

# 07 || Comprehension

## CONTENTS

- **Common Problems in Reading**  
Almost everyone who struggles with Reading Comprehension on tests like GAT suffers from one or more of the problems. All of these problems are results of the same bad habit: PASSIVE READING. The material here is designed to help you break this old habit
- **Broader Types of Questions**  
If there is any key to success for Reading Comprehension, it's developing an active approach toward the understanding of the question sets. You can effectively interact with the question by understanding, what type of question you encounter on the test.
- **Win on Reading Comprehension**  
Here are the basic things that you need to succeed on Reading Comprehension.
- **Question Types**  
Here is a detail discussion about what type of questions normally appear on the GAT and which strategy is effective to combat them.
- **Solved Exercise**  
Medium Level Practice Exercise for Better Understanding with Answers and Explanations
- **Sweet Candies**  
Medium level Practice Exercise with Answers Boosts your Confidence Level in solving the questions on the GAT.
- **Brain Buster**  
High Level Practice Exercise with Answers and Explanation targeting your Goal for higher scores.

**A**lmost everyone who struggles with Reading Comprehension on tests like GAT suffers from one or more of the problems. All of these problems are results of the same bad habit: PASSIVE READING. The material here is designed to help you break this old habit (at least long enough to take your exam) and to develop a highly active (even interactive) approach towards the passages. But the only way to break old reading habits and to develop new and better ones is through practice. Therefore, in addition to reading techniques, you should also use the practice sets in this book to experiment with the techniques discussed here.

Every Reading Comprehension question is designed to measure one of two basic abilities:

- Your ability to remember what you read.
- Your ability to understand or comprehend what you read.

The second skill is a higher one in that it requires independent thinking on your part. More important, you'll find that the majority of the questions are comprehension questions, not memory questions; and it's this fact that should drive your approach in reading the passages. In order to understand (Comprehend) a passage, you must be able to:

- Identify the thesis (or main idea) and the author's primary purpose.
- Follow the author's line of reasoning from paragraph to paragraph.

## COMMON READING PROBLEMS AND THEIR SOLUTIONS

**Problem:** You are slow reader, so cannot finish in time.

**Solution:** Focus on main Ideas and overall structure instead of details.

**Problem:** You cannot concentrate because you feel that ideas are scattered and terminologies used in the passage are unfamiliar to you. You waste lot of the time in searching the passage for information needed to respond to question.

**Solution:** Ask yourself "Why the writer has written this passage?". Dialogue with the writer each idea given in the passage.

**Problem:** You feel difficulties in narrowing your answer choices down to one clear best answer.

**Solution:** Keep in mind the overall theme of the passage and think like test maker.

**Problem:** Does the subject knowledge or knowledge about the topic contained in the passage important?

**Solution:** In reading comprehension, you are presented with a reading passage (in an area of business, social science, biological science, or physical science), and then asked 3 or 4 questions about that text. You are not expected to be familiar with any topic beforehand. All the information is contained in the text in front of you. In fact, if you happen to have some previous knowledge about a given topic, it is important that you not let that knowledge affect your answers. You must concentrate on what is given in the passage.

**Problem:** Should I memorize every detail given in the passage?

**Solution:** Don't feel that you have to memorize or understand every little thing as you read. You can always refer to the passage to clarify the meaning of a specific detail.

## BROADER TYPES OF QUESTIONS

If there is any key to success for Reading Comprehension, it's developing an active approach toward the understanding of the question sets. There are two types of questions normally asked on the test

- **Detail and Contextual questions:** The questions based on a part of the passage.

- **Inference questions:** The questions based on logical inference from the content of the passage.
- **Linking Devices questions:** The questions based on extraction of the meaning by linking various parts of the passage.
- **Title questions:** Title questions ask the best title of the passage based on the content.
- **Topic Sentences questions:** The questions are based on the topic of a particular part of the passage.
- **Main Idea questions:** The inferential questions based on main idea of the passage.

Detail question type is easy to deal. It involves your scanning of the passage text. Pick a question from the set and find the information regarding the question through scanning of the passage.

However, Main idea question type is somewhat based on your reading and comprehending skills. You can find the answer of the main idea question if you have completely understood the overall theme of the passage.

## The Styles of Reading

Let's refer to your frame of mind as you tackle a question set as your reading "mode." Consider the four basic modes and corresponding approaches listed in text below. They differ in the reader's level of activity and basic strategy. You'll learn in the pages that follow that only the Interactive and the Question Driven modes are likely to help you improve your performance in Reading Comprehension.

### The Straight style

This style based on a straight reading of entire passage. It involves three steps:

- Read the passage carefully from beginning to end. Underline what clicks you as being an important point.
- Respond to the questions in the order given in the passage. Go back to the passage as required if you have trouble answering a question or remembering the relevant portion of the passage.
- Mark next to any questions you're uncertain about, hoping you'll have time to reconsider the question at the end.

Practically this style is unsuccessful, because of:

- **Poor time management:** It is often impossible to give equal time to each passage and each question.
- **Incomplete Comprehension:** reading the passage from beginning to end without interruption and with very little thought as to what particular information is most important in order to respond to the specific questions.

Very often, the test takers adopting this style make mistakes in main idea question.

### The Interactive Style

In this style, the test taker works back and forth between passage and questions. My students find that this is an effective style and this is the only style that actually helps them improve their overall performance to any significant extent.

This style involves three steps:

- Begin reading the passage immediately. Divide the whole passage into logical parts describing single idea.
- After reading the first part, scan the question from the question set. The first part will most certainly provide enough information for you to respond the first question of the set.
- Return to the passage and read the next part. Scan the question and answer the next question. Work on in a similar fashion and complete all paragraphs.

You'll have to practice this interactive style in order to be comfortable with it. Apply this style to the practice passages of this book until this style becomes second nature to you.

## What Reading Comprehension Tests

Reading comprehension tests critical reading skills. Among other things, it tests whether you can:

- Summarize the main idea of a passage.
- Differentiate between ideas explicitly stated in a text and those implied by the author.
- Make inferences based on information in a text.
- Analyze the logical structure of a passage.
- Deduce the author's tone and attitude towards a topic from the text.

## Win on Reading Comprehension

Here are the basic things that you need to succeed on Reading Comprehension.

Broadly stated, GAT reading question involves reading to identify general elements topic and scope, the author's purpose and passage structure, and the author's voice.

### Topic and Scope of the Passage

As you work through the first few sentences of a passage, you need to determine the topic if it's a science passage, what branch of science is it about? If it's geology, what part of geology?

Now, as to scope, think of scope as a narrowing of the topic. If the topic is industrial safety regulations, what narrower definition can we present that still describes all of the passage? Is there a comparison to another type of safety regulation? Is there a comparison between safety regulations in different historical eras? Is there an analysis of the regulations' histories?

### Author's Objective and Structure

Like most sophisticated writing, the prose you will see on the GAT doesn't reveal its secrets so explicitly. Almost every Reading Comprehension question moves on your ability to step in the text and analyze why the author is writing the passage. Authors always have a purpose, of course, and always have structural plan for carrying out that purpose, though they don't often announce them. That's your job, as the reader. The GAT demands that you figure out the author's objective and the passage structure, because that's the best way for the test makers to test how you think about the text you read.

The author will never say, "Here's why I write." However, unless you figure out why he is writing, you won't be able to analyze why each piece—each paragraph and each detail—is there and how it's being used.

### Author's Tone

An important part of reading is distinguishing between factual implications and opinions. It's the opinion that the Reading Comprehension passages are built on, and you should pay attention to them.

Attacking a passage is what critical reading is all about. Stepping back from the sheer factual content, figuring out the author's views on a topic and how she arrived at them, and looking for the evidence that must be provided.

The questions are going to test your command of the author's views, and you can only get in trouble by imposing your own opinions.

#### Alert

If you find that you don't personally agree with the author's viewpoints, keep it to yourself. In this situation, that's irrelevant.

#### Tip

Identifying the scope is critical, because most wrong answer choices will be out of scope (too narrow or too broad).

## Core of Paragraph

The paragraph is the main structural unit of any passage. After you've read a paragraph of the passage, you need only explore the core or general purpose of the passage. Similarly find core of each succeeding paragraph and then relate each paragraph to the passage as a whole. Ask yourself:

- Why did the author include this paragraph?
- What change did the author have in mind when writing this paragraph?
- What effect does this paragraph impart on the main idea?

In this way, you create a "mental road map" of the passage. When questions arise that require you to look back at the text, having a road map will help you locate specific references more easily. That will help you find relevant information quickly.

## Look for the Main Idea

Finding the main idea is a crucial task. If you get in the habit of reading the way I am describing, for purpose and structure, you can't help but notice the author's main idea.

**Main Idea** refers to a single point of view that the author may be trying to provide in the course of the passage. It's always a personal interpretation- a strong point of view that demands evidence, and in the end, it's the main thought that the author wants you to comprehend.

Not every reading passage features a strong main idea. Sometimes, the author just sets out to discuss a topic. If there is a strong main idea, however, the test makers usually highlight it by asking a pointed question, such as:

**Which of the following is the main idea of the passage?**

So don't sweat it; "main idea" isn't an especially problematic concept, in so far as GAT Reading Comprehension is concerned.

## Don't memorize the details

On the GAT, you'll need to read only for short-term – as opposed to long-term – retention. When you finish the questions on a certain passage is over, gone, done with.

What's more, there's certainly no need to memorize details. You always have the option of relocating details if a particular question requires you to do so. If you have a good sense of a passage's structure and paragraph topics and your mental roadmap is clear, then you should have no problem navigating through the next when the need arises.

