

Paragraph Completion/ Logical Completion of Idea

LEARNING OBJECTIVES

- ❑ Key elements of Paragraph Completion passages
- ❑ Significance of the theme and tone of the passage
- ❑ How to figure out the logical flow of the passage
- ❑ How to master the art of eliminating answer choices

PARA COMPLETION

CAT asks Paragraph Completion questions on a regular basis.

In these questions, a short paragraph is given with a sentence from it removed. Generally, the last sentence of the paragraph is left as a blank, though it is not necessary. There may be some questions in which a statement from middle of the passage is removed. It is followed by four possible options and you will be required to choose that which one can fit into the paragraph best.

Solving the Para Completion Questions

Quickly but carefully read the passage at least twice and figure out the scope, theme, tone and logical flow of the passage; and you are ready to eliminate the choices to figure out the best choice at hand!

Let's take a look at these individual elements in detail, and you shall find this section a cake walk for sure. Para Completion questions can help you to boost your sectional and overall test score.

(a) Scope of the Passage

Try to figure out what the paragraph is all about. What is the topic or subject area of the passage, and what are its limits. So, anything that strays out of the boundaries cannot be a part of the passage. Any answer choice that talks about something outside the scope of the passage is a pariah, and hence, should be eliminated in the first go. Read the following lines carefully, and decide what the scope of the passage is?

In my own constituency, in April, which is a hot month, we had hailstorms of the size of a tennis ball, which destroyed the entire wheat crop in the Tarai. We had snow in places where

snow had never been. We had snow late, we had flowering late and we lost large number of crops due to flooding. This is going to increase year after year.

Here the scope of the passage would be the changing weather conditions within a particular area, however it cannot be generalized.

(b) Theme or Gist of the Passage

You have to think like the author of the passage. If you are able to put yourself into the shoes of the author, it should not be difficult to figure out what does not fit into the passage. Focus on the key words and try to figure out the essence of the passage. Try to rephrase the passage in your mind in simpler words, and ask yourself what the author is trying to convey. Read the following lines and try to guess the theme of the passage.

We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again, we must rise to the majestic heights of meeting physical force with soul force.

Here, the last line makes the theme amply clear; the author wants the people to uphold their sense of righteousness and integrity even in the midst of bitter struggle.

(c) Tone of the Passage

Tone represents the predominant emotion or mood of the author towards the topic. Tone can be guessed by paying attention to the adjectives used in the passage. Passages are normally the author's reaction to some issue. So, gauging the tone can help you to narrow down to the right choice. If the passage is eulogistic in tone, you do not expect the answer choice to be sarcastic or sardonic. Can you identify the tone of the passage?

AMERICAN students are enrolling in college in record numbers, but they're also dropping out in droves. Barely half of those who start four-year colleges, and only a third of community college students, graduate. That's one of the worst records among developed nations, and it's a substantial drain on the economy. The American Institutes for Research estimates the cost of those dropouts, measured in lost earnings and taxes, at \$4.5 billion. Incalculable are the lost opportunities for social mobility and the stillborn professional careers.

Clearly, the passage bears a negative tone. The author uses expressions like 'dropping in droves', 'drain on the economy' and finally 'incalculable are the lost opportunities', which clearly shows that the author displays a strong sense of disapproval for the flip side of the American education system.

(d) Logical Flow of the Passage

You should read the passages like a detective, keeping an eye on the chain of event, and their logical sequence. If you mess up, you may make a blunder. Therefore, it is important to focus on key ideas and transition phrases used in the passage. One must be able to identify the thread of thought running through the paragraph. The flow of ideas in the passage should be maintained. Never pick an option which breaks or suddenly changes the flow to some other direction.

Remember, the last thought or idea in the paragraph has to be taken forward. Therefore, continuity is an important thing to be kept in mind in the process of arriving at the right answer.

(e) Master the Art of Eliminating the Choices

It is important to master the art of eliminating the choices, especially in the verbal section. Any option that is out of scope of the argument or contradictory to the theme can be straightaway eliminated. Never pick an option which talks about things that are not mentioned in the paragraph. The correct option will be the one which relates itself to the core information mentioned in the paragraph. Beware of the choices that rephrase and repeat the topic. And avoid extreme choices.

Mma Ramotswe had a detective agency in Africa, at the foot of Kgale Hill. These were its assets: a tiny white van, two desks, two chairs, a telephone, and an old typewriter. Then, there was a teapot, in which. Mma Ramotswe—the only lady private detective in Botswana—brewed redbush tea. And three mugs—one for herself, one for her secretary, and one for the client. What else does a detective agency really need? Detective agencies rely on human intuition and intelligence, both of which Mma Ramotswe had in abundance.

- (1) But there was also the view, which again would appear on inventory.
- (2) No inventory would ever include those, of course.

- (3) She had an intelligent secretary too.
- (4) She was a good detective and a good woman.
- (5) What she lacked in possessions was more than made up by a natural shrewdness.

Solution Needless to say, the passage revolves around Mma Ramotswe and the minimal assets of her little detective agency. The first choice is off the mark as it takes the topic away from the main character, Mma Ramotswe or her possessions. The third choice fails to sum up the theme of the passage, and digresses from it. The fourth one also fails to connect the possessions of her agency and her unique abilities. The second last sentence asks a question, and the last sentence tries to justify the case in a positive light, so the last choice does not fit. It's only the first choice, which suitably wraps up the discussion raised by the question in the second last line.

Let us solve few examples with above information.

Example 1 So, the unpleasant shocks that used to affect other people now affect us. Few of us have not been touched on the shoulder lightly or, in some cases, heavily, by the hand of failure. A dozen or more years ago, failure was for the untalented or the unlucky. Today, no one is safe.

(CAT 2011)

- (a) It is a strange irony that while changes in fortune are now more personal, other changes have become less so.
- (b) This, of course, applies to services as well as products.
- (c) Constantly improving products and services is an intrinsic part of staying in business.
- (d) Another is the fact that there are more scientists alive today than ever lived in the history of the world.

Explanation The paragraph deals with the gripping clutch of failure that spares none. All other options, except option (a), bring in extraneous information. Option (a) continues the main idea that certain changes have become common to all.

Hence, option (a) is the correct answer.

