



**Directions for Questions 1–5:** *The question is in the form of jumbled statements which when unjumbled will form a coherent sequence. Choose the correct answer from the given options.*

1.

- A. The invasion and occupation had little to do with what is today understood as regime change. In fact, it had the exact opposite goal in mind.
  - B. The invasion of China in 1900 was designed to eliminate the Boxers, stabilize China, advance and protect imperial gains, and to actually buttress the Qing state—to give it enough power and legitimacy to quell domestic unrest, but not enough to expel foreign invaders.
  - C. The western nations maintained the occupation for nine months, setting up shop in Beijing and other towns and cities—organising police forces, cleaning streets, handing out jobs, implementing “law and order,” and generally running a relatively efficient occupation—notwithstanding much rancour and division between and among the imperial powers.
  - D. Indeed, the occupation of China can well be thought of as the first multi-lateral imperial project of the new century.
  - E. Eventually, a western force of some 54,000 British, French, Russian, Japanese and American forces—a total of eight nations contributed troops—invaded and occupied key parts of coastal China including Beijing.
- (1) BACED                      (2) ABCDE  
(3) EABCD                      (4) EBACD

2.

- A. Sudoku conditions the mind to looking for answers that may not be immediately visible. The

numbers within the box can only tell so much, but being able to visualise numbers which are not in the box will go a long way.

- B. And that certainly helps in practically every area of life, being able to keep one’s goal in focus instead of flustered by details.
- C. In certain IQ tests, such people are classified as Visual Mathematicians—the ones who are able to see the big picture.
- D. “Think outside the box” may just be the best advice to solving Sudoku, even if it sounds a tad paradoxical.

- (1) DACB                      (2) BACD  
(3) ABCD                      (4) CABD

3.

- A. “We show that non-language related activities, such as playing or watching a sport, enhance one’s ability to understand language about their sport precisely because brain areas normally used to act become highly involved in language understanding,” said Sian Beilock, lead author and associate professor of psychology at the University of Chicago.
- B. In this study, 12 professional and intercollegiate hockey players, eight fans and nine people who had never watched a game listened to discussions about hockey players, shooting pucks, and making saves.
- C. Watching hockey may boost brain power and increase language skills as well.
- D. The brain boost helps athletes and fans understand hockey information, even though when people are listening to hockey, they have no intention to act.
- E. Participants also listened to sentences about everyday activities, such as *ringing a doorbell*.

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The researchers used functioning Magnetic Resonance Imaging (fMRI) to study which brain areas were most active when the participants were listening.

- (1) EABCD                      (2) ABCDE  
(3) ABEDC                    (4) BEADC

4.

- A. Then, their motivation and performance may increase—and then you'll be the happy employer of employees in good moods.  
B. So, if you're an employer, your best bet is *not* to hire unhappy employees, but to show your employees that being productive and performing in their jobs well will make them feel good.  
C. Dr. Sinclair also found that when people believed that the task would make them feel good, they devoted more energy to the job.  
D. Psychological research does show that sad moods lead to more contemplation and, often, more thoughtful or accurate judgments.  
E. Are unhappy employees more productive?  
(1) EDCBA                      (2) CEDBA  
(3) BAEDC                    (4) CBAED

5.

- A. "This zaps our energy and decreases our interest in a project. Instead, exaggerating the possible *positive* outcomes is a great way to deal with stress," says Dr Muller.  
B. "For instance, do you usually imagine the worst case scenario?"  
C. "When faced with a challenge or problem, we often exaggerate the possible negative outcomes, and focus only on these.  
D. Dr Muller explains that this "opposite exaggeration" exercise can reduce negative thinking and inspire you to stay productive at work."  
E. Instead of picturing yourself losing the business account because you gave a terrible presentation that the boss hated, imagine the brilliant presentation that nets you not only the account but also the corner office, a huge raise, and use of the company jet!"  
(1) CABDE                      (2) EDCAB  
(3) BEDCA                    (4) CABED

**Directions for Questions 6–8:** Fill in the blanks in the statements with the right words from the given options.

6. The Mayor of Lucknow formed a committee to simplify several dozen \_\_\_\_\_ city ordinances that were unnecessarily complicated and out-of-date.  
(1) pedantic                      (2) empirical  
(3) byzantine                    (4) slovenly  
7. The \_\_\_\_\_ rumours did a great deal of damage even though they turned out to be false.  
(1) bemused                      (2) prosaic  
(3) apocryphal                    (4) ebullient  
8. My great grand uncle who lost his life in the 1856 mutiny was a \_\_\_\_\_ for Indian independence.  
(1) knave                          (2) reactionary  
(3) compatriot                    (4) martyr