## QUESTION TYPES

You might want to crack the Reading Comprehension section according to the kinds of passages that normally appear on the GAT. Most frequent topics include:

- Narrative
- Entertaining
- Scientific
- Business
- Descriptive
- Expository
- Didactic
- Rhetorical

While passages differ in their content, we read them in essentially the same way, employing the same critical reading techniques for each.

The main question types on GAT Reading Comprehension are:

- Global
- Inference
- Logic
- Explicit Detail
- Linking Devices
- Title and Topic

### **Global Questions**

A global question asks about the author's overall point of view or idea. This type of question targets the entire passage. As a rule, any answer choice that focuses on one part of the passage or only some idea, will be wrong. The wrong choices will be too broad, narrow in scope, or inconsistent with the author's tone. Frequently, one of the wrong choices will play on some side issue discussed at the tail end of the passage.

Global questions fall into two main categories:

- Main idea
- Primary Purpose

The concepts of Global question, main idea, and purpose are linked, of course, because an author's purpose is usually to convey main idea.

### **Main Idea Questions**

This question type requires you to differentiate between the main idea and supporting details -that is, to distinguish broader and larger ideas from supporting evidences and details.

Every passage has a "main idea" (thesis). Sometimes, the main idea is expressed somewhere in the passage, usually in one sentence. If it is there, you will probably find it either somewhere in the first paragraph or at the very end of the passage. Do not expect, however, that the author will be as explicit as to state:

"My thesis is....." or "The purpose of this article is....." or to provide otherwise some obvious indicator.

If no specific sentence fairly expresses the author's thesis or main point that does not mean that, there is no main idea. What it means is that the thesis can be determined and expressed only by considering the passage as a whole.

### **Typical Questions**

- Which of the following best expresses the main idea of the passage?
- Which of the following would be the most appropriate title for the passage?
- Which of the following best expresses the author's main point?

### **Strategy**

Try to answer the "main idea" question before you read through the passage from beginning to end, following these steps:

- Scan the first paragraph and the final few sentences of the passage for possible thesis statements. If you see a sentence that looks as if it might be a viable thesis statement, check the answer choices quickly for a similar statement.
- If you do not see any viable thesis statement in either of these two places, read the first and last sentence of each paragraph to have a general sense of the passage as a whole. Then, read the answer choices and choose a tentative response or earmark the more viable responses.

After a complete reading of the passage, follow these steps:

- Formulate your own thesis statement before considering the answer choices. Then, scan through the answer choices for a similar statement. By knowing what sort of response to look for, you will be far less tempted by the other (wrong) responses.
- If your earlier tentative response is different from your updated response, consider the answer choices in light of wrong-answer pit falls discussed below.

### Wrong Answer Pit Falls

**The answer response that is too narrow in scope.** The response covers on one part of the passage, ignoring other important parts. Be particularly suspicious of a response that refers to a single specific person, event, idea, or work. For example:

- If the passage is concerned with comparing two phenomena, a response that ignores this concern and focuses on only one of the two phenomena is too narrow to be a viable best response.
- If the author uses specific examples to support an argument, a response that ignores the author's larger point and focuses on one of the examples is too narrow to be a viable best response.

### The response that is too broad in scope:

The response encompasses the author's main concern or idea but extends that concern or idea beyond the author's intended scope. Look for these common scenarios:

#### Geographic region:

The passage concerns events in one country or region of the world, but the response extends beyond the region.

#### Time frame:

The passage concerns events occurring during a particular historical period, but the response extends outside that period.

#### Population:

The passage concerns a narrowly and clearly defined population (usually a group of people e.g., chemists, new era feminists, Pakistanis, but the response extends beyond that population.

### Primary Purpose Questions

Primary purpose question type directly asks, why? The writer has written the passage. What is the objective or the focus of the writer or the passage?

#### Typical Questions

- The primary purpose of the passage is to.....
- The author of the passage is primarily concerned with.....
- The passage can be best described as a.....

### Strategy

**Ask yourself:** "Toward what point is the author's effort primarily directed?" In other words, what is the main idea of the passage? There should be a consistency between the main idea of the passage and the author's primary purpose. Thus, if both question types appear in the question set, be sure your answers to these two questions are consistent with each other.

**Focus on the operative verb** (probably the first word) in each answer choice. That word will be an action verb or an action verb with an "ing" or "tion" on the end (these verbs in noun form are called "gerunds" in English grammar). Based on the action verb, you can probably eliminate not all but one or two answer choices.

As you read the passage, pay particular attention to all words and phrases those indicate or suggest the author's attitude (tone, opinion, perspective). In fact, circle all such words and phrases. The operative verb in the best response must reflect or at least show consistency with the words and phrases that you have circled.

After a complete reading of the passage, follow these steps:

**Formulate your own statement of the author's purpose.** Then, scan through the answer choices for a similar statement. If you know what sort of response to look for, a quick scan through the answer choices will usually reveal the best response; also, you will be far less tempted by the other (wrong) responses. However, you will never see a sentence that explicitly states: "My primary concern here is....." or some other obvious statement of purpose, so don't waste your time looking for help from the author to formulate your ideal response.

If your earlier tentative response is different from your updated response, consider the answer choices in light of wrong-answer pit falls below:

### **Wrong Answer Pit Falls**

**The response that misses the author's attitude toward the subject:** Any response that ignores the author's opinion and instead implies objectivity on the author's viewpoint part is not a viable response.

### **The response that is too narrow in scope:**

If a particular topic is discussed in only one of five paragraphs, you can safely conclude that the author's "primary" concern is not with that specific topic.

### **The response that is off focus:**

This type of response emphasizes a secondary function or purpose of the passage. For example, if the author describes two existing theories and goes on to propose and to describe a new and better theory, the author's primary purpose is not to examine, describe or criticize current theories; the best response would go further and include the author's concern with proposing a new theory.

## **STRUCTURE QUESTIONS**

In this type of question, the test maker usually asks about the overall structure of a passage:

### **Organization of the Passage**

**Hypothesis stated and then analyzed:** In the first part of the passage, the author hypothesizes some idea and then in other parts of the passage she analyzes it.

**Proposal and alternatives evaluation:** The author proposes some solution about some issue or fact, then describes other alternatives.

**Viewpoint set forth and defended:** In the first part of the passage, the author describes her point of view about some fact or issue and in subsequent parts; she reveals some examples or pleas to defend her viewpoint.

### **Typical Questions**

- Which of the following best describes the organization of the passage?

### **Strategy**

The answer choices for these questions are usually worded very generally, forcing you to recognize the broad layout of the passage (as opposed to the specific content).

When scanning the choices, ask yourself:

- Was there a hypothesis here?
- Was there an evaluation of a proposal or a defense of a viewpoint?

## INFERENCE QUESTIONS

An inference is something that is almost certainly true, based on the passage, but that is contained "between different lines." The answer of such type of questions is something that the author strongly implies or hints at but does not state explicitly. Inference question generally, asks about broader points as well as smaller points discussed in the passage.

You must employ your ability to bridge the gaps between the way information is presented in the passage and the way it's presented in the correct answer choice.

### Typical Questions

The most common type of inference question asks simply what can be inferred from the passage:

- It can be inferred from the passage that.....
- The passage/author suggests that.....
- The passage /author implies that.....
- The passage supports which one of the following statements regarding.....

### Alert

Stay away from anything that seems to contradict any of the author's idea: Those will almost certainly be wrong.

## AGREEMENT QUESTIONS

Agreement questions ask you to find a statement that the author (or a character in the text) would agree with. The question stem usually provides a hint about where in the passage the answer can be found.

### Typical Questions

- With which one of the following statements..... would the author most likely agree?

### Strategy

You need to have a good understanding on the author's point of view in order to infer what the author would think about a situation. Choose an answer that stays within the scope and tone of the passage.

### Logic Questions

Logic questions ask

- Why the author does something?
- Why he cites a source?
- Why he includes a certain detail?
- Why he puts one paragraph before another? And so forth.

As a result, any answer choice that discusses the actual content or a detail will be wrong.

### Typical Questions

- The author refers to /mentions .... Primarily/most probably in order to.....
- Which of the following best describes the relationship of the [first, second, etcetera] parts of the passage to the rest of the passage?

### Explicit Detail Questions

You must be careful with line (number) references in Logic questions – they'll bring you to the right part of the passage, but usually the actual answer will be found in the lines immediately before or after the referenced line.

Explicit Detail questions are questions whose answer can be pinpointed in the text. It's fairly simple to identify this type of question from its question stem.

## Typical Questions

- According to the passage/author.....
- The author states that.....
- The author mentions which one of the following as.....
- The author mentions all of the following as examples of ..... EXCEPT .....
- The author makes which of the following statements about.....
- The passage provides information for answering which of the following questions.

Often, these questions provide direct clues about where you can find an answer, such as line references or some text that links up with the passage structure.

If your mental roadmap and understanding of the purpose of each paragraph are both clear in your mind-it shouldn't take long to locate the relevant detail and then to choose an answer.

Most students find these questions to be the easiest type of Reading Comprehension questions because they're the most concrete. Moreover; especially, Pakistani students are familiar, as they have tackled such type in their study exams.

## Strategy

There are really two types of explicit detail questions, and the location of the clues depends upon the type.

The correct answer is located within one sentence (either preceding or following) the relevant line(s) in the passage; each wrong answer is either mentioned somewhere else in the passage or is not mentioned at all.

Wherever some sort of list occurs in the passage whether it is a list of characteristics, a list of examples, or some other list-you can be sure that there will be an explicit detail question that focuses on that list.

The question will probably refer to a particular line (or lines) or to a particular paragraph in the passage. Try to answer the "explicit detail" question before you read the passage from beginning to end.