Example 2 Jurisprudence is the theory or philosophy of law. Students of jurisprudence aim to understand the fundamental nature of law and analyse its purpose, structure and application. Jurisprudential scholars (sometimes confusingly referred to as jurists) hope to obtain a deeper understanding of law, the kind of power it exercises, and its role in human societies. They seek a deeper understanding behind law's seemingly unpredictable and uncertain nature.

(CAT 2012)

- (a) At a practical level, some jurisprudential scholars hope to improve society by studying what law is, what it ought to be, and how it actually operates.
- (b) A common starting point, in understanding jurisprudence, is the objective of law to achieve justice.
- (c) Hence, the arguable scientific nature of jurisprudence.
- (d) Jurisprudence seeks to draw on the unrestricted elements of life and world to aid the critical study of law.

Explanation The passage clearly states the aim of jurisprudential scholars in the inception itself. They aspire to understand the nature of law and analyse its purpose, structure, and application. The last line of the passage also reiterates the role of the subject of the paragraph “The Jurists” The

continuation should also be linked with the subject of the paragraph. Scanning through all the options leaves us with only option (a).

Hence, option (a) is the correct answer.

PRACTICE EXERCISES

PRACTICE EXERCISE 1

Q.1 Perhaps the simplest and easiest way to understand is the argument of the First Cause. I may say that when I was a young man and was debating these questions very seriously in my mind, I for a long time accepted the argument of the First Cause, until one day, at the age of eighteen, I read John Stuart Mill's Autobiography, and I there found this sentence: "My father taught me that the question 'Who made me?' cannot be answered, since it immediately suggests the further question 'Who made god?'"

_____ If everything must have a cause, then God must have a cause. If there can be anything without a cause, it may just as well be the world as God, so that there cannot be any validity in that argument.

- (a) There is no reason why the world could have come into being without a cause.
- (b) That argument, I suppose, does not carry very much weight nowadays, because, in the first place, cause is not quite what it used to be.
- (c) That very simple sentence showed me, as I still think, the fallacy in the argument of the First Cause.
- (d) It brings us to the central truth that God is the ultimate source and essence of everything.

Q.2 Then there is a very common argument from natural law. That was a favorite argument all through the eighteenth century, especially under the influence of Sir Isaac Newton and his cosmogony. People observed the planets going around the sun according to the law of gravitation, and they thought that God had given a behest to these planets to move in that particular fashion, and that was why they did so.

- (a) Nowadays, we explain the law of gravitation in a somewhat complicated fashion that Einstein has introduced.
- (b) Modern science has failed to explain this incongruity.
- (c) You no longer have the sort of natural law that you had in the Newtonian system.
- (d) That was, of course, a convenient and simple explanation that saved them the trouble of looking any further for explanations of the law of gravitation.

Q.3 The fountains mingle with the river,
And the rivers with the ocean;
The winds of heaven mix forever,
With a sweet emotion;
_____;

- (a) This is the power of love
- (b) Nothing in the world is single
- (c) This is the seed of creation
- (d) What's life without love

Q.4 All things by a law divine
In one another's being mingle:

- (a) Why not I with thine?
- (b) Let's make a jingle
- (c) It takes two to tango
- (d) God is not away from us

Q.5 Conventional education makes independent thinking extremely difficult. _____ To be different from the group or to resist environment is not easy and is often risky as long as we worship success

- (a) Creativity is crushed by orthodoxy.
- (b) Innovative thinking is the key.
- (c) This has ruined many careers.
- (d) Conformity leads to mediocrity.

Q.6 Though there is a higher and wider significance to life, of what value is our education if we never discover it? We may be highly educated, but if we are without deep integration of thought and feeling, our lives are incomplete, contradictory and torn with many fears; _____.

- (a) the 'well-educated' are ignoramus louts
- (b) and as long as education does not cultivate an integrated outlook on life, it has very little significance
- (c) and integrity is the key to spiritual evolution
- (d) it has been rightly remarked, "I never let school to interfere in my education"

Q.7 The function of education is to create human beings who are integrated and therefore intelligent. _____ We may take degrees and be mechanically efficient without being intelligent. Intelligence is not mere information; it is not derived from books, nor does it consist of clever self-defensive responses and aggressive assertions.

- (a) Education should help us to discover lasting values so that we do not merely cling to formulas or repeat slogans
- (b) Education should not encourage the individual to conform to society or to be negatively harmonious with it
- (c) One who has not studied may be more intelligent than the learned
- (d) Unfortunately, the present system of education is making us subservient, mechanical and deeply thoughtless

Q.8 Politicians may be corrupt, but have to seek re-election, and to that extent are accountable to voters. But civil servants are virtually unsackable, unaccountable and widely corrupt. You cannot change this overnight. _____

- (a) However, you can create jobs for the unemployed.
- (b) So, go easy on making temporary workers permanent.
- (c) But you can halt the growth of unsackable, unaccountable staff.
- (d) So, devise safeguards against false accusations.

Q.9 The “grand sweep of history” has become a much overused cliché. It incorporated the belief that change stemmed from big ideas that motivated individuals, classes and nations. _____

- (a) The Bolshevik Revolution, whose impact dominated the 20th century, was prompted by disillusionment among the proletariat
- (b) This finds support in Namier’s view that big ideas are less important than mundane and even base considerations
- (c) Mass movements, cannot be judged by pronouncements of those who manage to filch them
- (d) Thus, the French Revolution happened because the idea of liberty, equality and fraternity motivated people to overturn the decrepit absolute monarchy

Q.10 A country that retains the death penalty needs constantly to fine-tune its clemency jurisprudence as the second best option. The Supreme Court’s latest verdict on death row convicts is a thoughtful exposition of the law in this regard. _____

- (a) Commuting the death sentences of 15 convicts to life sentences has significantly expanded the scope for judicial intervention to save the lives of convicts after the rejection of their mercy petitions.
- (b) The court has laid down fresh rules to humanise the treatment of those facing the gallows, right up to the moment of their execution and even after that.
- (c) The breadth of this ruling is not as impressive: it fails to remove all lingering doubts about the rule against undue delay.
- (d) The court has crafted a new rule that families of convicts ought to be informed in writing as soon as their mercy petitions are rejected.

