XAT Verbal & Logical Ability

Sample Paper – 4

Duration: 59 Minutes **Maximum Marks: 26**

Instructions

- This paper contains **26** Multiple Choice Questions (Single Correct Answer), modelled on the Verbal & Logical Ability section of **XAT** (Xavier Aptitude Test), conducted by XLRI.
- Each correct answer carries **+1 mark**, with **0.25 marks deducted** for every incorrect answer. (In the actual XAT you may leave up to **8** questions across Part 1 unattempted without penalty; thereafter each blank costs **0.10** marks.)
- The paper has **three reading passages** (including a poem), each followed by four questions, and a set of **fourteen** standalone Verbal & Logical Reasoning questions.
- Answer every question **only** on the basis of the passage or the argument given; do not rely on outside information or opinion of your own.
- Attempt this practice paper in one timed sitting of about **59 minutes**. Use of mobile phones, dictionaries, and electronic gadgets is prohibited.

Passage I

Directions (Q1–Q4): Read the following passage and answer the questions that follow. Base your answers only on the passage.

There is a comforting picture of science in which each experiment lays another brick upon a wall of settled fact, until at last the whole edifice of truth stands complete. It is a picture that flatters both the scientist and the public, and it is almost entirely false. What distinguishes science from the many systems of belief that came before it is not the certainty of its conclusions but the seriousness with which it treats its own doubt. A claim earns its place in science not by being proclaimed beyond question, but by surviving every honest attempt to prove it wrong.

This is why the working scientist is, or ought to be, suspicious of certainty. A result that cannot in principle be tested, that no possible observation could ever contradict, is for that very reason of no scientific use. The strength of a theory lies precisely in the risks it takes: in the bold predictions that expose it to failure. A theory that forbids nothing, that is compatible with every conceivable outcome, explains nothing at all.
It follows that the ideal of a final, unquestionable science is not merely unattainable but undesirable. A field in which no one any longer doubts is a field that has stopped learning. The history of science is not a smooth accumulation but a long succession of confident pictures overturned, each replaced by one that fit the evidence a little better and that, in its turn, awaited its own correction. To do science well, then, is to hold one's conclusions firmly enough to act on them and loosely enough to give them up. Certainty is the mood of the closed mind; doubt, disciplined and honest, is the quiet engine of every discovery.

Q1. Which of the following best states the main idea of the passage?

(A) Science is a smooth accumulation of settled facts that will one day be complete.

(B) Scientists should never be confident enough to act on any of their conclusions.

(C) Science advances by treating doubt seriously rather than by claiming certainty.

(D) Beliefs that no observation can test are the most valuable ones in science.

Q2. The author would regard a theory that "forbids nothing" and is compatible with every conceivable outcome as:

(A) scientifically useless, because it risks nothing and so explains nothing.

(B) the safest and therefore the most reliable kind of scientific theory.

(C) valuable precisely because no observation could ever contradict it.

(D) a temporary stage through which every strong theory must pass.

Q3. The author's attitude towards certainty in science is best described as:

(A) admiring, treating it as the final goal of all inquiry.

(B) neutral, treating it as neither helpful nor harmful.

(C) wary, treating it as the mark of a mind that has stopped learning.

(D) nostalgic, longing for an age of settled and final truths.

Q4. By urging that one hold conclusions "firmly enough to act on them and loosely enough to give them up," the author recommends:

(A) refusing to act on any scientific conclusion until it is certain.

(B) a balance between using one's beliefs and staying ready to revise them.

(C) abandoning every belief the moment it is first questioned by anyone.

(D) treating all conclusions as though they were equally likely to be true.

Passage II

Directions (Q5–Q8): Read the following poem and answer the questions that follow. Base your answers only on the poem.

The Candle's Vigil

It does not ask who reads beside its glow,
nor keeps a count of hours it burns away;
it only gives the little light I know,
and shortens, without protest, as I stay.

The dark it holds at bay is never gone;
it waits beyond the trembling ring of gold.
Yet still the small flame leans and carries on,
and spends its brief bright body against the cold.

I watched it sink to nothing near the dawn,
its work a warmth no ledger could repay.
It taught me how a life may best be drawn:
to less and less, by giving light away.

Q5. Which of the following best captures the central theme of the poem?

(A) True giving may require spending oneself for the sake of others.

(B) Darkness will always defeat any source of light in the end.

(C) A candle is an inefficient and outdated source of light.

(D) One should hoard one's resources rather than waste them freely.

