B and C

Q7. According to the author of the passage, operant conditioning:

- A. is based on the ability to understand the consequence of one's act
- B. uses rewards to reinforce positive behavior.
- C. is not necessarily the perfect guide for establishing intelligence.
- D. all of the above

Q8. The example of octopuses illustrates:

- A. the efficacy of an approach
- B. the pitfalls of a method
- C. the outcomes for a practice
- D. the effects for a modus operandi

Passage 3

During the opening months of the First World War, in the midst of the incendiary jingoism roiling Britain, the poet Dorothea Hollins of the Women's Labour League proposed that an unarmed, 1,000-strong 'Women's Peace Expeditionary Force' cross Europe 'in the teeth of the guns' and interpose itself between the warring armies in the trenches. Hollins's grand scheme did not materialize, but neither did it emerge in a vacuum; it was nurtured by a century of activism largely grounded in maternal love. Or, as her fellow peace activist Helena Swanwick wrote: the shared fear that in war 'women die, and see their babies die, but theirs is no glory; nothing but horror and shame unspeakable'.

Swanwick helped to found the Women's International League for Peace and Freedom, an organization dedicated to eliminating the causes of war. She hoped for 'a world in the far-off future that will not contain one soldier'. Many activists believed that if women had political power, they would not pursue war. But how true is this? Do incidences of violent conflict alter when women become leaders, or when their share of parliamentary representation rises? In what sense do women mother wars?

If you ask this question out loud, not a minute will pass before someone says 'Margaret Thatcher', the British prime minister who waged a hugely popular war in the Falklands that led to her landslide 1983 election victory. Thatcher is hardly the only woman leader celebrated for her warmongering. Think of Boudicca, the woad-daubed Queen of the Icenii people of eastern England, who led a popular uprising against the Roman invaders; or Lakshmi Bai, Queen of Jhansi and a leader of the 1857-58 Indian Mutiny against the British; or even Emmeline Pankhurst, who led British suffragettes on a militant campaign of hunger strikes, arson and window-smashing, then, in 1914, became a vociferous supporter of Britain's entry into the Great War.

But these examples are anecdotal because, throughout history, women leaders have been extremely rare. Between 1950 and 2004, according to data compiled by Katherine W Phillips, professor of leadership and ethics at Columbia Business School, just 48 national leaders across 188 countries – fewer than 4 percent of all leaders – have been female. They included 18 presidents and 30 prime ministers. Two countries, Ecuador and Madagascar, had a woman leader, each of whom served for a mere two days before being replaced by a man.

Given the tiny sample size, does it even make sense to ask if, given power, women are more or less likely than men to wage wars? The medical anthropologist Catherine Panter-Brick, who directs the conflict, resilience and health programme at the MacMillan

Center for International and Area Studies at Yale University, thinks not. 'It stereotypes gender, and assumes leadership is uncomplicated,' she told me. Perhaps she had thinkers such as Stephen Pinker in her sights. In *The Better Angels of Our Nature* (2011), his study of violence throughout history, Pinker wrote: 'women have been, and will be, the pacifying force'. That assumption is not always grounded in reality, says Mary Caprioli, a professor of political science at the University of Minnesota Duluth. Along with Mark A Boyer at the University of Connecticut, she counted 10 military crises in the 20th century involving four female leaders (seven of which were handled by Golda Meir, Israel's prime minister from 1969 to 1974). To assess the behavior of women leaders during crises, they say, one needs a large sample – 'which history cannot provide'.

Q9. The author of the passage is essentially raising the question:

- a. Would the world be less peaceful if there were more women leaders?
- b. Would the world be more peaceful if there were more women leaders?
- c. Would the world be more peaceful if there were more men leaders?
- d. Would the world be less peaceful if there were more men leaders?

Q10. The views of Catherine Panter-Brick and Mary Caprioli can be inferred to be:

- a. divergent
- b. dichotomous
- c. along similar lines
- d. completely unrelated

Q11. The author of the passage will agree with the statement/s

- a. Margaret Thatcher advocated war.
- b. If we look at history, then instances of women leading countries are rare.
- c. Both A and B
- d. Neither A nor B

Q12. According to the information provided in the passage:

- a. women are more aggressive than men when it comes to circumstances prevailing in wars.
- b. men lead to far greater number of wars than women
- c. women, by virtue of their pacifying effect, do not engage vigorously in war.
- d. women, though pacifist in nature, cannot be assumed engaged in fewer wars than men.