Most explicit detail questions focus on information contained in only one paragraph.

Always go to the relevant portion of the passage at the time you are considering the question and read around (from the preceding sentence to the following sentence) the particular text referred to in the question stem.

The best answer is usually not expressed exactly as it is in the passage but rather paraphrases the language used in the passage.

## Wrong Answer Pit Falls

The response that refers to unrelated details:

The correct answer is usually mentioned somewhere in the passage. If you recall reading it, you may be reticent to select it as the correct response.

Some (and perhaps all) of the wrong answers are mentioned somewhere in the passage, and you might be reticent here as well to eliminate those responses.

Not mentioned in the passage. One or more of the wrong answers might provide information completely unsupported by or not mentioned anywhere in the passage. These wrong answers can be quite tempting-your natural reaction is that the information appeared somewhere in the passage, but you missed, it. Well, probably not! Don't fall in the pit fall.

## Linking Devices

You must be careful about the linking of various parts of the passage. Some key words play vital role in transitions from one idea to another idea in the passage. For example, the word **but** in a sentence suggests that the writer will present a contradictory or opposite idea in the following part of the sentence.

Example:

Pakistan has abundant natural resources, so it is an obvious prediction that there must be a realized development in all sectors **but** the mismanagement of usage has hampered the speed of growth.

The keyword **but** divides the sentence in two opposite idea parts.

## WARM UP EXERCISE

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

The answers and explanations of the questions have been given at the bottom of each question.

### PASSAGE

The most important requirement for the data used in the strategic review process is that they be objective. In addition, the criteria should be familiar, well-understood, and accepted measures of financial performance. There are two reasons. First, the ultimate responsibility of the board is to understand the impact of a given strategy on the value of the owners' investment. This obligation implies evaluating performance in financial terms. Second, although it is inevitable that much of the evidence on the success of an evolving strategy is subjective, managers' familiarity with the details of product-market and company specific issues, and their access to an incredible amount and variety of data gives them an advantage over outside board members. Objective data consistently presented and reinforced by the cumulative evidence of past performance can strengthen the power and credibility of the board's opinion. Standard financial indicators facilitate discussion in terms that all parties can understand.

Some will argue that using such indicators is just one more example of a myopic preoccupation with the corporate bottom line, leading to short-term decisions that erode long-term competitive strength and profitability in domestic and international product markets. I must disagree. Although I think that financial criteria should be the central focus of board oversight, I do not think such a focus prevents the board from considering other kinds of progress. It should certainly weigh all objective – or even subjective – evidence of strategic progress demonstrating long-term competitive strength and profitability in domestic and international markets. But it is equally important for the board to intervene

when it sees persistent, long-term erosion of the investment base, on which all corporate activity depends.

The criteria best suited to the strategic oversight process share two important characteristics. They focus on the sustainable rate of return on shareholder investment produced by the corporate income stream. They also permit objective comparisons among the company's separable income streams and with alternative investments in other companies inside or outside the industry. These data should help the board determine whether the company's chosen strategy, or a particular decision, will contribute to a long-term return of shareholder investment equal or superior to other investment alternatives of comparable risk. They should also allow a comparison of the promise of future returns with the reality of past performance.

In the final analysis, these criteria should reflect a fundamental economic reality: The long-term loyalty of the equity holders depends solely on sustaining a competitive return on investment. Without that, no product-market strategy is safe. Although professional managers might find this dictum hard to accept, it is nevertheless the reality of the public capital markets in which they operate. Just doing better than other immediate investment alternatives better than last year, or even better than all major competitors in the same industry may not, in the end, be good enough to justify continued investor support.

With this in mind, boards will find that several criteria satisfy the basic criteria of a strategic review process. One is the reported return on book investment (ROI), particularly when it is

disaggregated into its primary components. It has the advantage of being based on data familiar to shareholders and management. It shows profit per unit of sales (profit margin), sales per unit of capital employed (asset turnover), and capital employed per unit of equity invested (leverage). When multiplied together, these ratios transform profit margin into return on equity.

The particular set of measurements has two weaknesses, however. First, it may be subject to random changes in accounting practice, so that users may have to make appropriate retroactive adjustments to the raw data. In addition, it does not provide an external standard of comparison. The underlying components of the corporate income stream need to be broken out and comparable data on companies inside and outside the industry gathered. The date of review should also encompass information on investor response including price-to-earnings and market-to-book-value ratios. These data reveal evidence of investor's reaction to published information on company performance and are a measure of confidence. They are an essential supplement to any measurement based primarily on company-specific data.

1. Which of the following would negate the author's assumption of the manager's advantage over outside board members in the strategic review process?
  - A. Familiarity with the multiplicity of details relating to the various product-market combination in which the company is involved.
  - B. Incomplete understanding of the various issues specific to the company which would need to be factored into the decision making process.
  - C. The existence of a well-developed management information system providing reliable information on the state of the company, competition and the industry.
  - D. The presence of internal mechanisms to identify the relative strengths and weaknesses prevailing in the company, with corresponding studies done across competitors and the industry.

### Explanation:

If the manager has incomplete understanding, his advantage in the decision making would be wiped out. **Correct Answer is B.**

2. Which of the following would the author NOT consider a satisfactory criterion to be used in a strategic review?
  - A. Analyzing the various components of the reported return on book investments
  - B. The pay scales within the company as compared to those prevailing in the industry.
  - C. Analysis of the various components of the company's separable income streams, and their comparison with alternative investment opportunities
  - D. Information on the response of investors to the company's performance as seen in ratio such as the market-to-book-value ratio

### Explanation:

Pay scales are not part of the strategic review or markets. **Correct Answer is B.**

3. The passage could be a part of
  - A. Book on management
  - B. Newspaper article
  - C. Financial journal
  - D. Textbook on strategy

### Explanation:

The passage is about strategic review process and the language is explanatory. **Correct Answer is D.**

4. Which of the following statements CANNOT be inferred from the passage?
  - A. The strategic review process would be unsuccessful if any non-objective criteria are applied in the process.
  - B. It is necessary that the criteria used for the strategic audit should be focused on monitoring that the company is achieving and sustaining a competitive return on investment at all times.
  - C. The analysis of financial ratios based on the information published by the

company is not a sufficiently foolproof evaluation criterion in itself.

D. All the above.

**Explanation:**

Easy to understand by the choice. **Correct Answer** is D.

5. According to the author
- A. evaluating business strategies from the point of view of their impact on the company's bottom line is myopic and leads to short-term decision making.
  - B. there is no significant correlation between the company's performance and the public perception of it as manifested in various ratios such as the price-to-earning ratio.
  - C. although a particular strategy may provide significant competitive gains, it should not be allowed to cause long-term erosion of the company's investment base.
  - D. the promise of future returns should always be given greater weight in the strategic review process than analysis of past performance.

**Explanation:**

Easy to understand by the choice. **Correct Answer** is D.

**PASSAGE (with detailed explanations)**

In the United States the per capita costs of schooling have risen almost as fast as the cost of medical treatment. But increased treatment by both doctors and teachers has shown steadily declining results. Medical expenses concentrated on those above forty-five have doubled several times over a period of forty years with a resulting 3 percent increase in the life expectancy of men. The increase in educational expenditures has produced even stranger results; otherwise President Nixon could not have been moved this spring to promise that every child shall soon have the "Right to Read" before leaving school. In the United States it would take eighty billion dollars per year to provide what educators regard as equal treatment for all in grammar and high school. This is well over twice the

\$36 billion now being spent. Independent cost projections prepared at HEW and at the University of Florida indicate that by 1974 the comparable figures will be \$107 billion as against the \$45 billion now projected, and these figures wholly omit the enormous costs of what is called "higher education," for which demand is growing even faster. The United States, which spent nearly eighty billion dollars in 1969 for "defense," including its deployment in Vietnam, is obviously too poor to provide equal schooling. The President's committee for the study of school finance should ask not how to support or how to trim such increasing costs, but how they can be avoided. Equal obligatory schooling must be recognized as at least economically unfeasible. In Latin America the amount of public money spent on each graduate student is between 350 and 1,500 times the amount spent on the median citizen (that is, the citizen who holds the middle ground between the poorest and the richest). In the United States the discrepancy is smaller, but the discrimination is keener. The richest parents, some 10 percent, can afford private education for their children and help them to benefit from foundation grants. But in addition they obtain ten times the per capita amount of public funds if this is compared with the per capita expenditure made on the children of the 10 percent who are poorest. The principal reasons for this are that rich children stay longer in school, that a year in a university is disproportionately more expensive than a year in high school, and that most private universities depend—at least indirectly—on tax-derived finances. Obligatory schooling inevitably polarizes a society; it also grades the nations of the world according to an international caste system. Countries are rated like castes whose educational dignity is determined by the average years of schooling of its citizens, a rating which is closely related to per capita gross national product, and much more painful.

6. Which one of the following best expresses the main idea of the passage?
- A. The educational shortcomings of the United States, in contrast to those of Latin America, are merely the result of poor allocation of available resources.
  - B. Both education and medical care are severely underfunded.

- C. Defense spending is sapping funds which would be better spent in education.
- D. Obligatory schooling must be scrapped if the goal of educational equality is to be realized.
- E. Obligatory education does not and cannot provide equal education.

### Explanation

The answer to a main idea question will summarize the passage, without going beyond it.