**Directions for Questions 9–11:** Read the passage below and answer the questions that follow.

School exams must do a few seemingly simple things. They should show what has been learnt and who has done best, with grades that are both precise and meaningful. They should be rigorous, but also fair. Standards should stay steady over time, but the curriculum should be up to date. The courses should be accessible and attractive, yet cover all the ground that universities and employers require.

Such contradictions guarantee dissatisfaction, especially as good results in the A-levels taken in the final school years play a huge role taken in university admissions—and thus future earning power. So in August, which should be the quietest month in the school year, there is an annual panic about Britain's education system.

This week's A-level results showed a record pass-level of 96 per cent, with a record 22.4 per cent gaining the top A grade—and prompted the usual howls of dismay about dumbing—down and lack of differentiation. A government minister, David Miliband, said the row was "a pantomime, not a discussion". The three-fold increase in students getting two passes or more over the past 30 years was a sign of improving education, he said, and those who criticised it were elitists defending "the old order".

Yet even Mr. Miliband agrees that there is a need for change in the way the best candidates are graded. Places at the top dozen universities are oversubscribed, sometimes hugely, by candidates with a plethora of A grades. It's a small problem compared with others—such as the fact that a

quarter of schoolchildren never learn to read and count properly—but a politically important one.

One plan is to split the A grade into four sub-categories. Another is to publish the percentage marks scored, or to show the grade gained on each bit of exam. Such ploys might help to distinguish brilliant candidates from the merely clever. But not necessarily: exams are only a rough measure of ability, so it may be sensible to have broad categories rather than narrow ones. Some would like an extended essay, or a new A grade for those who answer the hardest questions. But whatever the system, the best schools will find ways of getting their candidates to do well. No system can achieve both social engineering and academic excellence.

What about the wider charge, that A-levels have become too easy? The biggest changes have been in the way that the exams work. Good exam technique matters less. Retakes are freely allowed and questions are less cryptic, with more signposting about how to answer them. The aim is to find out what candidates know, rather than what they don't. There is a great deal more coursework—with all the attendant dangers of plagiarism and cramming.

Given all that, and how much more exam-centred pupils and teachers have become, it would be odd if results did not improve. In fact, they have done so since 1982, suggesting that the trend is not a deliberate political plot. Educational results do generally improve as countries get richer. But it is also true that content has changed, and not always for the better. This is particularly true in the GCSE exams, taken at 16, which are widely seen as undemanding. But there are problems at A-level too; It's possible to get an A in Maths without a solid grasp of calculus, for example. That used to be essential.

Such shortcomings certainly impose strain on the next stage in the system. A survey this week showed that 90 per cent of academics thought A-levels had become less demanding. In the highly rated actuarial-science course at London's City University, for example, the first term of the first year is spent filling in gaps in Maths that students used to learn at A-level: chiefly geometry, vectors and calculus. The university-level Maths that actuaries need is crammed into two terms of the first year.

Remedial courses are widespread, but not yet very burdensome, says Universities UK, a lobby group. A-levels no longer dovetail neatly into the intensive three-year degree course that is still British universities' main offering. But it may well be better to leave universities to plug specific gaps,

rather than expect all A-level candidates in, say, maths, to learn things that only a few will need. In the end, American style levels of participation in higher education will require American-style flexibility, with more part-time degrees and greater use of credits, and a greater financial contribution from the student.

Even if the universities' complaints are largely overblown, the other big constituency—employers is still unhappy. They once saw A-levels as a solid signal of achievement, but many now say they distrust them.

There is evidence that some basic skills are becoming patchier. SHL, the country's largest provider of private tests, has seen a steady decline in the numerical and verbal reasoning abilities of graduate-level applicants. Because there are a lot more graduates than there used to be, it is not wholly surprising that standards have dropped a bit. But there's no doubt that faith in the system is dented.