Passage 4

What does love mean, exactly? We have applied to it our finest definitions; we have examined its psychology and outlined it in philosophical frameworks; we have even devised a mathematical formula for attaining it. And yet anyone who has ever taken this wholehearted leap of faith knows that love remains a mystery — perhaps the mystery of the human experience. Learning to meet this mystery with the full realness of our being — to show up for it with absolute clarity of intention — is the dance of life. That’s what legendary Vietnamese Zen Buddhist monk, teacher, and peace activist Thich Nhat Hanh explores in *How to Love*— a slim, simply worded collection of his immeasurably wise insights on the most complex and most rewarding human potentiality.

Indeed, in accordance with the general praxis of Buddhist teachings, Nhat Hanh delivers distilled infusions of clarity, using elementary language and metaphor to address the most elemental concerns of the soul. To receive his teachings one must make an active commitment not to succumb to the Western pathology of cynicism, our flawed self-protection mechanism that readily dismisses anything sincere and true as simplistic or naïve — even if, or precisely because, we know that all real truth and sincerity are simple by virtue of being true and sincere.

At the heart of Nhat Hanh’s teachings is the idea that “understanding is love’s other name” — that to love another means to fully understand his or her suffering. (“Suffering” sounds rather dramatic, but in Buddhism it refers to any source of profound dissatisfaction — be it physical or psycho emotional or spiritual.) Understanding, after all, is what everybody needs — but even if we grasp this on a theoretical level, we habitually get too caught in the smallness of our fixations to be able to offer such expansive understanding. He illustrates this mismatch of scales with an apt metaphor: If you pour a handful of salt into a cup of water, the water becomes undrinkable. But if you pour the salt into a river, people can continue to draw the water to cook, wash, and drink. The river is immense, and it has the capacity to receive, embrace, and transform. When our hearts are small, our understanding and compassion are limited, and we suffer. We can’t accept or tolerate others and their shortcomings, and we demand that they change. But when our hearts expand, these same things don’t make us suffer anymore. We have a lot of understanding and compassion and can embrace others. We accept others as they are, and then they have a chance to transform.

The question then becomes how to grow our own hearts, which begins with a commitment to understand and bear witness to our own suffering: When we feed and support our own happiness, we are nourishing our ability to love. That’s why to love means to learn the art of nourishing our happiness. Understanding someone’s suffering is the best gift you can give another person. Understanding is love’s other name. If you don’t understand, you can’t love.

And yet because love is a learned “dynamic interaction,” we form our patterns of understanding — and misunderstanding — early in life, by osmosis and imitation rather than conscious creation. Echoing what Western developmental psychology knows about the role of “positivity resonance” in learning love, Nhat Hanh writes: If our parents didn’t love and understand each other, how are we to know what love looks like? ... The

most precious inheritance that parents can give their children is their own happiness. Our parents may be able to leave us money, houses, and land, but they may not be happy people. If we have happy parents, we have received the richest inheritance of all.

Q13. The passage highlights that:

- I. Our hearts have the ability to expand and offer compassion and understanding.
- II. Early in life, some of our key learnings are learnt through the process of unconscious assimilation.
- III. Our obsession with small or irrelevant things blocks our understanding on occasions.

- a. I & II
- b. II & III
- c. I & III
- d. All of the above

Q14. What does the word 'praxis' mean in the given context?

- a. Accepted theory
- b. Accepted practice
- c. Accepted supposition
- d. Accepted hypothesis

Q15 The author of the passage highlights love as:

- a. An unsolvable mystery
- b. An unfathomable abyss
- c. An intricate ruse
- d. A mysterious emotion

Q16. The given passage can be identified as:

- a. an impactful dissertation
- b. an insightful disquisition
- c. a coherent monograph
- d. a detailed exposition

Passage 5

My history with bubble universes began in 1968 when I met Robert Kirshner while we were both undergraduates at Harvard in Massachusetts. He was a lively, funny, interesting fellow. We met up again a few years later, when he was a graduate student at Caltech in California and I was a new postdoc there. At Caltech, he had a piece of good luck that changed the direction of his career and, ultimately, helped reshape modern cosmology.