Q.11 After successfully eradicating smallpox in 1980, India has now gone three straight years without reporting any new case of poliomyelitis infection (“polio”). This qualifies it to receive the World Health

Organisation’s (WHO) certification for being polio-free. Undoubtedly, this is a victory that has been fought every inch of the way by myriad agencies on a number of fronts and against what seemed like insurmountable odds. _____

- (a) The lessons learnt are precious beyond words and the expectation is that these will be harnessed to fight other infectious diseases that plague the country.
- (b) There is also the remaining challenge of treating and rehabilitating those who have already been crippled by the disease.
- (c) Of course, polio vaccination is not a cure-all solution for all infectious diseases.
- (d) In the mid-1990s the vaccination programme that was undertaken involved the government, United Nations bodies, charitable organisations and private donors.

Q.12 Up to this point, Jordan Belfort is no different from countless eager MBA graduates in India who work in the stock or bond markets for global financial firms. Belfort’s lifestyle, while perhaps more (or less?) excessive than that of India’s super-rich, is still something a lot of us covet. He acquires a harem, a hot blonde wife, a daily dose of recreational drugs, a yacht, a yellow Jaguar and a white Ferrari.

- (a) As a job creator, he transforms hopeless, low-end drug dealers into corporate sharks, and even gives a desperate single mother benefits that the US’ social welfare system overlooks.
- (b) He lowers himself to unfathomed moral depths even as he soars to new heights of success.
- (c) Surely many of us will laud Belfort when he says: “At least as a rich man, when I have to face my problems, I can show up in the back of a stretch limousine, wearing a two-thousand-dollar suit and a twenty-thousand-dollar gold watch!”
- (d) These are charismatic brands that several of India’s merchant princes flaunt and made more familiar to us through thousands of Bollywood fantasies.

Q.13 The yearning for money as succour drives contemporary capitalism. If every revolution and alternative has failed, why not work to enable the one that actually exists, why not do what your stockbroker tells you, and keep investing to circulate money in the economy? The original *Forbes* magazine exposé that labelled Belfort “The Wolf of Wall Street” likened him to a “twisted Robin Hood” who takes from the rich and gives to himself and his squad of losers.

- (a) It is this observation that makes Scorsese’s *The Wolf of Wall Street* profound, locating and attacking the very appeal of money.
- (b) Scorsese refuses to dish out false platitudes that “crime does not pay” nor does he echo

the sentimentalism of Oliver Stone's Wall Street movies.

- (c) As a job creator, he transforms hopeless, low-end drug dealers into corporate sharks.
- (d) Is that not what we expect from the market, what keeps housewives glued to the television, watching CNBC for the latest stock information, and what drives many to start demat accounts?

Q.14 Like *Company Limited*, Scorsese's *The Wolf of Wall Street* is an exploration of the contemporary world that few would have expected from these two artistes, given their refined sensibilities. *The Wolf of Wall Street* attacks the lifestyle of the middle-class, the world of advertising and consumerism, the lust for the good life and the protection it offers.

- (a) the lust for good life propels us to struggle and survive in this big bad world.
- (b) behind the veneer of consumerism is an effort to assert one's individuality.
- (c) the elite and the downtrodden are unaffected by this false glamour.
- (d) The visible surface and texture of contemporary life corrupts us all, making us wolves thronging the pack of the alpha male rather than being benign, though gullible, sheep.

Q.15 It is obvious today that America has defaulted on this promissory note insofar as her citizens of colour are concerned. Instead of honouring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds."

- (a) But we refuse to believe that the bank of justice is bankrupt.
- (b) So we have come to cash this check—a check that will give us upon demand the riches of freedom and the security of justice.
- (c) This note was a promise that all men, yes, black men as well as white men, would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness.
- (d) In a sense, we have come to our nation's capital to cash a check.

Q.16 I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality.

- (a) You have been the veterans of creative suffering.
- (b) We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote.

(c) No, no, we are not satisfied, and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.

(d) I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have a dream.

Q.17 Now the trumpet summons us again—not as a call to bear arms, though arms we need—not as a call to battle, though embattled we are—but a call to bear the burden of a long twilight struggle, year in and year out, "rejoicing in hope; patient in tribulation;"

- (a) A struggle against the common enemies of man: tyranny, poverty, disease, and war itself.
- (b) Celebrating the pluralism of our cosmopolitan culture.
- (c) A solemnization of the onerous fight against the injustice.
- (d) For man holds in his mortal hands the power to abolish all forms of human poverty (does not explain the reason).

Q.18 More fundamentally, the tiff has uncovered a deep rift in the two countries' perceptions of one another. From the Indian perspective, America remains unwilling to afford it the respect a true partner deserves. And from the American, the Indian response reveals both a brittle anxiety about its own status and a callous disregard for the well-being of the person the American justice system saw as the victim in this story—the maid.

- (a) Rather than partners, the two countries look like strangers
- (b) America is known for stringent labour laws and its ruthless enforcement
- (c) The Indo-US relations has therefore been damaged irreversibly
- (d) If the rift widens, it may impact the peace and stability in South Asia

Q.19 I believe that the school is primarily a social institution. Education being a social process, the school is simply that form of community life in which all those agencies are concentrated that will be most effective in bringing the child to share in the inherited resources of the race, and to use his own powers for social ends. I believe that education, therefore, is a process of living and not a preparation for future living.

- (a) I believe that the school must represent present life – life as real and vital to the child as that which he carries on in the home, in the neighborhood, or on the play-ground.
- (b) It must begin with a psychological insight into the child's capacities, interests, and habits.
- (c) To prepare him for the future life means to give him command of himself; it means so to

train him that he will have the full and ready use of all his capacities.

- (d) Only true education comes through the stimulation of the child's powers by the demands of the social situations in which he finds himself.

Q.20 We say Newton discovered gravitation. Was it sitting anywhere in a corner waiting for him? It was in his own mind; the time came and he found it out. All knowledge that the world has ever received comes from the mind; the infinite library of the universe is in your own mind. The external world is simply the suggestion, the occasion,

which sets you to study your own mind, but the object of your study is always your own mind. The falling of an apple gave the suggestion to Newton, and he studied his own mind.

- (a) Our mind is the root of all evil and good.
- (b) The search for truth begins with the study of one's own mind.
- (c) Mind is the element of a person that enables him to be aware of the world and one's experiences, to think, and to feel; the faculty of consciousness and thought.
- (d) He rearranged all the previous links of thought in his mind and discovered a new link among them, which we call the law of gravitation.