In the end, arguments about declining standards are beside the point. No exam system imaginable could provide all the information that A-levels are supposed to signal. Some sensible tweaks are possible: more differentiation of the very brightest, extra marks for good grammar and spelling in essays, a larger core curriculum in maths, fewer resits and less coursework, and less narrow specialisation. But in the end, the best exam system will be one that matters less than the education it seeks to measure, not more.

**9.** Which of the following are valid inferences that can be drawn from the passage?

- (i) Mr. Miliband believes that the only problem with the current A level examination system is the lack of differentiation amongst the best candidates.
  - (ii) One of the ways in which the examination system is being tried to be improved is to create a better differentiation amongst the best candidates.
  - (iii) The author does not believe that A level students should necessarily be prepared for the intensive three year degree courses in universities.
  - (iv) More coursework means less weightage to examinations and hence better grades in the examination.
  - (v) The author believes that people in general have lost faith in the A-Grade results.
- (1) All 5

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- (2) All except (i)
  - (3) All except (i) & (v)
  - (4) Only (ii) & (iii)
10. “It’s a small problem compared with others such as .... But a politically important one.” Which problem is being referred to in the sentence of reference?
- (1) That a quarter of the school children never learn to read and count properly.
  - (2) That the numerical and verbal reasoning test scores have declined over the years.
  - (3) That the standards of education should stay steady over a period of time but the syllabus should be up to date.
  - (4) None of these.
11. Which of the following statements is David Miliband likely to agree with?
- (i) That there should be no pantomime, but a discussion of the issue of A-level examinations.
  - (ii) Those who are against the A-level grading system are dogmatic and not pragmatic.
  - (iii) The current results are a signal of improvement in the education system but not a signal of decline of educational standards.
  - (iv) The A-level examination system should have an improved distinction between the best candidates.
- (1) All of these
  - (2) All except (i)
  - (3) All except (i) & (ii)
  - (4) Only (iii)

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**Directions for Questions 12–14:** *Read the passage below and answer the questions that follow.*

Do you recall the pleasure of discovering a new brand that actually delivers something that is perceptively superior to an existing one? It usually doesn’t involve an entirely new approach or radical departure from conventional wisdom—one feels the product in question is effortlessly superior to whatever the previous standard was. This happened to me when I purchased my first pair of Timberland boots in the late Seventies from a cubbyhole of a shop in High Street Kensington. They looked just like other boots but were amazing—robust, comfortable and durable—something I confirmed while I tramped along the Thai-Cambodia border attempting to assist refugees fleeing from the Khmer Rouge.

These days, Timberland has established itself as a clothing, beachwear and accessories brand, turning out scores of designer boots, shoes, slip-ons and deck shoes. Nowadays they are fully up to speed about their carbon footprint and recently acquired a company with a range of accessories for skateboarders. It is still a good brand, but there is that niggling feeling that Timberland is merely a fashion statement rather than a mould-breaking take on the work boot for the leisured classes.

Like Timberland, Riedel, the pioneer wine glass makers, knocked me sideways when I first tasted Bordeaux from their specially designed glass. It was state-of-the-art and effective; if you ever doubted the curve of a wine glass could completely alter the wine’s taste, you only had to drink an identical wine from two differently designed wine glasses. I can assure you, a Bordeaux tasted from a Burgundy glass was completely different. Various grape varieties taste differently according to the glass used because they affect specific parts of the palate, so that if the wine is “thrown” towards a particular portion of the roof of the mouth, different taste sensations arise.

Riedel glassware turn out their traditional quality products that are more or less still at the summit for their type. However, they now feel impelled to diversify in the desire to “expand the brand,” perhaps aiming to cover all bases while consumers still have a jangle in their spare-change pocket. Or perhaps, having enjoyed enormous growth off the back of a single, simple and inspired idea in the 1950s, Riedel, like Timberland, is experiencing a midlife crisis of sorts.

To celebrate their fiftieth anniversary, Riedel have launched the “Sommeliers Black Tie Range”, ultra-expensive glasses from £50 to £80 a throw. Doubtless there will be a market for these glasses in the tuxedo-wearing classes. The stems are black so when you eye up a filled glass on your banqueting table, it appears that the Lafleur ’47 (or is it Kangarouge NV?) goes all the way down to the base. To help those hard of seeing, the white wine version merely has a black base and a clear stem. And that’s not all—Riedel now have something “to wow your guests” called Nachtmann Bossa Nova plates, which “show off your culinary presentation skills”. Help! Get me out of here! All I ever wanted was a sturdy pair of boots and a perfect glass for my Bordeaux—not some sort of lifestyle nightmare.