While he was at Caltech, a bright supernova (an exploding star ending its life) became visible, and Kirshner was able to study it using the huge 200-inch-diameter Hale telescope on Palomar Mountain. Combining his findings with some innovative contemporary methods, he developed a clever way to measure its distance. The distance scale of the Universe was poorly known at the time, and getting more accurate numbers was critical to developing a better understanding of cosmic structure and evolution.

Beginning in the mid-1990s, now as a member of Harvard's faculty, Kirshner started a group using supernovae to measure the expansion rate of the Universe – a particularly telling indication of how the cosmos is changing over time. Astronomers presumed that the expansion had been slowing down ever since the Big Bang, running down due to the gravitational pull between galaxies. The big question was: how quickly was this cosmic deceleration happening?

To get an answer, Kirshner and his team measured distances to supernovae near and far away, and compared those distances with their velocities of recession. In essence, they were using supernovae as standard lampposts of known intrinsic luminosity, whose distance you could ascertain from their apparent brightness. Then you could look at how much that light had been stretched (shifted toward the red end of the spectrum) by cosmic expansion, and compare the rate of expansion for supernovae of different distances.

Because of the finite velocity of light, the farther out we look, the farther back in time we see. A light-year, about 10 trillion kilometers, is the distance light can travel in a year. If we look out at a distance of 65 million light-years, we would be seeing a supernova that exploded 65 million years ago, when ancient dinosaurs still roamed the Earth. Kirshner was looking back hundreds of millions or even billions of years. A competing team formed at Berkeley in California to perform the same kinds of measurements, using similar techniques.

Then things got strange. The two groups found that the expansion of the Universe is not slowing down at all, but speeding up! Kirshner's former students Adam Riess and Brian Schmidt, as well as Saul Perlmutter at Berkeley, shared the 2011 Nobel Prize in Physics for this discovery. The supernova data indicated that there was something different and unaccounted for in the make-up of our Universe. Those results also suggested something strange about cosmic geometry: the Universe that we know might be just one of many different cosmic bubbles that could live independently – or that could, under certain conditions, interact and even destroy each other.

Q17. The author of the passage will not agree with which of the following statements?

- a. The prevailing viewpoint of the 1990s with respect to Universe expansion was challenged with contradictory evidence.
- b. The author alleges that Kirshner was lucky with his discoveries in cosmology.

- c. In cosmology, the brightness of the object can be used to figure out its distance.
- d. All of the above

Q18. The tone of the author of the passage can be identified as:

- a. purely factual
- b. majorly descriptive
- c. highly analytical
- d. mildly critical

Q19. The author of the passage _____ Robest Krishner.

- a. has a soft spot for
- b. fawns over
- c. holds in esteem
- d. is obsequious to

Q20. The author of the passage :

- a. labels the findings 'strange' in the last paragraph as these were not in accordance with what was expected.
- b. highlights how certain studies point to the fact our universe might be just of many that exist and could possibly be related to or fighting with one another.
- c. Both A and B
- d. Neither A nor B

Passage 6

It is past 10 p.m. and a bylane in Kotla Mubarakpur is almost deserted, other than a nondescript building, which is a hive of activity: riders carrying large bags zip towards the entrance of the mini-store where groceries are packed and arranged in plastic crates ready to be picked up.

The riders leave as fast as they come. Some honk restlessly, pick up the bags, and ride-off without losing time. A few rides at a normal speed. There is an atmosphere of urgency at what is called the 'dark store'.

"I don't stop at signals. The electric bikes are not stopped by the traffic police," said Sam, 22, a delivery agent waiting outside the building, which is one of the many stores of Zepto, a 10-minute delivery platform, in the city.

"I have been lucky,; but some other riders have met with accidents and fortunately escaped with minor injuries," he said.

With 10-minute delivery apps gaining traction in the city, scores of delivery agents, who pull 10-12 hour shifts, are putting themselves at risk to meet the tight deadlines.

Six delivery agents working with two such platforms – Blinkit and Zepto – shared about the risk of accidents in their jobs that they negotiate apart from depleting incomes, soaring fuel prices, and the daily pressures in their professional and domestic lives.

As this reporter visited a store each, belonging to the two platforms, the dangers of rash driving also came to the fore.

Outside a dark store of Blinkit in the Defence Colony, this reporter saw many delivery agents riding on the wrong side of the lane hurrying to deliver orders.

“Many accidents happen and go unreported. I too met with one on the Defence Colony road a month back. A cyclist suddenly appeared from the bylane and I dashed into him. Luckily both of us escaped unhurt,” said Manohar, a delivery agent in his thirties.