PRACTICE EXERCISE 2

Q.1 Fire also opened the first significant gulf between man and animals. The power of almost all animals depends on their bodies, the strength of their muscles, the size of their teeth, the breadth of their wings. Though they may harness wind and currents, they are unable to control these natural forces and are always constrained by their physical design.....

- (a) When humans domesticated fire, they gained control of an obedient, potentially limitless force.
- (b) Eagles, for example, identify thermal columns rising from the ground, spread their giant wings, and allow the hot air to lift them upward.
- (c) However, man was able to control these natural resources.
- (d) Yet eagles cannot control the location of columns, and their maximum carrying capacity is strictly proportional to their wingspan.

Q.2 Although the Indian economy picked up after 1950, the neoclassical economist would argue that it performed below the world economy, which experienced a "golden age" driven by trade expansion until 1971. Unlike the rest of the Third World, India did not benefit from the global trade expansion because it had closed its economy and pursued "import substitution".....

- (a) India's golden age was not to come until she (India) made it big in the services sector nearly five decades later.
- (b) Nehru did not realize that export accretion was a much better measure than import substitution.
- (c) The two decades that India lost to the world economy were to cost her dear over the next couple of decades.
- (d) Moreover, Nehru's socialism had shackled the economy with fierce controls on the private sector, pejoratively called the "Licence Raj".

Q.3 Think for a moment about the agricultural revolution from the viewpoint of wheat. Ten thousand years ago wheat was just a wild grass, confined to a small range in the Middle East. Suddenly, within just a few short millennia, it was growing all over the world. How did this grass turn from insignificant to ubiquitous?.....

- (a) According to the basic evolutionary criteria of survival and reproduction, wheat has become one of the most successful plants in the history of earth.
- (b) Worldwide, wheat covers about 2.25 million square km. of the globe's surface, which is almost ten times the size of Britain.
- (c) Wheat did it by manipulating *Homo Sapiens* to its advantage.
- (d) Wheat didn't like sharing its space, water, and nutrients with other plants, so men and women laboured day-long weeding under the scorching sun.

Q.4 While in the great majority of cases in most human societies, men are males and women are females, the social terms carry a lot of baggage that has only a tenuous, if any, relationship to the biological terms. A man is not a sapiens with particular biological qualities such as XY chromosomes, testicles, and lots of testosterone....Likewise, a woman is not a sapiens with XX chromosomes in the womb and plenty of oestrogen.

- (a) Instead, his culture's myths assign him particular roles (like engaging in politics), rights (like voting) and duties (like military service).
- (b) Instead, "man" and "woman" name social, not biological categories.
- (c) Most of the laws, norms, rights, and obligations that define manhood reflect human imagination more than biological reality.
- (d) Rather, he fits into a particular slot in his society's imagined human order.

Q.5 Every country is either already deeply affected or is at the start of being more affected. We came with a novel way of constructing a synthetic representation of this network, i.e., a network representation that statistically captures the interactions but need not necessarily be identical to the population. So, what does it mean to build a “digital twin” or a “synthetic city”....

- (a) The idea is that in order to build a social contact network of a city, we can take all sorts of information from census polling to roads and buildings, to surveys of what people do all day.
- (b) That is the network we use to study how diseases would spread using simulations and computer models.
- (c) The way we address how to understand the spread is to build the digital twin of a city.
- (d) We look at outcomes by running simulations of disease progression on these networks.

Q.6 Bad habits are born from wanting to feel good. Like the latest smartphone, our brains have older basic components packed alongside newer ones that developed as the human brain evolved. The newer regions, like the prefrontal cortex, govern rational and decision-making.....

- (a) This area simply makes us want to do more of the things that feel good and less of the things that feel bad.
- (b) A key feature of our older brain involves the “reward-based learning system”, centred in the basal ganglia.
- (c) In behavioural neuroscience terms, this is called the habit loop, a three-part system composed of a trigger, a behaviour, and a reward.
- (d) These are new problems, but our primitive brain wants to use the same old programming, so it sends the message.

Q.7 An example of a scientist who could measure without instruments is Enrico Fermi, a Physicist. who won the Nobel Prize in physics in 1938. He had a well-developed knack for intuitive, even casual-sounding measurements. One renowned example of his experiment skills was demonstrated at the first detonation of the atom bomb, The Trinity Test site, on July 16, 1945.

- (a) As the wind from the initial blast wave began to blow through the camp, he slowly dribbled confetti into the air.
- (b) The best-known example of such a “Fermi Question” was Fermi asking his students to estimate the number of piano numbers in Chicago.
- (c) Fermi was aware of a rule relating one simple observation: the scattering of confetti in the wind to the quantity he wanted to measure.

(d) He estimated that the yield must be greater than 10 kilo tonnes.

Q.8 For years and years, whenever I’d travel, I’d suffer from what is either known as Kolkata Collywobbles or Delhi belly. My gut would start acting up..... The several specialist doctors I consulted about my problem came up with different diagnosis..

- (a) My travels became a travail of desperately looking for loos in the most awkward places at the most awkward times.
- (b) Nothing worked. My stomach continued to revolt, as a die-hard Naxal militant. The word surgery loomed ominously on the horizon.
- (c) They prescribed different, high-priced drugs to give me temporary relief from the rumblings and grumbings of my mutinous intestinal tract.
- (d) During my travel, I chanced upon a probiotic product that helps restore the good bacteria and get the digestive process back on track.

Q.9 Unfortunately, not only are they failing to win at the moment, they are also struggling somewhat in the loss with the dignity department. You might think the whining and general acting out in Delhi looked like the kind of tantrums you’d expect to see after a particularly controversial pass -the -parcel ruling at a ten-year-old’s birthday party. However, you’d be wrong, for you don’t understand the subtleties of the game.....

- (a) What is lacking is the overall character of sportsmanship.
- (b) This is part and parcel of the game today, knowing there is so much competitiveness involved.
- (c) Not everything is sledging! And Indians have always taken the initiative, so English are obliged to retaliate.
- (d) According to Team England, Trott. et al., were just “being aggressive in their body language” and “not taking a backward step”.

Q.10 The opinion that Negroes are naturally inferior in intellect is almost universal among white men, but the belief that they are worse than other people, is I believe, much less extensive. Indeed, I have heard some; who were by no means admirers of the coloured race maintain that they were very remarkable for kind feelings and strong affections. Homer calls the ancient Ethiopians “the most honest of men”...