It might be time to consider the impact of appropriate glasses for various wines. We should start with Champagne

as virtually no one except celebrants at Mongolian National day in Ulan Bator uses those old saucer-shaped ones (Champagne coupes, they're called). *Little-known fact:* the shape was allegedly based on Marie-Antoinette's breast.

The slender flute is now the preferred Champagne shape, although I have yet to hear anyone claim it is based on any part of the anatomy of Louis XVI. The flute is superior because it manages to contain the bubbles of the Champagne—and provided you are drinking something not mass-produced by the lifestyle people, you can actually smell its nose.

Flying in the face of this advice, the most memorable Champagne I ever tasted was Cristal Rosé served in a plastic cup on a Eurostar as it pulled out of Paris. We had just spent the night at Chateau de Saran in Epernay drinking no end of different vintages of Dom Perignon, including their rare Rosé. One of our party thought that while those wines were perfectly acceptable, they didn't compare to the charms of Cristal Rosé. I still have no idea how he managed to slip away from the queue at the Gare du Nord and return triumphant, clutching a handful of plastic cups. Even with the handicap of the drinking vessel, it managed to transcend anything we had drunk in the past day or two. I have no doubt it would have been even more ethereal in a flute.

The same would apply to my first experience of Latour '59, served up in a stone mug on a stem. I drank it with a passionate socialist friend (later a Labour Government Minister) who believed that despite his privileged upbringing, it was only just that one of the greatest wines of the century should be served at his table in earthenware. I watched in horror as he expounded on some now obscure point of the class struggle between slurps from his mug.

At the reverse end of the spectrum, I have drunk several bottles of Cheval Blanc '83 with a hedge fund owner who insists on serving this glorious wine in eighteenth century crystal, which for all I know could have been Marie-Antoinette's. It still managed to strut its stuff—no easy task when the crystal is as thick as a bottle top. However, even he was dumbstruck when I arrived with a series of tasting glasses and thought it would be amusing to compare them. The quality leap was discernable but sadly I was not affluent enough to gift them to him, so it will be back to the ancient régime.

Riedel are not the only option when it comes to fine wine; at present I prefer drinking fine Bordeaux from very thin

tasting glasses, half the dimensions of the classic Riedel variety. However, Riedel do deserve huge credit for introducing the concept of wine-specific glasses, ranging from Bordeaux and Burgundies to Chianti.

I recently went to a dinner in honour of Georg Riedel in London, where he had vast displays of his glassware, including the dreaded Black Tie ones. It was tad gratuitous to put up a Riedel glass of Grand-Puy-Lacoste '01 against a plastic cup with the same wine. No prizes for which tasted more interesting and revealed more of its character. Still, he is a craftsman and deserves honour.

I only wish that the human race wasn't genetically impelled to always expand and hunt for new markets. It is nothing very new, historically. When the Emperor Augustus died, his will instructed his successor not to expand the boundaries of the Empire, but before too many centuries the legions became restless and began appointing their own Emperors, such was their shame at not being allowed to conquer and pillage. I don't have any fears about Riedel going down this fatal route if they stopped spreading themselves into the wider philistine world of the consumer. On the contrary, I won't be too surprised when I hear of the Alcopops Riedel glass or the eco-friendly slingback Timberland.

**12.** Why was the wine at the author's friends place served in a stone mug?

- A. Because the friend wanted to show that he could use extraordinary glasses to produce different tastes.
- B. Because the friend wanted to show how rooted to the masses he was in spite of his contrasting upbringing.
- C. Because the author and his friend belonged to the labour party and both deemed it fit that it was only just that one of the greatest wines of the century should be served at his table in earthenware.

- (1) only A and B      (2) only C
- (3) only B and C      (4) only B

**13.** What, according to the author, is the reason that the champagne and wines taste different in different glasses?

- (1) The stem of the glass allows the liquid to move smoothly on the tongue giving it a unique shape.

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- (2) Even with the handicap of the drinking vessel, a fine drink managed to transcend anything that can be drunk so the vessel according to the author was not important, but it was the quality of the drink that mattered.
- (3) A good quality glassware is used to have something “to wow your guests,” something which “show off your culinary presentation skills.”
- (4) none of these.