He said that the agents have to rush to deliver on time as the store manager asks them to try and deliver in 10 minutes.

“But our money is not deducted if we don’t deliver in 10 minutes,” he added.

There’s pressure on the delivery agents to hurry as they get paid based on the number of deliveries they make.

Q21.What could be a suitable title for the passage?

- A) Biker’s risks.
- B) Risking life for livelihood.
- C) Reality of Dark Stores.
- D) Saga of Delivery Agents.

Q22.What has been the impact of Dark Stores?

- A) Volume of work has increased both for delivery agents and the dark stores.
- B) Delivery Agents' life is at risk as they are forever driving.
- C) Delivery Agents rush with deliveries to finish orders before the end of 10 mins.
- D) Too much pressure is put on the delivery agents by deducting the money.

Q23.According to you, what is getting negotiated with the popularity of 10-min delivery apps and by whom?

- i) Job risks taken by delivery agents while hurrying for the delivery.
- ii) The burden of escalating fuel prices.
- iii) Experiencing dampening in personal lives.
- iv) Depleting incomes.

- A) Only (i)
- B) (ii), (iii) & (iv)

- C) All of the Above
- D) None of the above

Q24. What is the most appropriate reason for delivery agents not stopping at the traffic signals and taking the wrong side of the lanes?

- A) Delivery Agents are not scared of the traffic police.
- B) Delivery Agents want to accomplish as many trips as they can in a day.
- C) Delivery Agents in electric bikes are not stopped by the police.
- D) Delivery Agents are messengers of Dark Stores.

Correct Option: (b). Delivery Agents want to accomplish as many trips as they can in a day.

Q25. Which of the following words describe the characteristics of the delivery agents?

- A) Dauntless
- B) Ambitious
- C) Diligent
- D) Exuberant

Directions (Questions 26-30) : In each other questions, out the given group of words, choose the correctly spelt word.

Q26: Which of the following words is spelled correctly?

- A) Harasment
- B) Harrassment
- C) Harassment
- D) Harressment

Q27: Which of the following words is spelled correctly?

- A) Guarantee
- B) Guarentee
- C) Gaurantee
- D) Garantee

Q28: Which of the following words is spelled correctly?

- A) Disastreous
- B) Disastrous
- C) Disastorous
- D) Disastrious

Q29: Which of the following words is spelled correctly?

- A) Exquisite
- B) Exquisitte
- C) Exquissite
- D) Exquizite

Q30: Which of the following words is spelled correctly?

- A) Acquissition
- B) Aquisition
- C) Acquisition
- D) Aquisition

Directions (Questions 31-35) : Choose the option that is a plural form of word.

Q31. What is the plural form of Louse?

- A) Lice
- B) Louses
- C) Louse
- D) Lici

Q32. What is the plural form of Syllabus

- A) Syllabuses
- B) Syllabi
- C) Syllabi
- D) Syllabuss

Q33. What is the plural form of Appendix

- A) Appendices
- B) Appendixes
- C) Appendi

D) Appendorum

Q34. What is the plural form of Cherub

- A) Cherubs
- B) Cherubim
- C) Cherubies
- D) Cherubbies

Q35. What is the plural form of Nucleus

- A) Nucleuses
- B) Nuclei
- C) Nucleos
- D) Nuclea

Directions (Questions 36-40) :Choose the word which is opposite in meaning of the given word.

Q36:Which word is the opposite of "pessimistic"?

- A)Optimistic
- B)Cynical
- C)Hopeful
- D)Melancholic

Q37: What is the antonym of "frugal"?

- A)Stingy
- B)Thrifty
- C)Economical
- D)Lavish

Q38: Which word is the opposite of "meticulous"?

- A)Careful
- B)Sloppy
- C)Precise
- D)Diligent

Q39: What is the antonym of "benevolent"?

- A) Malevolent
- B) Kind
- C) Generous
- D) Altruistic

Q40: What is the antonym of "obsolete"?

- A) Outdated
- B) Current
- C) Antiquated
- D) Ancient

Directions (Questions 41-44): Choose the best option which best expresses the meaning of the underlined idioms/phrases in the sentence.

Q41. The new manager hit the ground running and made immediate changes to the team.

- A) Started a new marathon
- B) Took a vacation
- C) Began quickly and energetically
- D) Fell on the ground

Q42. Despite the odds, Sarah managed to turn the tables and win the competition.