- (a) These “most honest of men” are today struggling to survive through famines that have happened every year for the last five years.
- (b) On the other hand, modern travelers have given innumerable instances of domestic tenderness and generous hospitality in the interior of Africa.

- (c) But our school texts are replete with instances of Negro violence, and our media portrays them as the sole perpetrator of every crime in the country.
- (d) Many are amazed then, at this paradoxical, almost mythical combination of boundless physical strength with a kind, affectionate heart.

Q.11 It was socialist leader Ram Manohar Lohia who famously said: “Dharma is long-term politics and politics is short-term dharma.” The aggressively secular nature of the modern Indian state has sought to separate religion from politics but politicians and spiritual leaders have shared a symbiotic relationship through the ages in this part of the world.....

- (a) But there is a caveat, he says.
- (b) “The Rasputin phenomenon is alien to Bharat. Renunciation is the key requirement of a spiritual leader. Hence, they must remain indifferent to and detached from the material world of politics,” he emphasizes.
- (c) The hue and cry, therefore, over the current “nexus” of a politician with godmen, is senseless.
- (d) A religious ideologue rattles off names from the past.

Q.12 The problem, it would seem, arises from the dubious current practice of listing prescribed texts. In the past, a history curriculum would identify broad themes for study, leaving teachers the independence to recommend readings for further study. A student would be tested in the examination for his ability to construct lucid arguments that would reveal their understanding of the subject.....

- (a) With prescribed text becoming the norm, the student’s scope for demonstrating independence of mind and even originality of thought are naturally at a discount.
- (b) Today, students are expected to imbibe and parrot prevailing orthodoxies — a process that can hardly be said to be conducive for training of the mind.
- (c) History curriculum was designed to stimulate debates in the class, fuel a student’s inquisitiveness to verify the facts put forth before him.
- (d) Research in history is as important as prescribed texts, but that realization has to come through the curriculum, for curricular texts are what the students most of the time study in an undergraduate history course.

Q.13 The other tradition, which was born early and stubbornly refuses to die, despite all the evidence to the contrary, regards jazz merely as a product of noble savages — music produced by untutored, unbuttoned semiliterate for whom jazz history did not exist.

This myth was invented by early jazz writers who, in attempting to escape their American prejudices, turned out a whole world of new clichés based on the myth of the innate ability of early jazz musicians.....

- (a) Since critics lacked the understanding of mechanics of music, they thought there weren’t any mechanics. It was the “they all can sing, they all have rhythm” syndrome.
- (b) The myth is being perpetuated to this day by those who profess openness to everything. An openness that in effect just shows contempt for the basic values of the music and our society.
- (c) Their disdain for the specific knowledge that goes into jazz creation is their justification for saying that everything has its own place.
- (d) Despite attempts by writers and record companies and promoters and educators and even musicians to blur the lines for commercial purposes, rock isn’t jazz, and new age isn’t jazz.

Q.14 The issue is while there has been a significant improvement in energy and resource efficiency, there has not been an absolute reduction in environmental impact. It is generally increasing. Some commentators even argue that improvements in technology have actually driven an increase in consumption, a phenomenon referred to as the “rebound effect:...

- (a) Similarly, automated processes and huge industrial farms have meant more food can be produced more efficiently.
- (b) So, yes. Increasing automation and smart technologies do promise sweeping changes to society, with the potential to liberate human populations from the mundane.
- (c) With cars for example, the efficiency savings made by robots have meant more people can afford to buy a new vehicle, thus, leading to an upsurge in overall emissions.
- (d) Thus, automation will not necessarily deliver a positive outcome for sustainability. We need to manage our consumption.

Q.15 On or around February 24, 1848, a twenty-three page pamphlet was published in London. Modern industry, it proclaimed, had revolutionized the world it surpassed, in its accomplishments, all the great civilization of the past — the Egyptian pyramids, the Roman aqueducts, the Gothic Cathedrals.....

- (a) For the first time in history, people no longer believed that ancestry or religion determined their status in life.
- (b) In the name of free trade, it had knocked down national boundaries, lowered prices, made the planet interdependent and cosmopolitan.
- (c) The new modes of production, communication and distribution had also created enormous wealth.

- (d) As cities and towns industrialized, as wealth became more concentrated and as rich got richer, the middle class began sinking to the level of the working class.

Q.16 Freud developed a topographical model of the mind. He used the analogy of an iceberg to describe the three levels of mind. On the surface is consciousness, which consists of thoughts that are the focus of our attention now. The preconscious consists of all which can be retrieved from memory. The third and the most significant region is the unconscious....

- (a) Here lies the processes that are the real causes of most behaviour like an iceberg; the most important part of the mind is the part that you cannot see.
- (b) The unconscious mind acts as a repository, a cauldron of primitive wishes and impulse kept at bay and mediated by the preconscious area.
- (c) For example, Freud found that some events and desires were often too frightening or painful for his patients to acknowledge.
- (d) Sigmund Freud emphasized the importance of the unconscious mind, and a primary assumption of Freudian theory.

Q.17 Another theory describing the systematic deterioration of an image is ethnocentrism. Ethnocentrism was introduced to social literature nearly a century ago and is defined as “the view of things in which one’s own group is the centre of everything”. Ethnocentrism is not just confined to tribes and nations.....

- (a) It is argued that ethnocentrism is part of human nature.
- (b) Properties of ethnocentrism include the tendency to distinguish among various groups.
- (c) It cultivates a sense of suspicion and disdain for other groups.
- (d) It reveals itself in all kinds of social groups — developing into family pride, sectionalism, religious prejudice, racial discrimination and patriotism.

Q.18 Hitler was also known for his personal rigidity, i.e., his inability or refusal to change in any significant way. He described this quality in him in *Mein Kampf*. This inflexibility was expressed in Hitler’s life in many forms. Hitler’s unwillingness to change was a result of his personal insecurity and anxiety.

- (a) He was tormented by the fear of appearing ridiculous and would not allow himself to be photographed doing anything insignificant.
- (b) When he became the Chancellor, his daily works would always follow the same path.
- (c) He constantly blamed others for his own failure and couldn’t bear the thought of making a mistake.
- (d) Even as an adult, he continued to make the same grammatical and spelling errors that he had made as a child.