Q6. The phrase "spends its brief bright body against the cold" most nearly conveys that the flame:

(A) is frightened of the cold and struggles to flee from it.

(B) will easily outlast the darkness that surrounds it.

(C) gives its light only by using itself up.

(D) resents the task that it has been set to perform.

Q7. The tone of the poem is best described as:

(A) tender and admiring.

(B) angry and accusing.

(C) playful and teasing.

(D) cold and detached.

Q8. In saying the candle's work was "a warmth no ledger could repay," the speaker suggests that:

(A) the candle was in fact wasteful and cost more than it was worth.

(B) the value of the candle's light can be measured exactly in money.

(C) the candle burned in the expectation of being repaid for its light.

(D) the good it did cannot be captured in any account of profit and loss.

Passage III

Directions (Q9–Q12): Read the following passage and answer the questions that follow. Base your answers only on the passage.

We are taught early to fear failure and to chase success, and the lesson takes so firm a hold that we rarely stop to ask what each of them actually teaches. Success, for all that we prize it, is a poor teacher. When a plan works, it tells us only that it worked; it does not reveal which of its many parts were essential and which merely came along for the ride. A run of good fortune can even mislead, persuading us that a habit was wise when it was only lucky, and hardening us against the very questions that might have improved it.

Failure, by contrast, is specific. It points, often painfully, to exactly where our thinking went wrong. A bridge that stands teaches the engineer little; a bridge that falls teaches a great deal, for it isolates the flawed assumption that no amount of success would ever have exposed. This is why the most careful professions, from aviation to medicine, study their disasters far more closely than their triumphs. The mistake, honestly examined, is a kind of instruction that no success can supply.

None of this means that failure should be sought for its own sake, or that every setback carries a lesson worth its price. Much failure teaches nothing but pain, and some is simply waste. The point is narrower and more useful: that a culture, or a person, unwilling to look squarely at what has gone wrong forfeits the one teacher that can say precisely where the error lay. To hide our failures, or to explain them away, is to throw that instruction out unread.

Q9. The central argument of the passage is that:

(A) failure, honestly examined, teaches what success cannot.

(B) success is always a more reliable teacher than failure.

(C) failure ought to be sought out for its own sake.

(D) setbacks never carry any lesson worth the pain they cause.

Q10. With which of the following would the author most likely agree?

(A) A long run of success proves that every habit behind it was wise.

(B) Studying disasters can reveal flawed assumptions that success would hide.

(C) Every failure, without exception, carries a lesson worth its cost.

(D) Professions like aviation learn most by studying their triumphs.

Q11. The example of the bridge that falls is used mainly to:

(A) argue that engineers are more careless than other professionals.

(B) illustrate that failure isolates a flaw that success would leave hidden.

(C) show that most bridges in use today are poorly built.

(D) prove that success teaches an engineer more than failure does.

Q12. It can be inferred that the author regards hiding or explaining away one's failures as:

(A) a sensible way to protect one's hard-won reputation.

(B) harmless, since failure teaches nothing worthwhile in any case.

(C) the surest route to lasting and repeated success.

(D) a waste of the one teacher that shows where the error lay.

Verbal & Logical Reasoning

Directions (Q13–Q26): Answer each of the following questions on its own terms.

Q13. A company argues: "Since we introduced a four-day week at our head office, output there has risen. Therefore, introducing a four-day week at our factories will also raise their output." The argument assumes that:

(A) the head office employs far more people than the factories do.

(B) output is the only thing the company should ever care about.

(C) the factors that raised output at the head office also apply at the factories.

(D) no factory worker will raise any objection to the change.

Q14. A nutritionist claims a new cereal lowers cholesterol, noting that people who ate it for a month had lower cholesterol than the national average. Which of the following, if true, would most **strengthen** the claim?

(A) The cereal is somewhat more expensive than most rival brands.

(B) The people who ate it reported that they enjoyed its taste.

(C) The cereal has since been put on sale in several other countries.

(D) Before the month of eating it, those same people had cholesterol at the national average.

Q15. A hospital concludes that its new hand-washing campaign cut infections, because infection rates fell after the campaign began. Which of the following, if true, would most **weaken** the conclusion?

(A) Over the same period the hospital began admitting far fewer of the seriously ill patients most prone to infection.

(B) Staff reported that they found the new campaign easy to follow.

(C) The campaign was launched in every ward on the very same day.

(D) Posters for the campaign were displayed prominently in every corridor.