- A. fails to meet these criteria because it makes a false claim.
- B. also makes a false claim. The author implies that increased funding for education is irrelevant, if not counterproductive. In fact, the sentence "The President's committee for the study of school finance should ask not how to support or how to trim such increasing costs, but how they can be avoided" implies that he thinks an increase in funding would be counterproductive.
- C. is implied by the sentence "The United States . . . is obviously too poor to provide equal schooling," but the author does not fully develop this idea. Besides, he implies that the problem is not financial.
- D. is the second-best answer-choice. The answer to a main idea question should sum up the passage, not make a conjecture about it. Clearly the author has serious reservations about obligatory schooling, but at no point does he state or imply that it should be scrapped. He may believe that it can be modified, or he may be resigned to the fact that, for other reasons, it is necessary. We don't know. Finally,
- E. aptly summarizes the passage, without going beyond it. The key to seeing this is the opening to paragraph three, "Equal obligatory schooling must be recognized as at least economically unfeasible." In other words, regardless of any other failings, it cannot succeed

economically and therefore cannot provide equal education.

- 7. The author most likely would agree with which one of the following solutions to the problems presented by obligatory education?
  - A. Education should not be obligatory at all.
  - B. Education should not be obligatory for those who cannot afford it.
  - C. More money should be diverted to education for the poorest.
  - D. Countries should cooperate to establish common minimal educational standards.
  - E. Future spending should be capped.

### Explanation

This is an application question. These questions tend to be rather difficult, though this one is not. To answer an application question, put yourself in the author's place. If you were arguing his case, which of the solutions would you advocate?

As to (A), although we rejected the recommendation that obligatory education be eliminated as Question 1's answer, it is the answer to Question 2. The author does not merely imply that obligatory education has some shortcomings; he suggests that it is fundamentally flawed. Again this is made clear by the opening to paragraph three, "Equal obligatory schooling must be recognized as at least economically unfeasible." Still, there is a possible misunderstanding here: perhaps the author believes that obligatory education is a noble but unrealistic idea. This possibility, however, is dispelled by the closing paragraph in which he states that obligatory education polarizes society and sets up a caste system. Obviously, such a system, if this is true, should be discarded. The answer is (A). The other choices can be easily dismissed.

(B) is incorrect because nothing in the passage suggests that the author would advocate a solution that would polarize society even more. Indeed, at the end of paragraph three, he suggests that the rich already get more than their fair share.

(C) is incorrect because it contradicts the author. Paragraph two is dedicated to showing that the

United States is too poor to provide equal schooling. You can't divert money you don't have.

(D) is incorrect. It reads too much into the last paragraph.

Finally, (E) is the second-best answer choice. Although the author probably believes that future spending should be restrained or capped, this understates the thrust of his argument. However, he might offer this as a compromise to his opponents.

8. According to the passage, education is like health care in all of the following ways EXCEPT:
- A. It has reached a point of diminishing returns, increased spending no longer results in significant improvement.
  - B. It has an inappropriate "more is better" philosophy.
  - C. It is unfairly distributed between rich and poor.
  - D. The amount of money being spent on older students is increasing.
  - E. Its cost has increased nearly as fast.

### Explanation

This is a description question, so we must find the place from which it is drawn. It is the first paragraph. The sentence "But increased treatment by both doctors and teachers has shown steadily declining results" shows that both have reached a point of diminishing returns. This eliminates (A) and (B). Next, the passage states "Medical expenses concentrated on those above forty-five have doubled several times" and that the demand and costs of higher education are growing faster than the demand and costs of elementary and high school education. This eliminates (D). Next, the opening to the passage states that the costs of education "have risen almost as fast as the cost of medical. The Six Questions 371 treatment." This eliminates (E). Hence, by process of elimination, the answer is (C). We should, however, verify this. In paragraph three, the author does state that there is a "keen" discrepancy in the funding of education between rich and poor, but a survey of the passage shows that at

no point does he mention that this is also the case with health care.

9. Which one of the following most accurately characterizes the author's attitude with respect to obligatory schooling?
- A. qualified admiration
  - B. critical
  - C. neutral
  - D. ambivalent
  - E. resentful

### Explanation

Like most tone questions this one is rather easy. Although choice (A) is a measured response, the author clearly does not admire the obligatory school system. This eliminates (A); it also eliminates (C) and (D). Of the two remaining choices, (B) is the measured response, and it is the answer. Although the author strongly opposes obligatory schooling, "resentful" is too strong and too personal. A scholar would never directly express resentment or envy, even if that is his true feeling.

10. By stating "In Latin America the amount of public money spent on each graduate student is between 350 and 1,500 times the amount spent on the median citizen" and

"In the United States the discrepancy is smaller" the author implies that

- A. equal education is possible in the United States but not in Latin America.
- B. equal education for all at the graduate level is an unrealistic ideal.
- C. educational spending is more efficient in the United States.
- D. higher education is more expensive than lower education both in Latin America and in the United States, but more so in Latin America.
- E. underfunding of lower education is a world-wide problem.

### Explanation

This is another extension question. By stating that the amount of funding spent on graduate students is more than 350 times the amount spent on the average citizen, the author implies that it would be impossible to equalize the funding. Hence the answer is (B). None of the other choices have any

real merit. (A) is incorrect because the import of the passage is that the rich get better schooling and more public funds in the United States and therefore discrimination is "keener" here (lines 42-43). (C) and (D) are incorrect because they are neither mentioned nor implied by the passage. (E) is the second-best choice. Although this is implied by the numbers given, it has little to do with the primary purpose of the passage—to show that obligatory education is perhaps not such a good idea.

## SOLVED EXERCISE

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

The answers and explanations of the questions have been given at the bottom of each question.

### Passage:

Unfortunately, nuclear power isn't a good answer to our need to get loose from our Middle East oil dependency. For all its chrome-plated promise, nuclear power has fallen flat on its face and the worst is yet to come. Nuclear power plants are now facing a challenge that their designers never anticipated, though they should have—what to do with the power plants after their useful lives are over.

Nuclear power plants last 30 years or less. After 30 years, a reactor's pressure vessel becomes brittle and subject to breakage, simply as a result of constant bombardment by nuclear particles. In addition, after 30 years or so, the radioactivity in pipes and valves has accumulated to a point where maintenance workers are receiving unacceptable doses of radioactivity, so more maintenance crews must come in (to reduce the time any one worker spends getting zapped), which makes maintenance expensive.

Old nuclear plants cannot simply be abandoned, or demolished with a wrecking ball. They are full of radioactivity, all of which must be kept away from living things. Much of the radioactivity decays away within 50 years, but three million years must pass before a nuclear plant becomes no more radioactive than the original uranium that initially fueled it

### Questions:

1. What is the main idea of the passage expressed by the author?
  - A. Nuclear energy is not a good replacement of energy derived from petroleum.
  - B. Nuclear energy is a hazardous for mankind.
  - C. Nuclear energy is costlier than any other energy source.
  - D. The life of a nuclear plant is too short.
  - E. To work in a nuclear plant is life-threatening job.

### Explanation:

Question Type: Main Idea

A is the best response.

In the starting paragraph, the author explicitly admits that their effort to get loose the Middle East oil dependency is failed because the nuclear energy is not a good replacement of oil. In the rest of the passage, he expresses how nuclear energy is not a good replacement of oil.

2. The author's indication about the actual threat that a nuclear power plant offers, can be best described by which of the following statement?
  - A. The life of nuclear plant is about 30 years.
  - B. The radiation leakage cannot be prevented during the normal operation of a nuclear plant.
  - C. Radiation pollution by demolished nuclear plants lasts for centuries.
  - D. The workers in nuclear plant are not safe from the radiation.
  - E. Radioactivity generates heat that is a long term hazardous of the nuclear energy.

### Explanation:

Question Type: Inference

C is the best response.

In the last paragraph of the passage, the author explicitly describes that much of the radioactivity decays away within 50 years, but three million years must pass before a nuclear plant becomes no more radioactive than the original uranium that initially

fueled it. Therefore, waste nuclear substances are the actual long-term source of pollution.

3. Which of the following can be best inferred from the passage?
- A. Nuclear Engineering is an unattractive career.
  - B. Nuclear energy is cheap source of energy and poor countries must acquire nuclear energy plants.
  - C. Abandoned power plants should safely be bored to ground under deep sea, so that it does not cause radiation pollution.
  - D. Nuclear plants should be banned throughout the world.
  - E. The author is in favor that advanced countries should capture Middle East oil sources.

### Explanation:

Question Type: Inference

A is the best response.

In the first paragraph, the author describes that nuclear engineers do not receive appreciation even if they formulate the method for waste treatment.

In the second paragraph, he describes the hazardous for nuclear plant crew. Therefore, one can infer that career in Nuclear engineering is unattractive.

All other choices are out of scope of the passage.

### Passage:

At first glance, it may seem trite to maintain that a classroom could be regarded as a network of interrelationships in which group members participate more intensely than they do in the interaction occurring at the same time beyond their classroom doors. On second thought, however, one might recognize that it is indeed a new and initially rather disconcerting way to look at a group of learners and teachers. We are in the habit of thinking of them as a number of individuals, merely gathered together momentarily within a particular room. A class is a group, we might want to insist, or a class represents a room in a school plant. Both these definitions are obvious. Of what possible use is it to confuse the obvious by defining a class as a "system"?

But is the concept of "system" really that difficult? We encounter it often in our daily experience. We say that a football team has developed a system of working together in particular ways to foil its opponents. We worry about our digestive system when we suffer from stomach pains. We are familiar with the solar system. We argue about the public transportation system of our city, or the telephone system connecting remote corners of the country.

What is common to all these usages is the idea of a pattern of interdependent relationships. A telephone system is characterized not so much by those little boxes scattered across the nation as by the interconnecting communication linkages or pathways that the technology makes possible. A solar system is not merely an aggregate of heavenly bodies; it represents bodies interacting in regular ways, on the basis of certain principles of relationship.