Q.19 The term grapevine is believed to have originated during the American Civil War, when telegraph lines were sometimes strung from tree to tree and generated garbled messages. Informal and sometimes distorted messages were hence said to come from the grapevine. The corporate grapevine is the informal communication network that operates within the organization. It is described as an invisible flow of rumour, innuendo and speculation. It is often known to bypass the chain of complete information. It is necessary for the management to provide complete information. If this is not done, then employees will fill in the gaps, and the story will take on a life of its own....

- (a) The main way in which the grapevine can help is in getting a feel of the “pulse” of the organization.
- (b) It is also useful in identifying the points at which misinformation and misunderstandings occur.
- (c) However, it is not necessarily true that grapevine is harmful. When properly nurtured, corporate grapevine can be a valuable asset.
- (d) Rather many organizations allow such informal flow of information, and studies reveal that managers use the grapevine to outmanoeuvre and outsmart others.

Q.20 What if you could ensure the enduring success of your organization by giving it the agility to weather change and uncertainty? What if you could develop leadership in your organization that was capable of ever-deepening insight and increasingly high performance? The key is better strategic leadership.....

- (a) After all, change and uncertainty are the two biggest challenges that are faced by an organization, and these are tackled with strategic leadership.
- (b) In other words, strategic leadership is the be-all and end-all of an organization’s journey towards success.
- (c) Strategic leadership enhances an organization’s sustainable advantage through not only its strategy but also its vision, values, culture, climate, leadership, structure and systems.
- (d) Many leaders have become successful because of their operational skills but today’s environment requires strategic leadership that is systematic, focussed on future, and oriented towards change.

Q.21 Putative links between personality traits and facial appearance have often not replicated well across studies. Because of this, we attempted to replicate Holtzman’s results, for composite face images manufactured, based on each of the dark triad personality traits using a new set of stimuli.....

- (a) Each person photographed completed “Dirty Dozen” concise dark triad questionnaire.

- (b) Respondents answered these 12 items using a 1(strongly disagree) to 9(strongly agree) scale.
- (c) Digital face photographs of 60 young adult white women and 58 young adult white men were taken under standardized lighting conditions and with a constant background.
- (d) The 12-item questionnaire has three, four-item subscales measuring Machiavellianism, psychopathy and narcissism.

Q.22 Founded at the dawn of the modern industrial era, the nearly forgotten Women's Trade Union League (WTUL) played an instrumental line role in advancing the cause of working women throughout the early part of the 20th century. The organization's success didn't come easy, conflict beset the WTUL in many forms....

- (a) Because of the skill level of its workers as well as inherent societal gender bias, the WTUL had great difficulty in finding allies among other unions.
- (b) During those early days of American unions, organized labour was aggressively opposed by both industry and government.
- (c) The WTUL also had to overcome internal discord.
- (d) Despite these obstacles, WTUL accomplished a great deal.

Q.23 Prayer is sometimes used as a confessional to cancel sin. This error impedes true religion. Sin is forgiven, only as it is destroyed by God. If prayer nourishes the belief that sin is cancelled, and that man is made better by merely praying, it is an evil....

- (a) Prayer should lead to the right path, should help connect with the Almighty and should be a source of mental tranquility.
- (b) Those who pray will not remain sinners.
- (c) It is, therefore, obligatory to attend discourses, they explain the full effect of prayer.
- (d) He grows worse who continues in sin because he thinks himself forgiven.

Q.24 The base of objectivism, according to Ayn Rand is explicit: "Existence exists — and the act of grasping that statement implies two corollary axioms: that something exists which one perceives and that one exists possessing consciousness, consciousness being the faculty of perceiving what exists. Existence and consciousness are facts implicit in every perception..... : every, including the denial of these axioms, implied their use and acceptance.

- (a) Existence is identity, and consciousness is identification.
- (b) They are absolutes which cannot be questioned or escaped.
- (c) They are integral to the law of causality.
- (d) In every situation, in reality and in myth.

ANSWER KEYS

PRACTICE EXERCISE 1

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

PRACTICE EXERCISE 2

- | | | | | | | | | | |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 1. (b) | 2. (d) | 3. (c) | 4. (d) | 5. (a) | 6. (b) | 7. (a) | 8. (a) | 9. (d) | 10. (b) |
| 11. (c) | 12. (a) | 13. (a) | 14. (c) | 15. (b) | 16. (a) | 17. (d) | 18. (d) | 19. (c) | 20. (a) |
| 21. (a) | 22. (a) | 23. (d) | 24. (b) | | | | | | |

HINTS AND EXPLANATIONS

PRACTICE EXERCISE 1

1. (a) It is contrary to the main argument discussed in the passage, which tries to refute the argument of the First Cause.
- (b) It does not go with the theme of the paragraph, as discussed above.
- (c) As the author believes that there is no validity in the argument of the First Cause, so the third choice is correct.
- (d) Misleading choice. Out of scope of the passage, as it does not talk about the qualities of God.

Hence, option (c) is the correct answer.

2. (a) Gravitation is not the main focus of the argument; moreover the para talks about Newton, and not Einstein.
- (b) Does not follow; why would Modern science explain a popular belief.
- (c) Does not make sense as the passage nowhere says that natural law was a part of the Newtonian system.
- (d) This option takes the argument forward, 'that was.....' is the link that takes the case further by questioning the validity of the conventional wisdom.

Hence, option (d) is the correct answer.

3. The lines are simple and direct. You have to find something that concludes the idea. So a, d, and c are quite tempting, although quite general in inference.
- (a) One cannot deduce it from the argument.
- (b) Option (b) concludes the idea mentioned in each line, hence, it is the answer.
- (c) Again, this option is too farfetched.
- (d) Once again, this option is too farfetched.

Hence, option (b) is the correct answer.

4. Now, this should be pretty logical for those who believe in love.
- (a) Hits the bulls eye, the only choice that logically completes the lines.
- (b) The choice is too creative although it rhymes well with the previous line.
- (c) 'It takes two to tango' is generally used with a negative sense, so out of question.
- (d) Is out of scope, do not be misled by the word 'divine'.

Hence, option (a) is the correct answer.

5. (a, b) The passage nowhere talks about creativity or innovative thinking, so options (a) and (b) are out.
- (c) Take the negative tone too far, so we have to eliminate this choice.

- (d) Option (d) is clearly the missing logical link, which is taken further by the last line of the passage. Mentioned in the last line 'to resist environment is not easy and often risky' supports this statement. Hence, it is the right answer.

Hence, option (d) is the correct answer.