- A) Flipped the furniture
- B) Changed the rules
- C) Changed her mind
- D) Changed the situation in her favor

Q43. The team is on the same page regarding the project's objectives.

- A) Reading the same book
- B) In agreement
- C) Lost in a maze
- D) Reading different books

Q44. After the long journey, I was all ears as my friend shared exciting travel stories.

- A) Covered in ears
- B) Extremely tired
- C) Eager to listen
- D) Ready to sleep

Directions (Questions 45-48): In each of these questions, out of the given group of words, choose the wrongly spelt word.

Q45. Which of the following words is wrongly spelled?

- A) Broccoli
- B) Pharaoh
- C) Sacrifice
- D) Neccessary

Q46. Which of the following words is wrongly spelled?

- A) Misjudgment
- B) Anticipate
- C) Embarrassment
- D) Millenium

Q47. Which of the following words is wrongly spelled?

- A) Colonel
- B) Rhubarb
- C) Iridescent

D) Occurred

Q48. Which of the following words is wrongly spelled?

A) Conceive

B) Inoculate

C) Unanimous

D) Hors d'oeuvre

Directions (Questions 49-52) Fill in the blanks

Q49. The laborious students have to work _____ morning to evening to get into a top university.

- A. in
- B. two
- C. from
- D. before

Q50. The recruiter will wait _____ Monday before making a final decision.

- A. by
- B. until
- C. of
- D. No preposition needed

ANSWER KEY

1	2	3	4	5	6	7	8	9	10
C	B	D	D	B	C	D	B	B	C
11	12	13	14	15	16	17	18	19	20
C	D	D	B	D	D	B	B	C	C
21	22	23	24	25	26	27	28	29	30
D	C	D	B	A	C	A	B	A	D
31	32	33	34	35	36	37	38	39	40
A	B	A	B	B	A	D	B	A	B
41	42	43	44	45	46	47	48	49	50
C	D	B	C	D	D	A	D	C	B

SOLUTIONS

1-C

The author of the passage is very simply describing what biopower is.

He is not favoring/attacking/exposing/encouraging biopower or its use.

Options A, B, and D adopt a positive or negative stance, which does not fit in the given context.

Hence, it is ruled out.

2-B

This is a close question where you need to closely go through each of the options to identify the correct answer.

Option B is the correct paraphrase here.

The paragraph essentially implies that Biopower is related to actively probing or studying the factors which have led to our present state, rather than seeing the whole thing through our biases of the past.

Option A is incorrect as there is no mention of biopower being dominated by the history of the present.

Option C is incorrect as the first paragraph does not say biopower runs counter to the history of the present.

Option D is incorrect as there is no mention of biopower being controlled by the history of the present. Also, there is no mention of proactive/passive understanding.

3-D

Refer to the lines: Like disciplinary techniques and procedures, the technologies of biopower are addressed to a multiplicity, but they are addressed to that multiplicity in so far as it forms a global mass affected by the biological processes of life itself: birth and death, health and illness. To the techniques of discipline that came to hold sway over the human body and which are individualizing are added the techniques and technologies of biopower which, on the contrary, but in a complimentary way, are massifying, directed towards humans in the genetic and species sense....Biopower is thus tied to the emergence of the discipline of statistical demography, and there begins the quantification of the phenomena of birth-rate, longevity, the reproductive rates and fertility of a given population, its state of health, patterns of diet and habitation.

You can solve this question by spotting the option that does not conform to the pattern.

Options A, B, and C all refer to things that impact the wider population and are dealing with the biological processes and controlling them.

Option D, on the other hand, is a disciplinary technique dealing with a social situation.

You simply need to spot the odd one out here.

4-D

Statement I is incorrect. Refer to the lines: Like disciplinary techniques and procedures, the technologies of biopower are addressed to a multiplicity, but they are addressed to that multiplicity in so far as it forms a global mass affected by the biological processes of life itself...

Statement II is correct. Refer to the lines: Given the nature of the phenomena with which it is concerned it is regulatory rather than disciplinary.

Statement III is correct. Refer to the lines: The former, disciplinary technologies, center on the individual body: they treat it as a machine, considering it as a being consisting of parts, organized in a certain fashion, requiring energy in order to operate and capable of producing certain effects, that is, of working. Decomposing it into its parts, and subjecting them to training, to discipline, it seeks to render the body both docile and utile. Biopower, on the other hand, focuses on the body as the vehicle of species life.