Q16. Arrange the four sentences into a coherent paragraph. (1) At first this feels like a loss, as though the effort had been wasted. (2) In this way, a wrong turn can map the road more surely than an easy one. (3) Every experiment that fails still narrows the field of what remains possible. (4) But each ruled-out path leaves fewer places for the answer to hide. The correct order is:

(A) 3-1-4-2

(B) 1-3-2-4

(C) 3-4-1-2

(D) 2-3-1-4

Q17. Complete the paragraph with the most suitable final sentence: "A scientist who claims to be certain has, in a sense, stepped outside science, for the whole method rests on the possibility of being shown wrong. Certainty closes the very door that inquiry needs to keep open. _____"

(A) Laboratories are, therefore, among the most expensive of public institutions.

(B) The honest researcher, then, treats every conclusion as a question still open to answer.

(C) Most scientists today work in large teams rather than alone.

(D) Science has, over the centuries, produced a great many useful inventions.

Q18. Every device in the new lab runs on the backup generator. Nothing that runs on the backup generator loses power during an outage. Which of the following **must** be true?

(A) No device in the new lab loses power during an outage.

(B) Some devices in the new lab lose power during an outage.

(C) Everything that runs on the backup generator is in the new lab.

(D) Every device that keeps power during an outage is in the new lab.

Q19. Choose the option that best captures the essence of the paragraph: "We often praise the expert who is never in doubt, forgetting that certainty and correctness are not the same thing. The mark of a strong mind is not that it holds its views without hesitation, but that it can say clearly what would change them. A conviction that no evidence could ever shake is not knowledge; it is only a well-defended opinion."

(A) Experts who are never in doubt are always the most reliable guides.

(B) Evidence almost never changes what people actually believe.

(C) A strong mind can say what would change its view; unshakeable conviction is not knowledge.

(D) Knowledge and opinion are, in the end, exactly the same thing.

Q20. A software firm found that after it began releasing products with a few known minor bugs left in, its customer-satisfaction scores *rose*, even though the products were less polished. Which of the following best explains this?

(A) The firm quietly stopped selling software altogether.

(B) By shipping earlier, the firm delivered useful features months sooner, and customers valued the speed more than perfect polish.

(C) Customers never noticed any difference in the products at all.

(D) Every rival firm happened to raise its prices at the same time.

Q21. Fill in the blank with the most appropriate word: "Though the results were far from what she had hoped, she refused to _____ them, studying each error until she understood exactly where her method had gone wrong."

(A) publish

(B) repeat

(C) ignore

(D) trust

Q22. A commentator argues: "Every great inventor failed many times before succeeding. So if you want to be a great inventor, you should try to fail as many times as you can." The reasoning is flawed because it:

(A) relies on statistics that were in fact never actually gathered.

(B) treats failure, which merely accompanied the inventors' path, as though failing on purpose were the cause of their greatness.

(C) assumes, without saying so, that inventors dislike the experience of failing.

(D) openly contradicts itself between its first and its second sentence.

Q23. Choose the pair that best expresses a relationship similar to that in **APPRENTICE : MASTER**.

(A) teacher : student

(B) painter : brush

(C) captain : ship

(D) novice : expert

Q24. Which sentence, inserted at the start, best fits the paragraph? "_____ The one that fails, however, tells us exactly which assumption was mistaken, and so teaches what the successful trial, quietly confirming our hopes, never could."

(A) Failure is always to be avoided, at absolutely any cost.

(B) Scientists rarely bother to keep a record of their experiments at all.

(C) Success and failure alike have nothing whatever to teach us.

(D) A trial that succeeds confirms our expectations but rarely shows us why.

Q25. Which conclusion is best supported by the following? "Every design that passed the safety test used the reinforced frame. The new design did not use the reinforced frame."

(A) The new design is cheaper to build than the others.

(B) The new design did not pass the safety test.

(C) No design at all passed the safety test.

(D) The new design passed the safety test but was somehow overlooked.

Q26. Which of the following sentences is grammatically **correct**?

(A) Neither the results nor the method were flawed in any way.

(B) Each of the experiments have been repeated at least twice.

(C) The evidence, along with the findings, point to one clear conclusion.

(D) The number of failed trials has grown steadily over this year.

Detailed Solutions

Q1.

Solution

What is asked: the main idea of the whole passage.

Reasoning: The passage rejects the "wall of settled fact" picture and argues that science is marked by how seriously it treats its own doubt. Its point is that progress comes from testing and revising claims, not from proclaiming certainty. Option C states exactly this.