### Questions:

4. All of the following can be inferred from the passage EXCEPT
- A. A classroom and a football match have a common factor that both are based on connected people.
  - B. A telephone is a source of connecting scattered entities of various communities.
  - C. When we feel stomach pain, we go in separation with other people.
  - D. Modern communication means provide medium to connect people.
  - E. A particular class of people is actually a system of interacting people.

### Explanation:

Question Type: Inference

C is the best response.

The author has talked about stomach pain in connection with a system. Actually, our digestive system is integrated. We do not mean it to go in separation with other people.

5. According to the passage, which of the following is the best statement representing a system.
- A. A collection of people struggling for a common objective.

- B. System is a collection of boxes like telephone that provide means of communication between scattered people.
- C. An aggregate of entities in which individuals do follow their own rules independent of others.
- D. A system is mechanical combination of items to perform a particular task
- E. An aggregate of entities connecting the components in a particular way.

**Explanation:**

Question Type: Scope

**E is the best response.**

All other choices are focus either a broad or a narrow scope. Only E choice focuses what the passage describes.

**Passage:**

The history of literature really began was the earliest of the arts. Man danced for joy round his primitive camp fire after the defeat and slaughter of his enemy. He yelled and shouted as he danced and gradually the yells and shouts became coherent and caught the measure of the coherent and caught the measure of the dance and thus the first war song was sung. As the idea of God developed prayers were framed. The songs and prayers became traditional and were repeated from one generation to another, each generation adding something of its own.

As man slowly grew more civilized, he was compelled to invent some method of writing by three urgent necessities. There were certain things that it was dangerous to forget and which, therefore, had to be recorded. It was often necessary to communicate with persons who were some distance away and it was necessary to protect one's property by making tools, cattle and so on, in some distinctive manner. So man taught himself to write and having learned to write purely for utilitarian reasons he used this new method for preserving his war songs and his prayers. Of course, among these ancient peoples, there were only a very few individuals who learned to write, and only a few could read what was written.

**Questions:**

- 6. Before man invented writing
  - A. Literature was passed on by word of mouth
  - B. Prayers were considered literature.
  - C. Literature was just singing and dancing.
  - D. There was no literature

**Explanation:**

Question Type: Detail

C is the best response.

The first line of the passage describes the beginning of the literature as sing and dance for joy around the campfires after the defeat and after slaughter of enemy. Gradually these literature forms converted to advance literature. Hence, it is obvious; literature was just singing and dancing before the invention of writing.

- 7. As for the war songs and prayers each generation
  - A. Added something of its own to the stock
  - B. Blindly repeated the songs and prayers
  - C. Composed its own songs and prayers
  - D. Repeated what has handed down to it
- 8. The first war-song
  - A. Was inspired by God
  - B. Developed spontaneously
  - C. Was a song traditionally handed down
  - D. Was composed by leading dancers
- 9. The war song evolved out of
  - A. Creative inspiration
  - B. There was no literature
  - C. Artistic urge
  - D. Yelling and shouting
- 10. Man invented writing because he wanted
  - A. To be artistic
  - B. To write war song
  - C. To write literature
  - D. To record and communicate
- 11. The word 'measure' in the context of the passage means
  - A. Weight
  - B. Rhythm
  - C. Size

#### D. Quantity

#### Passage:

Besides many other factors, the nation's health system requires a continual supply of new blood from donors to replenish its stockpiles. Storing blood for long-term use is a delicate, expensive, and time-consuming process; moreover, many doctors believe that the stored blood is unreliable. When stored in a solution of plasma and nutritive dextrose (a sugar), fresh red blood cells can survive and remain viable for transfusion for only six weeks, therefore it cannot be used for long period.

#### Questions:

12. According to passage, which of the following can be the closest to the author appeal?
- Government should provide extra facilities for the storage of blood.
  - Research is inevitable to find out new methods for the storage of the blood.
  - Blood donation should be promoted to the public for continual replenishment of the stockpiles.
  - There must be a network of donors so that in case of crisis they are to be called for donation.
  - Extensive research on blood alternatives can solve the problem

#### Explanation:

Question Type: Inference

**C is the best response.**

If blood remains viable for transfusion for a limited time, then the public must replenish blood stockpiles continually.

#### Passage:

The secret of writing good English is not just memorizing the rules of grammar; actually, it lies in developing the habit of unambiguous thinking and precise expression. Matthew Arnold commented, "Have something to say and say it as clearly as possible." Many of the students in Pakistan have no particular style because they have nothing to say. If any unclear idea they have, they express it vaguely. Perspicuity or lucidity is the prime requisite of an impressive writing style. In order to attain lucidity, we should avoid dangling of ideas, vagueness of

expression, redundancy of arguments, and use of bombast words.

#### Questions:

13. What is the main idea of the passage?
- Pakistani students are unable to write good English.
  - By avoiding ambiguous thinking, one can develop expressive style in English writing.
  - Bombastic words are vital for expressive English writing.
  - Redundancy of arguments should be avoided in written English.
  - Before writing something, one should think a lot what he is to write.

#### Explanation:

Question Type: Main Idea

**B is the best response.**

Choices A, C, and D have narrow scope and cannot cover the whole idea. Choice E is also out of scope leading to another issue. Only the choice B expresses the main idea.

14. Which of the following best expresses the redundancy of argument?
- Unplanned and repetitive expression of an idea.
  - Ambiguous idea expressed in some writing.
  - Unplanned structure of writing.
  - Precise writing style.
  - Absence of what one want to express in his writing

#### Explanation:

Question Type: Detail

**A is the best response.**

Redundancy means repetition of linguistic information inherent in the structure of a language.

15. Which of the following statements is true about the main problem of a common student?
- A common student cannot express his ideas.

- B. A common student has bulk of ideas to write so he becomes ambiguous in writing.
- C. A common student has no clear idea about what to write.
- D. A common student faces lack of vocabulary while he writes English.
- E. The Pakistani students have different problems in writing English than students of other countries.

**Explanation:**

Question Type: Detail

**C is the best response.**

The main problem of a common student expresses in the passage is that he cannot write well because he has no clear idea about what to write.

16. According to the passage who can write well.
- A. One can write well by avoiding dangling of ideas, vagueness of expression, redundancy of arguments, and use of bombast words.
  - B. One can write well if he writes precisely and uses short sentences.
  - C. One can write well by attending classes for writing English.
  - D. One can write well if he follows style of professional writers.
  - E. One can write well if he learns rules of grammar.

**Explanation:**

Question Type: Detail

**A is the best response.**

**Passage:**

The public distribution system, which provides food at low prices, is a subject of vital concern. There is a growing realization that though Ethiopia has enough food to feed its masses two square meals a day, the monster of starvation and food insecurity continues to haunt the poor in the country.

Increasing the purchasing power of the poor through providing productive employment leading to rising income, and thus good standard of living is the ultimate objective of public policy. However, till then, there is a need to provide assured supply of food

through a restructured, more efficient and decentralized public distribution system (PDS).

Although the PDS is extensive – it is one of the largest such systems in the world – it has yet to reach the rural poor and the far off places. It remains an urban phenomenon, with the majority of the rural poor still out of its reach due to lack of economic and physical access. The poorest in the cities and the migrants are left out, for they generally do not possess ration cards. The allocation of PDS supplies in big cities is larger than in rural areas. In view of such deficiencies in the system, the PDS urgently needs to be streamlined. In addition, considering the large food grains production combined with food subsidy on one hand and the continuing slow starvation and dismal poverty of the rural population on the other, there is a strong case for making PDS target group oriented.

The growing salaried class is provided job security, regular income, and percent insulation against inflation. These gains of development have not percolated down to the vast majority of our working population. If one compares only dearness allowance to the employees in public and private sector and looks at its growth in the past few years, the rising food subsidy is insignificant to the point of inequity. The food subsidy is a kind of D.A. to the poor, the self-employed and those in the unorganized sector of the economy. However, what is most unfortunate is that out of the large budget of the so-called food subsidy, the major part of it is administrative cost and wastages. A small portion of the above budget goes to the real consumer and an even lesser portion to the poor who are in real need.

It is true that subsidies should not become a permanent feature, except for the destitute, disabled widows and the old. It is also true that subsidies often create a psychology of dependence and hence is habit-forming, killing the general initiative of the people. By making PDS target group oriented, not only the poorest and neediest would be reached without additional cost, but it will actually cut overall costs incurred on large cities and for better off localities. When the food and food subsidy are limited the rural and urban poor should have the priority in the PDS supplies. The PDS should be closely linked with programs of employment generation and nutrition improvement.

### Questions:

17. Which of the following is the main reason for insufficient supply of enough food to the poorest?
- A. Mismanagement of food stocks.
  - B. Absence of proper public distribution system.
  - C. Production of food is less than the demand.
  - D. Government's apathy towards the poor.

### Explanation:

B is the best response.

The third part of the passage, describes the inefficiencies of the distribution system. The most important of all is its reach to the poor of rural areas. This is main reason of the insufficient supply of enough food to the poorest.

18. What, according to the passage, is the main purpose of public policy in the long run?
- A. Reducing the cost of living index by increasing supplies.
  - B. Providing enough food to all the citizens.
  - C. Good standard of living through productive employment.
  - D. Equalizing per capita income across different strata of society.

### Explanation:

C is the best response.

Second part of the passage gives the answer to this question. The ultimate objective of the Public Policy is to raise the living standard of the poor through providing the productive employment. Hence, the right answer choice is C.

19. Which of the following is true of public distribution system?
- A. It has improved its effectiveness over the years.
  - B. It has remained effective only in the cities.
  - C. It is the unique in the world because of its effectiveness.
  - D. It has reached the remotest corner of the country.