5-B

This is not a difficult question. What is the main concern of the author of the passage? The author of the passage is essentially concerned with whether we can determine the intelligence of animals. The current method of determining the same is through operant conditioning (an approach). The author questions this and highlights how the same cannot be used. This makes option B the correct answer.

Option A is incorrect as the passage is not about better care/understanding.

Option C is too extreme in its nature and just singles out the book in concern.

Option D is incorrect as the passage is not about brain function but rather deals with the question whether we can determine the intelligence of animals.

6-C

Option A is correct. Refer to the lines: They might be insufficiently motivated by the reward, find the repetition frustrating, or simply be uninterested in what the trainer is up to. In any case, it's not obvious that any of these traits indicate a lack of intelligence.

Option B is correct. Refer to the lines: Similarly, you sometimes hear people say that a particular breed of dog is highly intelligent. But quite often, what people mean by this is that individuals of that breed are very obedient and can be trained to perform many tasks....If one pet takes to the trick much faster than the other, it can be tempting to say that the first is more intelligent.

Option C is incorrect. Refer to the line: Now, I have no idea how seriously this book is intended to be taken.

The author does not know how seriously the book should be taken.

7-D

Option A is correct: To learn a trick in this way involves latching on to the contingency between act and consequence – 'figuring out' just what behavior the reward is tied to

Option B is correct: The tricks are taught using operant conditioning – when the animal performs the desired behavior, they get a reward which ‘positively reinforces’ the behavior.

Option C is correct: As well as this, there are any number of reasons an animal might not succeed in learning the trick. They might be insufficiently motivated by the reward, find the repetition frustrating, or simply be uninterested in what the trainer is up to. In any case, it’s not obvious that any of these traits indicate a lack of intelligence.

8-B

The example of the octopuses has one simple purpose: it tells us how operant conditioning does not work; in other words, the pitfalls of the method. There is no other option which comes close to explaining this sentiment. Hence, option B is the correct answer here.

9-B

In this case, the central concern of the author is the relationship of women leaders with peace. He is probing whether any such relationship exists and highlights the need for more data to establish such a conclusion.

10-C

Refer to the lines: The medical anthropologist Catherine Panter-Brick, who directs the conflict, resilience and health programme at the MacMillan Center for International and Area Studies at Yale University, thinks not. ‘It stereotypes gender, and assumes leadership is uncomplicated,’ she told me. Perhaps she had thinkers such as Stephen Pinker in her sights. In *The Better Angels of Our Nature* (2011), his study of violence throughout history, Pinker wrote: ‘women have been, and will be, the pacifying force’. That assumption is not always grounded in reality, says Mary Caprioli, a professor of political science at the University of Minnesota Duluth.

We can take out the following information from the above lines:

1. Catherine Panter-Brick does not agree with Stephen Pinker
2. Mary Caprioli does not agree with Stephen Pinker

Therefore, we can infer that option C is the correct answer here. You need to adopt some clever thinking in this

11-C

Option A can be derived from the lines: Thatcher is hardly the only woman leader celebrated for her warmongering.

Option B can be derived from the lines: But these examples are anecdotal because, throughout history, women leaders have been extremely rare.

12-D

In this case, option D is the correct answer. Remember, there is no certain conclusion

that can be drawn and the author states that more data is required to come to any definite answers.

13-D

Statement I can be derived from the lines: But when our hearts expand, these same things don't make us suffer anymore. We have a lot of understanding and compassion and can embrace others. We accept others as they are, and then they have a chance to transform.

Remember, if our hearts have this ability, then only can they expand. This is essentially the assumption operating behind this statement.

Statement II can be derived from the lines: And yet because love is a learned "dynamic interaction," we form our patterns of understanding — and misunderstanding — early in life, by osmosis and imitation rather than conscious creation.

Osmosis means: the process of gradual or unconscious assimilation of ideas, knowledge, etc.

Statement III can be derived from the lines: Understanding, after all, is what everybody needs — but even if we grasp this on a theoretical level, we habitually get too caught in the smallness of our fixations to be able to offer such expansive understanding.

14-B

Refer to the lines: Indeed, in accordance with the general praxis of Buddhist teachings, Nhat Hanh delivers distilled infusions of clarity, using elementary language and metaphor to address the most elemental concerns of the soul.

The word praxis means:

1. practice, as distinguished from theory.