14. Which of the following options would be the best choice to define the purpose of writing this passage?

- (1) Why should one complicate his/her life by using fancy products, when simpler alternatives are available ?
- (2) Why do beloved brands have to expand past their initial ground-breaking product?
- (3) It might make sense to consider the impact of appropriate glasses for various wines.
- (4) Do you recall the pleasure of discovering a new brand that actually delivers something that is perceptively superior to an existing one?

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**Directions for Questions 15–18:** *Read the passage and answer the questions based on it.*

Nearly twenty years ago, biochemists found that a separable constituent of deoxyribonucleic acid (or DNA) appeared to guide the cell’s protein-synthesizing machinery. The internal structure of DNA seemed to represent a set of coded instructions which dictated the pattern of protein-synthesis. Experiments indicated that in the presence of appropriate enzymes each DNA molecule could form a replica, a new DNA molecule, containing the specific guiding message present in the original. This idea, when added to what was already known about the cellular mechanisms of heredity (especially the knowledge that DNA is localized in chromosomes), appeared to establish a molecular basis for inheritance.

Proponents of the theory that DNA was a “self-duplicating” molecule, containing a code that by itself determined biological inheritance, introduced the term “central dogma” into scientific literature. They did so in order to describe the principles that could explain the DNA’s governing role. The dogma originally involved an admittedly unproven assumption that, whereas nucleic acids can guide the synthesis of other nucleic acids and of proteins, the

reverse effect is impossible; that is, proteins cannot guide the synthesis of nucleic acids. But actual experimental observations deny the second and crucial part of this assumption. Other test-tube experiments show that agents besides DNA have a guiding influence. The kind of protein that is made may depend on the specific organism from which the necessary enzyme is obtained. It also depends on the test tube’s temperature, the degree of acidity, and the amount of metallic salts present.

The central dogma banishes from consideration the interactions among the numerous molecular processes that have been discovered in cells or in their extracted fluids. In the living cell, molecular processes—the synthesis of nucleic acids and proteins or the oxidation of food substance—are not separate but interact in exceedingly complex ways. No matter how many ingredients the biochemists’ test tubes may contain, the mixtures are nonliving. However, these same ingredients, organized by the subtle structure of the cell, constitute a system which is alive.

Consider an example from another field. At ordinary temperatures, electricity flows only so long as a driving force from a battery or generator is imposed upon the circuit. At temperatures near absolute zero, metals exhibit superconductivity: a unique property that causes an electric current to flow for months after the voltage is cut off. Although independent electrons exist in a metal at ordinary temperatures, at very low temperatures they interact with the metal’s atomic structure in such a way as to lose their individual identities and form a coordinated, collective system which gives rise to superconductivity.

Such discoveries of modern physics show that the unique properties of a complex system are not necessarily explicable solely by the properties that can be observed in its isolated parts. We can expect to find a similar situation in the complex chemical system of the living cells.

15. The author is primarily concerned with

- (1) proposing that a new philosophical foundation for modern biochemistry be developed.
- (2) describing the various processes that take place in a living cell.
- (3) drawing analogies between different scientific fields.
- (4) revealing a discrepancy between a scientific theory and some experimental results.

16. The author provides information that would answer which of the following questions?

- I. What have test-tube experiments revealed about the role of DNA?  
 II. What viruses interfere with DNA replication?  
 III. What methods have been developed to allow scientists to observe a living cell?

- (1) I only                      (2) II only  
 (3) I and III only          (4) II and III only

17. The author's argument is directed against which of the following?

- I. The use of test-tube experimentation alone to establish the validity of scientific theories.  
 II. The exclusion of experimental facts from the formation of scientific theories.  
 III. The observation of certain cellular components in isolation.

- (1) I only                      (2) I and II only  
 (3) I and III only          (4) I, II and III

18. Choose the grammatically incorrect sentence from the given options:

- (a) European airports have reopened for business.  
 (b) Eurocontrol, which co-ordinates national air-traffic controllers, expect around 75 per cent of flights to operate in Europe on Wednesday, April 21st.  
 (c) It will take far longer to sort out a backlog of cancelled flights; to move planes and crew in the wrong places to where they should be; and to return supply chains to normal.  
 (d) Iceland has a lot of volcanoes, and it's a rare decade where one of them doesn't erupt.