### Explanation:

B is the best response.

20. The word "square" as used in the passage means

- A. Rich.
- B. Sumptuous.
- C. Sufficient.
- D. Quality.

### Explanation:

C is the best response.

The sentence in the middle of the second line of the passage gives the idea about the meaning of the word "square". The word "enough food to feed its masses leads towards the sense of sufficiency. Hence the right answer choice is C.

21. Which of the following words is the same in meaning as 'power' as used in the passage?
- A. Vigor.
  - B. Energy.
  - C. Influence.
  - D. Capacity.

### Explanation:

D is the best response.

The word power is found in the first line of the second part, "purchasing power of the poor" stands for the "purchasing capacity of the poor". Hence, the right answer choice is D.

22. What, according to the passage, is the main concern about the PDS?
- A. It has not been able to develop confidence in the people at large.
  - B. It has not been able to utilize the entire food grains stock available.
  - C. It has effectively developed channels for the supply of food grains to all sectors.
  - D. It has not been able to provide sufficient food to the poorer section of the society.

### Explanation:

D is the best response.

The first line of the third section of the passage gives the answer. The sentence "it has yet to reach the rural poor. The right answer choice is D.

23. What should be an appropriate step to make the PDS effective?
- A. To make it target group oriented.

- B. To increase the amount of food grains per ration card.
- C. To decrease the allotment of food grains to urban sector.
- D. To reduce administrative cost.

**Explanation:**

A is the best response.

The last line of the third section of the passage gives the answer. The sentence "there is a strong case for making PDS target group oriented" shows the right answer choice (A).

24. Which of the following, according to the passage, is compared with dearness allowance?
- A. Food for work program
  - B. Unemployment allowance
  - C. Food subsidy
  - D. Procurement price of food grains

**Explanation:**

C is the best response.

The sentence in the middle of the passage "The food subsidy is a kind of D.A. to the poor" shows the right answer (C).

25. Food subsidy leads to which of the following?
- A. Sense of insecurity
  - B. Increased dependence
  - C. Shortage of food grains
  - D. Decrease in food grains production

**Explanation:**

B is the best response.

In the second line of the last part of the passage, the sentence "subsidies often create a psychology of dependence" gives the right answer (B).

26. What, according to the passage, would be the outcome of making the PDS target group oriented?
- A. It will abolish the imbalance of urban and rural sector.
  - B. It will remove poverty.
  - C. It will give food to the poorest without additional cost.
  - D. It will motivate the target group population to work more.

**Explanation:**

C is the best response.

In the fourth line from the bottom the sentence "by making PDS target group oriented, not only the poorest and neediest would be reached without additional cost" gives the answer (C)

**SWEET CANDIES**

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

**Answer of each question has been given at the bottom of exercise.**

**Passage**

Democratic societies from the earliest times have expected their governments to protect the weak against the strong. No 'era of good feeling' can justify discharging the police force or giving up the idea of public control over concentrated private wealth. On the other hand, it is obvious that a spirit of self-denial and moderation on the part of those who hold economic power will greatly soften the demand for absolute equality. Men are more interested in freedom and security than in an equal distribution of wealth. The extent to which Government must interfere with business, therefore, is not exactly measured by the extent to which economic power is concentrated into a few hands. The required degree of government interference depends mainly on whether economic powers are oppressively used, and on the necessity of keeping economic factors in a tolerable state of balance.

But with the necessity of meeting all these dangers and threats to liberty, the powers of government are unavoidably increased, whichever political party may be in office. The growth of government is a necessary result of the growth of technology and of the problems that go with the use of machines and science. Since the Government in our nation, must take on more powers to meet its problems, there is no way to preserve freedom except by making democracy more powerful.

### Questions:

1. The advent of science and technology has increased the
  - A. Freedom of people.
  - B. Tyranny of the political parties.
  - C. Powers of the government.
  - D. Chances of economic inequality.
2. A spirit of moderation on the economically sound people would make the less privileged
  - A. Unhappy with the rich people.
  - B. More interested in freedom and security.
  - C. Unhappy with their lot.
  - D. Clamor less for absolute equality.
3. The growth of government is necessitated to
  - A. Make the rich and the poor happy.
  - B. Curb the accumulation of wealth in a few hands.
  - C. Monitor science and technology.
  - D. Deploy the police force wisely.
4. 'Era of good feeling' in the paragraph refers to
  - A. Time of prosperity.
  - B. Time of adversity.
  - C. Time without government.
  - D. Time of police atrocities.
5. "Tolerable state of balance" in the last sentence may mean
  - A. An adequate level of police force.
  - B. A reasonable level of economic equality.
  - C. A reasonable amount of government interference.
  - D. A reasonable check on economic power.

### Passage:

Educational planning should aim at meeting the educational needs of the entire population of all age groups. While the traditional structure of education as a three layer hierarchy from the primary stage to the university represents the core, we should not overlook the periphery which is equally important. Under modern conditions, workers need to rewind, or renew their enthusiasm, or strike out in a new direction, or improve their skills as much as any university professor. The retired and the aged have their needs as well. Educational planning, in their words, should take care of the needs of everyone.

Our structures of education have been built up on the assumption that there is a terminal point to education. This basic defect has become all the more harmful today. A UNESCO report entitled 'Learning to Be' prepared by Edgar Faure and others in 1973 asserts that the education of children must prepare the future adult for various forms of self-learning. A viable education system of the future should consist of modules with different kinds of functions serving a diversity of constituents. And performance, not the period of study, should be the basis for credentials. The writing is already on the wall.

In view of the fact that the significance of a commitment of lifelong learning and lifetime education is being discussed only in recent years even in educationally advanced countries, the possibility of the idea becoming an integral part of educational thinking seems to be a far cry. For, to move in that direction means such more than some simple rearrangement of the present organization of education. But a good beginning can be made by developing Open University programs for older learners of different categories and introducing extension services in the conventional colleges and schools. Also these institutions should learn to cooperate with the numerous community organizations such as libraries, museums, municipal recreational programs, health services etc.

### Questions:

6. What is the main thrust of the author?
  - A. Traditional systems should be strengthened.
  - B. Formal education is more important than non-formal.
  - C. One should never cease to learn.
  - D. It is impossible to meet the needs of everyone.
7. Which of the following best describes the purpose of the author?
  - A. To criticize the present educational system.
  - B. To strengthen the present educational practices.
  - C. To support non-conventional educational organizations.
  - D. To present a pragmatic point of view.

8. According to the passage, the present education structures assume which of the following?
- All people can be educated as per their needs.
  - Present educational planning is very much practical.
  - Education is a onetime process.
  - Simple rearrangement of the present educational system is a must.
9. What should be the major characteristic of the future educational system?
- Different modules with same function.
  - Same module for different groups.
  - No modules but standard compulsory program for all.
  - None of these.
10. According to the author, educational plan should attempt to
- Train the people at the core.
  - Encourage conventional schools and colleges.
  - Decide a terminal point to education.
  - Fulfill the educational needs of everyone.
11. According to the author, what measures should open university adopt to meet modern conditions?
- Develop various programs for adult learners.
  - Open more colleges on traditional lines.
  - Cater to the needs of those who represent 'core'
  - Primary education should be under the control of open universities.
12. According to the author, what should be the basis for awarding credentials?
- Duration of the course.
  - Competence of the course teachers.
  - Diversity of the topics covered.
  - Real grasp of matter or skill.
13. Which of the following is not true in context of the given passage?
- Lifelong learning is a recent concept.
  - Workers' knowledge and skills also need to be updated constantly.
  - 'Learning to Be' defends that there is a terminal point to education.
  - Schools and colleges should open extension services.
14. According to the author, the concept of 'lifetime education' is
- As old as traditional education.
  - Still in formative stages.
  - In vogue in advanced countries.
  - Not practical.
15. Integrating the concepts of lifelong learning with the educational structure would imply
- Closing down conventional schools and colleges.
  - Longer durations for all formal courses.
  - Simple rearrangement of present educational organizations.
  - More weight for actual performance than real understanding.
16. In the context of the passage, what is the meaning of the sentence 'The writing is already on the wall'?
- Everything is uncertain now-a-days.
  - Changes have already taken place.
  - The signs of change are already visible.
  - You cannot change the future.
17. Which of the following is most nearly the same in meaning as the word 'meeting' as used in the passage?
- Approaching.
  - Contacting.
  - Introducing.
  - Satisfying.
18. Which of the following is most opposite in meaning to the word 'integral' as used in the passage?
- Essential
  - Independent
  - Major
  - Minor
19. Which of the following is most opposite in meaning to the phrase 'a far cry' as used in the passage?
- A reality
  - A theoretical suggestion

- C. Very funny
- D. Next to impossible

**Passage:**

Recent advances in science and technology have made it possible for geneticists to find out abnormalities in the unborn fetus and take remedial action to rectify some defects which would otherwise prove to be fatal to the child. Though genetic engineering is still at its infancy, scientists can now predict with greater accuracy a genetic disorder. It is not yet an exact science since they are not in a position to predict when exactly a genetic disorder will set in. While they have not yet been able to change the genetic order of the gene in germs, they are optimistic and are holding out that in the near future they might be successful in achieving this feat. They have, however, acquired the ability in manipulating tissue cells. However, genetic misinformation can sometimes be damaging for it may adversely affect people psychologically. Genetic information may lead to a tendency to brand some people as inferiors. Genetic information can therefore be abused and its application in deciding the sex of the fetus and its subsequent abortion is now hotly debated on ethical lines. But on this issue geneticists cannot be squarely blamed though this charge has often been leveled at them. It is mainly a societal problem. At present genetic engineering is a costly process of detecting disorders but scientists hope to reduce the costs when technology becomes more advanced. This is why much progress in this area has been possible in scientifically advanced and rich countries like the U.S.A., U.K. and Japan. It remains to be seen if in the future this science will lead to the development of a race of supermen or will be able to obliterate disease from this world.