"modern political praxis is now thoroughly permeated with a productivist ethos"

2. accepted practice or custom.

"patterns of Christian praxis in Church and society"

Also, the root 'praxis' is your clue here. It means 'doing'.

15-D

The answer to this question lies in the first paragraph of the passage. The author of the passage highlights how love is a mystery and how different attempts have been made to understand it. Despite these attempts, love remains a mystery. But the author does not say it is unsolvable/unfathomable. Love is difficult to understand but the sentiments in options A and B are too extreme in nature.

The element of love being a mystery is best reflected by option D in the given case.

Abyss means: A bottomless gulf or pit; any unfathomable (or apparently unfathomable) cavity or chasm or void extending below (often used figuratively)

Ruse means: A deceptive maneuver (especially to avoid capture)

16-D

In order to identify the answer, you need to know the meanings of the given options:

Dissertation: A treatise advancing a new point of view resulting from research; usually a requirement for an advanced academic degree.

Disquisition: A long or elaborate essay or discussion on a particular subject.

Monograph: a detailed written study of a single specialized subject or an aspect of it.

Exposition: A systematic interpretation or explanation (usually written) of a specific topic
From the above, we can see that option D is the best fit. Remember, the topic of love is the main concern here (love is not a subject).

17-B

Option B is incorrect and the author won't agree with it. It mutilates the sentiment in the line: At Caltech, he had a piece of good luck that changed the direction of his career and, ultimately, helped reshape modern cosmology.

Option A is an easy to identify deduction. It is clearly implied in the passage.

Option C can be derived from the lines: In essence, they were using supernovae as standard lampposts of known intrinsic luminosity, whose distance you could ascertain from their apparent brightness.

18-B

In this case, the two close options are: A and B.

The author of the passage does share facts with us but he is not purely factual in the article. He also adds his viewpoints on some occasions (like describing the people concerned).

The author of the passage can be said to be majorly descriptive (you can see how the word majorly leaves room for other sentiments in the given case)

Options C and D are incorrect as the author is neither analytical nor critical in this article.

19-C

The only definite sentiment that we can ascribe to the author of the passage here is that he admires the work of Robert Krishner and gives a positive description of the work done by him and his students. Considering this, option C is the correct answer.

Option A implies a certain personal liking and weakness for someone, something that cannot be concluded in the given case.

Options B and D are clearly incorrect.

Fawns means to try to gain favor by flattering.

Obsequious means attempting to win favor from influential people by flattery.

20-C

Option A can be derived from the lines: Then things got strange. The two groups found that the expansion of the Universe is not slowing down at all, but speeding up!

Kirshner's former students Adam Riess and Brian Schmidt, as well as Saul Perlmutter at Berkeley, shared the 2011 Nobel Prize in Physics for this discovery.

Option B can be derived from the lines: Those results also suggested something strange about cosmic geometry: the Universe that we know might be just one of many different cosmic bubbles that could live independently – or that could, under certain conditions, interact and even destroy each other.

21-D

The above passage is based on the inputs taken from the delivery agents, where they have shared risks of rash driving, need for delivering on time and no deduction of money when delivery gets delayed. It is essentially revolving around them.

Option a) It is not an apt suggestion as the passage is not about the bikers.

Option b). It is an incomplete title. W It is not clear who is risking life for livelihood.?

Option c). It goes beyond reality check on the Dark Stores. It is more about the delivery agents.

Option d). Saga means story and it is dealing with the stories of delivery agents.

Refer to lines, 'The riders leave as fast as they come. Some honk restlessly, pick up the bags and ride-off without losing time. A few rides at a normal speed.' & 'There's pressure on the delivery agents to hurry as they get paid based on the number of deliveries they make.'

Hence, option (d) is correct.

22-C

Option a). This is implicit from in the passage but not an explicit answer.

Option b). Delivery Agents' risk their life for making the deliveries on time not because they are forever driving. They are doing rash driving as mentioned in the passage.

Option c). As mentioned above, Delivery Agents are rushing with the deliveries as they have to deliver within 10 mins. Referring to lines, 'He said that the agents have to rush to deliver on time as the store manager asks them to try and deliver in 10 minutes.' So, this is the correct option.

Option d). There is pressure on the delivery agents to deliver on time but there is no deduction of money. Refer lines, "But our money is not deducted if we don't deliver in 10 minutes," he added.' & 'There's pressure on the delivery agents to hurry as they get paid based on the number of deliveries they make.'