- (1) (a) and (b)              (2) Only (b)  
 (3) Only (c)                  (4) Both (c) and (d)

**Directions for Questions 19–20:** In each of the questions, a word has been used in sentences in four different ways. Choose the option corresponding to the sentence in which the usage of the word is incorrect or inappropriate.

19. CHECK

- (1) We will get the hotel keys when we **check in**.  
 (2) The company **checks out** all new employees.  
 (3) **Check out** the crazy hair on that guy!  
 (4) You have to **checks out** of the hotel before 11:00 AM.

20. FALL

- (1) His hair started to **fall out** when he was only 35.

- (2) The money must have **fell out** of my pocket.  
 (3) The picture that you hung up last night **fell down** this morning.  
 (4) The baby **fell down** the stairs.

#### ANSWER KEY

- |         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 1. (3)  | 2. (1)  | 3. (3)  | 4. (1)  | 5. (4)  |
| 6. (3)  | 7. (3)  | 8. (4)  | 9. (2)  | 10. (4) |
| 11. (3) | 12. (4) | 13. (4) | 14. (2) | 15. (4) |
| 16. (a) | 17. (4) | 18. 2.b | 19. (4) | 20. (2) |

#### EXPLANATORY NOTES

- EABCD (3) E statement has to be the starting or the end statement and as E is followed clearly by A, so E has to start, followed by A and the last statement is clearly provided by D. So the right sequence is EABCD. **(LOD-2)**
- (1) DACB The link between statements D and A is clearly visible as A is explaining the logic of D. Statement B is the final conclusive statement of the given paragraph. So the answer is DACB. **(LOD-2)**
- (3) ABEDC Statements EDC are clearly following each other in a sequence. Statement B is an explanation of the methodology mentioned in A. So the right sequence is ABEDC. **(LOD-2)**
- EDCBA (1) The statement E starts with a question, the answer to which is given by statement D and it gets further proved by the experiment in C. Statements B and A have to be together in the sequence BA. So the answer comes to be option (1) EDCBA. **(LOD-2)**
- CABED (4) Statements ED clearly form the most logical conclusion. A quote starts in statement C and is completed in statement A. So when we get the starting as CA and end as ED, we just have one option left for the answer and that is CABED. **(LOD-2)**
- (3) The answer is choice **c**, *byzantine*, an adjective that means "highly complicated and intricate." Here, you are looking for a restatement of the clue words *complicated* and *out-of-date*. **(LOD-2)**
- (3) *Apocryphal* (adj.) means of questionable authenticity or doubtful authority. **(LOD-2)**

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8. (4) A *martyr* (n.) is one who sacrifices something of supreme value, such as a life, for a cause or principle. **(LOD-2)**
9. (2) The answer is clear from the paragraph itself that (i) cannot be included. **(LOD-2)**
10. (4) The problem mentioned is not covered in any of the given options. **(LOD-2)**
11. (3) It is clear from the passage that options i and ii are not covered in context of David Miliband. **(LOD-2)**
12. (4) only B.  
As the friend was a socialist so he wanted to show his socialistic ideology through this symbolic representation. **(LOD-2)**
13. (4) None of these is the answer here because the right answer is given in the third paragraph in the following lines : Various grape varieties taste differently according to the glass used because they affect specific parts of the palate, so that if the wine is “thrown” towards a particular portion of the roof of the mouth, different taste sensations arise. **(LOD-2)**
14. (2) The following lines from the passage clearly show that option (2) clearly covers the purpose of the passage : “However, they now feel impelled to diversify in the desire to ‘expand the brand’, perhaps aiming to cover all bases while consumers still have a jangle.”  
“Help! Get me out of here! All I ever wanted was a sturdy pair of boots and a perfect glass for my Bordeaux—not some sort of lifestyle nightmare.” **(LOD-3)**
15. (4) As it is also the main idea of the passage, it is clear that it is concerned with the differences between the theory and the experimental results. **(LOD-2)**
16. (a) In the passage as only the statement Qs I can be answered so option (1) a is the correct ans. **(LOD-2)**
17. (4) The author’s argument is clearly directed against all the statement questions thus (4) is the correct option. **(LOD-3)**
18. 2.b [‘expect’ is wrong usage, it should be ‘expects’]. **(LOD-1)**
19. (4) [check out]. **(LOD-1)**
20. (2) [fallen out]. **(LOD-1)**