6. (a) The first choice is downright offensive, therefore not possible.
- (b) It includes both the elements 'education' and 'integration', hence, the right choice and is the answer.
- (c) Out of scope as the passage is about the 'value of education' and not spiritual evolution.
- (d) It is well said but out of place because the paragraph does not say that education is not necessary.

Hence, option (b) is the correct answer.

7. (a) It provides extra information which is out of scope of the passage.
- (b) It does not go with the theme of the passage, which talks about the role of education in developing intelligence.
- (c) It fills in the missing link. It has been illustrated in the last two lines.
- (d) This does not go with the last line, which tries to define real intelligence.

Hence, option (c) is the correct answer.

8. (a) It strays from the theme of the topic and hence, eliminated.
- (b) The previous line talks about the civil servants, so no connection between the two.
- (c) It justifies the you-cannot-change-it-overnight element in the previous line, hence, the answer.
- (d) It is totally unrelated to the topic.

Hence, option (c) is the correct answer.

9. (a) The passage talks about big ideas motivating the individuals or nations, this option talks about negative motivation of the proletariat.
- (b) It is counter to the theme of the paragraph which talks about the sweeping influence of the big ideas.
- (c) This is contradictory to the main idea of the paragraph.
- (d) Gives an illustration of how big ideas catch the popular imagination and create a wave of history.

Hence, option (d) is the correct answer.

10. (a) Option (a) provides a solid example to support the main idea about fine-tuning the clemency jurisprudence.

- (b) It is an extension of the topic, but it deviate from the topic of mercy petitions or clemency jurisprudence.
- (c) Goes against the tone of the paragraph which is positive, 'thoughtful exposition' has been used
- (d) It provides secondary information but fails to logically complement the last sentence.

Hence, option (a) is the correct answer.

11. (a) Goes with the tone of the paragraph which is laudatory.
- (b) It does not follow the last sentence which is positive.
- (c) It dilutes the tone of the paragraph which is positive.
- (d) 'the vaccination programme' does not have its antecedent in the previous line.

Hence, option (a) is the correct answer.

12. (a) This could have been a possible choice, but it does not flow from the last sentence.
- (b) This option is quite tempting, but misses on the 'India' element interspersed throughout the paragraph.
- (c) Last sentence in option (c) does not refer to any 'problems' as mentioned in this statement.
- (d) It gels both the elements mentioned in the given lines, global brands and the great Indian dream.

Hence, option (d) is the correct answer.

13. (a) It is not possible as the previous line talks about Forbes' review of the movie.
- (b) The paragraph nowhere talks about Scorsese, so this option is eliminated.
- (c) The last line does not have Belfort as the main subject, so 'he' cannot be used for lack of clear antecedent.
- (d) The author tries to argue that the greed of common man to make a fortune is not much different

from a fraudster like Belfort who manipulates the stock market. Option (d) is in line with the theme of the paragraph.

Hence, option (d) is the correct answer.

14. (a) It does not go with the negative tone of the last line, 'attacks the lifestyle.'
- (b) Again, this option changes the tone of the passage which is negative.
- (c) This is an extraneous piece of information which falls outside the scope of the discussion.
- (d) As it explains how it 'attacks the middle class' and uses the analogy of wolves and sheep to support the case.

Hence, option (d) is the correct answer.

15. (a) Let us eliminate the options:
- (b) Option (b) talks about how does 'voting' come into picture. Passage does not mention that or is not related to that. Hence, option (b) is not the answer.
- (c) Option (c) looks tempting but does not flow from the passage.
- (d) Option (d) sounds like a U-turn and hence, cannot be the answer.
- (a) Option (a) is the only option left out. Hence it is the answer.

Hence, option (a) is the correct answer.

16. (a) The first choice is correct, as it shows the effect of the two opposing views of the two countries engaged in tiff. Hence, this is the answer.
- (b) It provides external information, so cannot be the answer.
- (c) This is an extreme choice to be eliminated.
- (d) It is out of scope of the passage, as it talks about a hypothetical situation.

Hence, option (a) is the correct answer.

PRACTICE EXERCISE 2

1. Here the paragraph talks about the difference that emerged between humans and other animals. Animals though can control certain aspects; the rest of it falls beyond their jurisdiction. So options (c), (d) get eliminated because they begin with contrasting conjunctions. Option (a) abruptly jumps from animals to humans whereas option (b) elicits what has been spoken above using an example.

Hence, option (b) is the correct answer.

2. The passage talks about the underperformance of the Indian economy because it had closed economy and it practised import substitution. The continuation should bring out conditions that aggravated the prevailing situation. Options (a) and (c) get eliminated. Option (b) talks about export accretion, which cannot happen in a

"closed economy" hence, gets eliminated too. Therefore, option (d) carries the tone forward and is the answer.

Hence, option (d) is the correct answer.

3. The paragraph poses a question, and only two options answer it. But option (d) brings in the contribution of men and women but option (c) only retains wheat as the subject and answers the question.

Hence, option (c) is the correct answer.

4. Option (a) and (d) happen to fit in well because of the contrasting conjunction but option (a) goes forward to elaborate the role of the man which is out of sync so option (d) continues the passage logically.

Hence, option (d) is the correct answer.

5. The paragraph ends with a question. So the correct continuation should answer the question or elaborate upon the idea of a “twin city”. Option (b) uses the word network but also brings in unrelated information “spread of disease”. Option (c) again brings in extraneous information “understand the spread”. Option (d) straight away jumps to the outcomes. Only option (a) dwells upon the idea of a “twin city”.

Hence, option (a) is the correct answer.

6. The paragraph talks about the coexistence of the old and the new brain. And then, the paragraph ends by describing the functions of the newer region. Therefore, the para ahead should talk about the function of the old brain, which is mentioned in option (b). Option (a) gets ruled out because of a pronoun error.

Hence, option (a) is the correct answer.

7. The paragraph talks about a physicist who could measure without instruments and then the last line indicates that some experiment was conducted at the Trinity Test site. The following sentence should describe the course of the experiment. Options (b) and (c) get eliminated because they bring in unrelated information like “Fermi question” and “the rule”. Option (d) can follow as the conclusion of the experiment. Therefore, option (a) which explains the details of the experiment is the answer.

Hence, option (a) is the correct answer.