**Questions:**

20. Which of the following is the same in meaning as the phrase 'holding out' as used in the passage?
- A. Catching
  - B. Expounding
  - C. Sustaining
  - D. Restraining
21. According to the passage, the question of abortion is

- A. Ignored
  - B. Hotly debated
  - C. Unanswered
  - D. Left to the scientists to decide
22. Which of the following is true regarding the reasons for progress in genetic engineering?
- A. It has become popular to abort female fetuses.
  - B. Human beings are extremely interested in heredity.
  - C. Economically sound and scientifically advanced countries can provide the infrastructure for such research.
  - D. Poor countries desperately need genetic information.
23. Which of the following is the same in meaning as the word 'obliterate' as used in the passage?
- A. Wipe off
  - B. Eradicate
  - C. Give birth to
  - D. Wipe out
  - E. Very literate
24. Which of the following is the opposite in meaning to the word 'charged' as used in the passage?
- A. Calm
  - B. Disturbed
  - C. Discharged
  - D. Settled
25. Which of the following is not true of the genetic engineering movement?
- A. Possibility of abuse.
  - B. It is confronted by ethical problems.
  - C. Increased tendency to manipulate gene cells.
  - D. Acquired ability to detect genetic disorders in unborn babies.
26. Which of the following is the same in meaning as the word 'feat' as used in the passage?
- A. Process
  - B. Focus
  - C. Fact
  - D. Goal

27. Why, according to the author, is genetic misinformation severely damaging?

- A. The cost involved is very high.
- B. Some people are unjustly branded as inferior.
- C. Both A and B
- D. Neither A nor B

28. In the passage, 'abused' means

- A. Insulted
- B. Talked about
- C. Killed
- D. Misused

29. At present genetic engineering can rectify all genetic disorders. Is it?

- A. Yes
- B. No
- C. It can do so only in some cases
- D. It also play role in the ratification of the social evils.

30. Which of the following, according to the author, are the short-comings of genetics in becoming an exact science?

- A. Technicians will not be able to determine the time when genetic disorder will set in.
- B. Technicians have not been able to manipulate germ cells.
- C. Both A and B
- D. Either A or B

31. Which of the following is the same in meaning as the word 'squarely' as used in the passage?

- A. Rigidly
- B. Firmly
- C. Directly
- D. At right angle

32. Which of the following is not true, according to the passage?

- A. Society is not affected by the research in genetic engineering.
- B. Genetic engineers are not able to say some things with certainty.
- C. If genetic information is not properly handled, it will create problems.
- D. Manipulation of genes is presently done only in tissue cell.

33. According to the author, the present state of knowledge about heredity has made geneticists

- A. Introspective
- B. Accusative
- C. Arrogant
- D. Optimistic

34. What is the tone of the author in the last sentence of the passage?

- A. Resignation
- B. Cautious
- C. Relief
- D. Concern

### Answers of the Questions

Answers									
1.	C	2.	D	3.	A	4.	A	5.	C
6.	C	7.	D	8.	C	9.	D	10.	D
11.	A	12.	D	13.	C	14.	D	15.	C
16.	C	17.	D	18.	B	19.	A	20.	B
21.	B	22.	C	23.	B	24.	D	25.	C
26.	D	27.	B	28.	D	29.	C	30.	C
31.	C	32.	A	33.	D	34.	B	35.	.

### BRAIN BUSTERS

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

Answer and explanation of each question has been given in the Explanation Section at the end of the exercise.

#### Passage:

A great deal of discussion continues as to the real extent of global environmental degradation and its implications. What few people challenge however is that the renewable natural resources of developing countries are today subject to stresses of unprecedented magnitude. These pressures are brought about, in part, by increased population and the quest for an ever-expanding food supply. Because the health, nutrition, and general well-being

of the poor majority are directly dependent on the integrity and productivity of their natural resources, the capability of governments to manage them effectively over the long term becomes of paramount importance.

Developing countries are becoming more aware of the ways in which present and future economic development must build upon a sound and sustainable natural resource base. Some are looking at our long tradition in environmental protection and are receptive to US assistance, which recognizes the uniqueness of the social and ecological systems in these tropical countries. Developing countries recognize the need to improve their capability to analyze issues and their own natural resource management. In February 1981, for example AID funded a national Academy of Sciences panel to advise Nepal on their severe natural resource degradation problems. Some countries such as Senegal, India, Indonesia and Thailand, are now including conservation concerns in their economic development planning process.

Because so many governments of developing nations have recognized the importance of these issues, the need today is not merely one of raising additional consciousness, but for carefully designed and sharply focused activities aimed at management regimes that are essential to the achievement of sustained development.

### Questions:

1. Some of the developing countries of Asia and Africa have
  - A. Formulated very ambitious plans of protecting habitat in the region.
  - B. Laid a great stress on the conservation of natural resources in their educational endeavor.
  - C. Carefully dovetailed environmental conservation with the overall strategy of planned economic development.
  - D. Sought the help of US experts in solving the problem of environmental degradation.
2. Technical know-how developed in the USA
  - A. Cannot be easily assimilated by the technocrats of the developing countries.
  - B. Can be properly utilized on the basis of developing countries being able to launch an in-depth study of their specific problems.
  - C. Can be easily borrowed by the developing countries to solve the problem of environmental degradation.
  - D. Can be very effective in solving the problem of resource management in tropical countries.
3. There has been a pronounced deterioration of habitat all over the globe because of
  - A. Rigorous operation of the Malthusian principle
  - B. Unprecedented urbanization and dislocation of self contained rural communities.
  - C. Optimum degree of industrialization in the developing countries.
  - D. Large scale deforestation and desertification.
4. The poor people of the developing world can lead a happy and contented life if
  - A. There is a North-South dialogue and aid flows freely to the developing world.
  - B. Industries based on agriculture are widely developed.
  - C. Economic development takes place within the ambit of conservation of natural resources.
  - D. There is an assured supply of food and medical care.
5. How much environmental pollution has taken place in the developing and the developed world?
  - A. There has been a marginal pollution of environment in the developed world and extensive damage in the developing world.
  - B. There has been a considerable pollution of environment all over the globe.
  - C. There has been an extensive environmental degradation both in the developed and the developing world.
  - D. The environmental pollution that has taken place all over the globe continues to be a matter of speculation and enquiry.

## Answers

1.	C	2.	B	3.	A	4.	C	5.	D
----	---	----	---	----	---	----	---	----	---

## Answers and Explanations

### Explanations

1.	C	Start of the second part of the passage states "Developing countries are becoming more aware of the ways in which present and future economic development must build upon a sound and sustainable natural resource base", hence the answer is (C)
2.	B	The sentence "Developing countries recognize the need to improve their capability to analyze issues and their own natural resource management" in the middle of the passage gives the right answer choice (B).
3.	A	Malthusian principle relates the human population and the earth's natural resources. The main problem of the developing countries described in the passage is the inefficient large-scale use of natural resources; hence, they are applying Malthusian Principle.
4.	C	The last part "Because so many governments of developing nations have recognized the importance of these issues, the need today is not merely one of raising additional consciousness, but for carefully designed and sharply focused activities aimed at management regimes that are essential to the achievement of sustained development." Of the passage leads to the right answer (C).
5.	D	First line of the passage indicates the issue under discussion is global problem.

### Passage:

The past decade has upset many preconceptions above development and this, more than anything else, makes it difficult to be overly definite about what the next decade has in store. However, there are a few things that one can assert with some confidence. First, education, health, and productive employment are crucial both for growth and for

equity. We have tended to assume that all of these are the consequences of rapid economic growth and that only growth can generate the resources required for these purposes. However, increasingly, it appears that these are better seen as the causes rather than as consequences of development. Virtually every case of successful development involves a prior improvement in literacy, technical skills, health status, and access to productive work.

Second, technological competence is the most important resource endowment and it explains a far larger proportion of growth in output and trade than more conventional factors like natural resources or capital accumulation. The competence required is not just in research. In fact technological dynamism in the factory and the farm is more important than the presence of large research establishment.

Third, the environmental imperative can no longer be ignored. Today, as an international issue, it is second only to disarmament. Nationally, the developmental consequences of environmental neglect are increasingly obvious.

In the Pakistani context, there are at least two further factors, which reinforce the above propositions. The first is population growth. Given the pace of expansion of the population and the work force, human resource development acquires an added urgency. Population growth is also one, but not necessarily the most important factor, which underlines environmental stress in rural and urban areas. The second factor is that as a large country we cannot carve out an independent positioning the global system without building up a substantial capacity for self-reliant growth. The acquisition of technical competence is crucial for this purpose.

Until now, we have tended to treat human resource development, technology issues and environment as subsidiary to the main task of planning. The thrust has been on: quantitative expansion of infrastructure and production with a focus on production targets like tones of steel, kWh of electricity etc., capacity targets like road length, rail kilometer age; and coverage targets like number of schools and students, number of villages electrified etcetera, catching up with known technologies -Fuller use of natural resources -Maximum mobilization of financial resources.

1. What seems to be the purpose of the author in writing this passage?
  - A. To appreciate the steps taken by our Government in the past and doubts about future.
  - B. To show how the policy makers have failed.
  - C. A review of world affairs with special emphasis on developed countries.
  - D. Review of the past with a view to evolve positive directions for future.
2. According to the passage, we have so far placed more emphasis on which of the following?
  - A. Optimum use of available natural resources.
  - B. Increased number of basic facilities and meeting number targets.
  - C. Maximum utilization of available finances
  - D. Following known technologies.
3. According to the author, which of the following factors support and strengthen his point of view?
 