Hence, option (c) is correct.

23-D

All the statements seem to be true. But there is one thing which is missing in the statements given. There is no clarity on by whom these things are getting negotiated. Nowhere is there a reference of delivery agents in the statements and the question is

specifically asking that. So, in spite of the statements being true except for statement (i), there is no context of job risks in the passage, the appropriate choice would be (d).

Refer lines; "Six delivery agents working with two such platforms – Blinkit and Zepto – shared about the risk of accidents in their jobs that they negotiate apart from depleting incomes, soaring fuel prices and the daily pressures in their professional and domestic lives.'

Hence, option (d) is correct.

24-B

Option a). It has no relevance in context with the passage. Option b). The real reason for delivery agents to not stop at traffic signals and take the wrong side of the lane is, they want to hurry in delivering orders. The pressure is to hurry as payment is directly proportional to the number of deliveries they make.'Option c). It is a correct statement but is not the most appropriate as there is no explanation to why they take the wrong side of the lane. Option d). This statement holds no significance with reference to the passage. Hence, option (b) is correct.

25-A

Delivery Agents are courageous and to meet ends, they have taken up jobs which have lots of risks in their lives. Option a). "Dauntless" means determined and fearless. These agents are determined to earn, even if it means risking their lives. Refer to lines, "Many accidents happen and go unreported. I too met with one on the Defence Colony road a month back. A cyclist suddenly appeared from the bylane and I dashed into him. Luckily both of us escaped unhurt," said Manohar, a delivery agent in his thirties.' & 'There's pressure on the delivery agents to hurry as they get paid based on the number of deliveries they make.'Option b). "Ambitious" means striving or pushy. The passage doesn't convey anything about the ambition of the delivery agents, it only says why they are doing such a risky job which is essentially because of money. So, not an apt choice. Option c). "Diligent" means someone who is very careful and hardworking. This is partly true about the delivery agents. Option d). "Exuberant" means enthusiastic, full of energy. This surely doesn't reflect the characteristic of delivery agents but could be a trait of one of the agents. Hence, option (a) is correct.

26-C

The correct spelling is "harassment."

27-A

The correct spelling is "guarantee."

28-B

The correct spelling is "disastrous."

29-A

The correct spelling is "exquisite."

30-D

The correct spelling is "acquisition."

31-A

The plural form of "louse" is "lice." "Louses" is not the correct plural.

32-B

The plural form of "syllabus" can be "syllabuses" or "syllabi," but "syllabi" is more commonly used. "Syllabi" with an extra 'i' and "syllabuss" are incorrect.

33-A

The plural form of "appendix" is "appendices." "Appendixes" is also used, but "appendi" and "appendorum" are not correct plurals.

34-B

The plural form of "cherub" is "cherubim." "Cherubs" is also used but "cherubies" and "cherubbies" are not correct plurals.

35-B

The plural form of "nucleus" is "nuclei." "Nucleuses" is less common, while "nucleos" and "nuclea" are not correct plurals.

36-A

"Pessimistic" means having a negative outlook, so "optimistic" is the opposite, signifying a positive outlook.

37-D

"Frugal" means being economical or careful with money, while "lavish" suggests excessive spending.

38-B

"Meticulous" describes great attention to detail, while "sloppy" implies carelessness.

39-A

"Benevolent" means showing kindness and goodwill, while "malevolent" means having ill intentions.

40-B

"Obsolete" means no longer in use, while "current" means up-to-date and in use.

41-C

"Hit the ground running" means to start something with energy and determination.

42-D

"Turn the tables" means to reverse a situation or gain an advantage.

43-B

"On the same page" means having a shared understanding or agreement.

44-C

"All ears" means being very attentive and ready to listen.

45-D

The correct spelling is "Necessary," not "Neccessary."

46-D

The correct spelling is "Millennium," not "Millenium."

47-A

The correct spelling is "Colonel," not "Colonal."

48-D

The correct spelling is "Hors d'oeuvre," not "Hors d'ouevre."

49-C

From is used as a preposition of time.

With a preposition of time, we can talk about a specific time period, such as a date on the calendar, a day of the week, or the precise moment that something occurs.

Eg"

He will be working from 9AM to 10 AM

50-B

As a preposition, until means "up to(the time that)".

We use by rather than until to discuss events that will take place before a specific time or deadline.

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