8. Option (c) is unlikely the answer because it uses the pronoun ‘they’. Option (b) begins with “Nothing worked”, which implies some remedy must have been sought, but the paragraph doesn’t talk about any remedy, so it gets ruled out. Hence option (a) is the only befitting continuation.

Hence, option (a) is the correct answer.

9. The overall tone of the paragraph is sarcastic. The last line of the paragraph shares a judgement that has been discredited by the author. Keeping these points in mind, option (c) and (d) qualify in maintaining the same tenor. But option (c) assumes that the match is held between India and England, so this gets ruled out.

Hence, option (d) is the correct answer.

10. The paragraph talks about a widely prevalent view and the other which is “less extensive”. Moreover, he continues to talk about the point of view of some with Homer being an example. Option (a) can mislead because of the phrase “the most honest men” but gets ruled out because it talks abruptly about the state of Negroes today. Option (d) gets ruled out due to the word “paradoxical”. Option (b) presents the point of view of others.

Hence, option (b) is the correct answer.

11. The paragraph talks about the symbiotic relationship between religion and politics. Option (a) is introduced

by a contrasting word, but the thought is left incomplete. Option (b) brings in a different idea of what a spiritual leader should do. So it doesn’t blend well with the main idea of the passage. Option (d) brings in examples of such associations from the past but also introduces a new religious ideologue. The word “nexus” in option (c) reinforces the idea of the association between politicians and spiritual leaders.

Hence, option (c) is the correct answer.

12. The passage deals with the problems arising due to prescribed texts. A comparison of the past has been drawn to the present. Options (c) and (d) get eliminated because they are out of scope. Option (b) uses “orthodoxies,” which makes it irrelevant. Option (a) limits its application to the “prescribed texts” and is the answer.

Hence, option (a) is the correct answer.

13. The paragraph brings to light the myth that was fabricated by early writers that jazz music was an outcome of a musician’s inherent ability and music had no history. Option (b) opens with the word “myth” and can, therefore, mislead, but then there is a switch in both the tense and the idea. Option (c) uses the pronoun “their” and is, therefore, a snare but then the word “disdain” rules it out as there is no evidence of disdain. Option (d) is beyond the scope. Therefore, option (a) is the befitting continuation.

Hence, option (a) is the correct answer.

14. Option (d) gets ruled out because it sums up the issue without actually elaborating on it. Option (a) too gets dismissed because it uses the word “similarly” which hints at an analogy. Option (b) is out of context. Therefore, option (c) is the befitting continuation.

Hence, option (c) is the correct answer.

15. The paragraph talks about a paper that proclaims the revolution heralded by the modern industry. Option (a) brings in a new idea of people relinquishing older faiths which is out of context. Option (c) cannot be an immediate continuation, it may follow after option (b) because it mentions new modes of communication and production, which should first get introduced. Option (d) also takes a leap beyond the frame, it talks about the consequences. Option (b) continues the idea forward by making use of the pronoun “it” for the subject “Modern Industry”. It explains how the trade/communication set in. Therefore, option (b) is the befitting continuation.

Hence, option (b) is the correct answer.

16. Option (c) and (d) discuss Freudian theory and citation of his work and therefore do not seem to continue the given paragraph. Option (a) and b, however, continue the idea of the subconscious mind. Option (b) explains the function of the subconscious mind, whereas option

(a) describes it and retains the analogy that has been presented in the test.

Hence, option (a) is the correct answer.

17. The passage introduces Ethnocentrism and then ends, stating that it is just not limited to tribes and nations. Option (a) is a generalized option and has been stated with respect to human nature, which has not been discussed in the passage. Option (b) brings in another new idea the properties of Ethnocentrism. Since its traits have not been discussed, this cannot be a way forward. Option (c) explains its consequences, which too cannot follow. The last line of the paragraph talks about it not being limited to a particular set of people/race, and option (d) takes the idea of it being ubiquitous, forward.

Hence, option (d) is the correct answer.

18. The paragraph talks about inflexibility in many forms, so the connecting link should bring forth some examples of his inflexibility. Options (a) and (c) get ruled out while options (b) and (d) can fit in well. However, logically option (b) will follow option (d). First, a child will grow into an adult and then evolve to be a chancellor.

Hence, option (d) is the correct answer.

19. The passage describes the grapevine and that it is necessary for the management to provide complete information; otherwise, grapevine bypasses the information, and employees will fill in the gaps. Options (a) and (b) are not in sync with the last thought. Option (c) and (d) begin with contrasting words and therefore, draw attention. “However” and not “rather” counters better by stating that grapevine is not necessarily harmful.

Hence, option (c) is the correct answer.

20. The passage talks about developing an effective, performance-driven leadership, and the last line categorizes the leadership as strategic leadership. The following part should deal with strategic leadership. Option (d) gets eliminated because it talks about leaders instead. Option (c) gets eliminated because it uses the phrase “in other words”. Option (a) gets eliminated

because it uses the phrase “After all.” Only option (a) elaborates on the idea of strategic leadership.

Hence, option (a) is the correct answer.

21. To establish links between personality and facial expressions, experiments were conducted. The continuation should, therefore, describe the experiment. A closer look at the option displays a connection between all of them, and they can be comfortably arranged in a sequence. The traceable sequence is c-a-b-d.

Hence, option (a) is the correct answer.

22. The passage talks about setting up an organization and it being successful. But the last line of the paragraph clearly states that its path to success was beset with difficulties. Option (a) gets eliminated because it talks about other unions. Option (c) gets ruled out because of the word “also.” Option (d) is out of sync. Option (a) talks about difficulties at two levels — the industry and the government.

Hence, option (a) is the correct answer.

23. The passage talks about the misbelief that gets cultivated by praying. The last line of the paragraph states that if a man believes his sin gets cancelled by merely praying, then it is an evil. The continuation should dwell upon this main idea. Option (a) discusses the dos and don'ts of prayer. Option (b) is generalized. Option (c) talks about what should be done for redemption. Only option (d) speaks in the context of man.

Hence, option (d) is the correct answer.

24. The paragraph talks about existence and consciousness as two self-evident truths. The missing link is followed by a colon, and a colon introduces an explanation or an illustration. The last line clearly states even the denial of these truths implies their use and acceptance. So, the missing part should deal with the two self-evident truths. Only options (b) and (c) talk about them by using “they.” However, option (c) brings in irrelevant information and is thus, eliminated.

Hence, option (b) is the correct answer.