A - Necessity of carrying out growth on the basis of our own strength.

B - Increased emphasis on production and coverage targets?

  - A. Only A
  - B. Only B
  - C. Either A or B
  - D. Both A and B
4. According to the author, which of the following is a less important factor resulting in environmental stress in rural and urban areas?
  - A. Increase in capital accumulation.
  - B. Rapid economic growth.
  - C. Rate of growth of population.
  - D. Availability of productive employment.
5. According to the author, at the national level, with passage of time the effects of which of the following are being felt?
  - A. Expansion of work force of high quality.
  - B. Lack of attention and action for protecting environmental wealth.

- C. Reduction in growth rate of population.
  - D. Progressive degradation of technological competence in urban areas.
6. Which of the following statements is not true in the context of the passage?
    - A. Optimum self reliance is the need of the day.
    - B. We will have bright future by only catching up known technologies.
    - C. We have to now emphasize aspects of human resource development.
    - D. Technological competence has to be given due priority over more conventional factors.
  7. According to the author, which of the following cannot be viewed as cause of development?
    - A. Betterment in population growth.
    - B. Increase in underemployment.
    - C. Speedy economic growth.
    - D. Enhancement in technical skills.
  8. What seems to be the approach of the author regarding present status of research?
 

A - He desires that more research establishments should come up.

B - Application of new technologies in factories and field is more vital than setting up of research laboratories.

    - A. Only A
    - B. Only B
    - C. Neither A nor B
    - D. Both A and B

### Answers

1.	B	2.	B	3.	A	4.	D	5.	B
6.	B	7.	B	8.	B	9.		10.	

### Answers and Explanations

#### Explanations

1.	B	The author has discussed factors for development of the country and has suggested many dimensions, which are important. This indicates that the previous policies were not successful.
2.	B	Last part of the passage gives the answer of the question.
3.	A	In last part of the passage the author point

out that "so far we have given emphasis on numbers". His tone indicates that he wants more growth on our strength.

4. D In first part the author says "Education, health, and productive employment are crucial both for growth and for equity. We have tended to assume that all of these are the consequences of rapid economic growth and that only growth can generate the resources required for these purposes. However, increasingly, it appears that these are better seen as the causes rather than as consequences of development. Virtually every case of successful development involves a prior improvement in literacy, technical skills, health status, and access to productive work". In the middle of the passage the author points out "Given the pace of expansion of the population and the work force, human resource development acquires an added urgency. Population growth is also one, but not necessarily the most important factor, which underlines environmental stress in rural and urban areas." This clearly gives the idea that author believes that availability of productive employment is less important.

5. B In the third factor the author says "Third, the environmental imperative can no longer be ignored. Today, as an international issue, it is second only to disarmament. Nationally, the developmental consequences of environmental neglect are increasingly obvious." The right answer choice is B.

6. B In the middle of the passage, the author gives emphasis on research "The competence required is not just in research. In fact technological dynamism in the factory and the farm is more important than the presence of large research establishment." Hence, he believes that there are many other factors of growth as well.

7. B From the third line of the passage, the author says "Education, health, and productive employment are crucial both for growth and for equity. We have tended to assume that all of these are the consequences of rapid economic growth and that only growth can generate the

resources required for these purposes. However, increasingly, it appears that these are better seen as the causes rather than as consequences of development. Virtually every case of successful development involves a prior improvement in literacy, technical skills, health status, and access to productive work." which gives the right answer.

8. B In the middle of the passage, the author gives clear idea about new technologies. "In fact technological dynamism in the factory and the farm is more important than the presence of large research establishment. The right answer is B.

### Passage:

Power and possession have been central pursuits of modern civilization for a long time. They blocked out or distorted other features of the western renaissance (revival) which promised so much for humanity. What people have been and are still being taught to prize is money, success, and control over the lives of others, acquisition of more and more objects.

Modern social, political, and economic systems, whether capitalist, fascist or communist, reject in their working the basic principle that the free and creative enfoldment of every man, woman and child is the true measure of the worth of any society. Such enfoldment requires understanding and imagination, integrity and compassion, cooperation among people and harmony between the human species and the rest of nature. Acquisitiveness and the pursuit of power have made the modern man an aggressor against everything that is non-human, an exploiter, and oppressor of those who are poor, meek, and unorganized, a pathological type which hates and distrusts the world and suffers from both acute loneliness and false pride.

The need for a new renaissance is deeply felt by those sensitive and conscientious men and women who not only perceive the dimensions of the crisis of our age but who also realize that only through conscious and cooperative human effort may this crisis be met and probably even overcome.

## Questions:

1. The author appears to be advocating which of the following approaches to be adopted by the society?
  - A. Capitalistic
  - B. Communist
  - C. Humanistic
  - D. Authoritarian
2. Which of the following best describes the behavior of modern man?
  - A. Imaginative and sympathetic.
  - B. Cruel and greed.
  - C. Conscientious and cooperative.
  - D. Perceptive and creative.
3. According to the passage, why has modern man turned out as an enemy of everything that is non-human?
  - A. He hates and distrusts other human beings.
  - B. Non-human have refused cooperation to human beings.
  - C. He has been dominated by drives of acquisitiveness and power.
  - D. He consciously practices spirit of cooperation.
4. Which of the following statements is **not true** in context of the given passage?
  - A. Power and possession go hand in hand.
  - B. There is a need for a new renaissance.
  - C. Poor and weak people are oppressed by the modern man.
  - D. The modern man is not individualist.
5. The real attainment of any society can be judged by which of the following?
  - A. The encouragement for acquisitive tendencies.
  - B. Total victimization of conscientious persons.
  - C. The degree of freedom for pursuing more and more power.
  - D. None of these.
6. Which of the following is one of the requirements bringing out the best in man?
  - A. Money
  - B. Success
  - C. Power
  - D. Understanding
7. The western renaissance could not make total impact on today's humanity because
  - A. It was conceptually weak.
  - B. It was against basic principle.
  - C. Conscientious men opposed it.
  - D. None of these.
8. The author hopes that the present crisis can be solved by
  - A. Devoted individual efforts.
  - B. Different political systems.
  - C. Purpose and collective human efforts.
  - D. Spiritually developed individuals.
9. The modern value systems encourage the importance of which one of the following?
  - A. Craving for power and possession.
  - B. Basic respect for all individuals.
  - C. Spiritual development of all individuals.
  - D. Spirit of inquiry and knowledge.
10. Which of the following is most opposite in meaning to the word 'central' as used in the passage?
  - A. Lateral
  - B. Inadequate
  - C. Peripheral
  - D. Major
11. Which of the following is most nearly the same in meaning as the word 'rest' as used in the passage?
  - A. Partial
  - B. Remaining
  - C. Relax
  - D. All
12. Which of the following is most opposite in meaning to the word 'deeply' as used in the passage?
  - A. Widely
  - B. Superficially
  - C. Wrongly
  - D. Openly

## Answers

1.	B	2.	B	3.	C	4.	D	5.	D
6.	D	7.	D	8.	D	9.	A	10.	C

## Answers and Explanations

### Explanations

- |    |    |  |
|----|----|--|
| 1. | B. | The author is in favor of equity of human beings. In the given choices only the choice B reflects the author's ideas.  |
| 2. | B. | The author indicates the existing behavioral factors of the society in the start of the passage as "What people have been and are still being taught to prize is money, success, and control over the lives of others, acquisition of more and more objects." Which indicates that the right choice is B.  |
| 3. | C. | The sentence in the middle of the passage "Acquisitiveness and the pursuit of power have made the modern man an aggressor against everything that is non-human," clearly shows that the right answer choice is C.  |
| 4. | D. | In the fifth line from the bottom of the passage, man has become "a pathological type which hates and distrusts the world and suffers from both acute loneliness and false pride." The right answer choice is D.   |
| 5. | D. | The disfavours all the points in choices A, B, and C. Hence, the right choice is D.  |
| 6. | D. | The last line of the passage "only through conscious and cooperative human effort may this crisis be met and probably even overcome" gives the answer. The right answer choice is D.   |
| 7. | D. | Choices A, B, and C are against the ideas of the author.   |
| 8. | C. | In the last part of the passage, the author says "The need for a new renaissance is deeply felt by those sensitive and conscientious men and women who not only perceive the dimensions of the crisis of our age but who also realize that only through conscious and cooperative human effort may this crisis be met and probably even overcome." which gives the answer of the question. The right answer choice is C. |
| 9. | A. | The lines in the start of the passage "Modern social, political, and economic systems, whether capitalist, fascist or communist, reject in their working the basic principle that the free and creative enfoldment of every  |

- |     |    |  |
|-----|----|--|
|     |    | man, woman and child is the true measure of the worth of any society." clearly indicate that modern value system encourages the importance of power and possession. The right choice is A.   |
| 10. | C. | In the context of the passage "Power and possession" have been central pursuits of modern civilization for a long time. "the word "central" means "important" or "major", therefore its opposite word should be "peripheral".  |
| 11. | B. | The word "rest" has been used above the last part of the passage as "the human species and the rest of nature". Here the contextual meaning of the word is "remaining". The right answer choice is B.  |
| 12. | C. | In the context of the passage the word "deeply" has been used in the line "The need for a new renaissance is deeply felt by those sensitive and conscientious men and women" gives the meaning that "men and women felt correctly"; hence the opposite to that is "wrongly". The answer choice is C. |