Why the other options are wrong:

- Option A: This is the "comforting picture" the passage calls almost entirely false.
- Option B: The author says one should hold conclusions firmly enough to act on them, so this overstates the point.
- Option D: The passage says untestable claims are of no scientific use, the opposite of D.

Final Answer: Science advances by treating doubt seriously $\Rightarrow$ $\boxed{C}$

Answer: (C) Go Back to Q1

Q2.

Solution

What is asked: how the author would view a theory compatible with every outcome.

Reasoning: The passage says a theory that forbids nothing "explains nothing at all," since a claim earns its place only by risking failure. A theory no observation could contradict takes no such risk. So the author would call it scientifically useless. Option A.

Why the other options are wrong:

- Option B: The passage prizes risky, testable theories, not "safe" untestable ones.
- Option C: Being uncontradictable is treated as a defect, not a virtue.
- Option D: Nothing suggests this is a stage strong theories pass through.

Final Answer: Scientifically useless; it risks and explains nothing $\Rightarrow$ $\boxed{A}$

Answer: (A) Go Back to Q2

Q3.

Solution

What is asked: the author's attitude towards certainty.

Reasoning: The author calls certainty "the mood of the closed mind" and says a field where no one doubts has stopped learning. This is a wary, suspicious stance towards certainty. Option C captures it.

Why the other options are wrong:

- Option A: The author does not admire certainty; doubt, not certainty, is praised.
- Option B: The author is plainly not neutral; a whole case is made against certainty.
- Option D: There is no longing for settled truths; the ideal of final science is called undesirable.

Final Answer: Wary, treating certainty as the mark of a closed mind $\Rightarrow$ C

Answer: (C) Go Back to Q3

Q4.

Solution

What is asked: the meaning of "firmly enough to act on them and loosely enough to give them up."

Reasoning: The phrase joins two demands: use your conclusions (act on them) yet stay willing to revise them (give them up). That is a balance between acting on belief and remaining open to change. Option B states this.

Why the other options are wrong:

- Option A: "Firmly enough to act" shows the author does not require certainty before acting.
- Option C: Abandoning a belief at the first question ignores the "firmly" half.
- Option D: Treating all conclusions as equally likely ignores the "firmly" half too.

Final Answer: A balance between using and revising one's beliefs $\Rightarrow$ B

Answer: (B) Go Back to Q4

Q5.

Solution

What is asked: the central theme of the poem.

Reasoning: The candle gives light only by consuming itself, shortening "as I stay" and spending its "brief bright body," and the speaker draws from it a lesson about a life "given. . . by giving light away." The theme is that true giving may cost the giver. Option A captures this.

Why the other options are wrong:

- Option A stands; the rest miss the point.
- Option B: The poem admires the flame's giving, not the triumph of darkness.
- Option C: It is not about a candle's efficiency as technology.
- Option D: The poem honours spending oneself, not hoarding.

Final Answer: True giving may mean spending oneself for others $\Rightarrow$ $\boxed{A}$

Answer: (A) Go Back to Q5

Q6.

Solution

What is asked: the meaning of "spends its brief bright body against the cold."

Reasoning: To "spend" its body is to use itself up; the flame produces warmth and light only by burning away. So the line means the candle gives light by consuming itself. Option C states this.

Why the other options are wrong:

- Option A: The flame does not flee; it "leans and carries on."
- Option B: The poem says the dark "is never gone" and waits nearby, so it does not outlast it easily.
- Option D: There is no resentment; the giving is willing and tender.

Final Answer: It gives light only by using itself up $\Rightarrow$ $\boxed{C}$

Answer: (C) Go Back to Q6

Q7.

Solution

What is asked: the tone of the poem.

Reasoning: The speaker watches the candle with quiet gratitude and learns a lesson from its self-giving. The mood is warm and appreciative. So the tone is tender and admiring. Option A.

Why the other options are wrong:

- Option B: There is no anger or accusation in the voice.
- Option C: The poem is grave and gentle, not playful.
- Option D: Far from detached, the speaker is moved and instructed.

Final Answer: Tender and admiring $\Rightarrow$ $\boxed{A}$

Answer: (A) Go Back to Q7

Q8.

Solution

What is asked: the meaning of "a warmth no ledger could repay."

Reasoning: A ledger is a record of money owed and paid; to say no ledger could repay the warmth is to say its value lies outside any account of profit and loss. The candle's good is not the kind that money can measure or settle. Option D states this.

Why the other options are wrong:

- Option A: The poem honours the candle's work, not calls it wasteful.
- Option B: The whole point is that its worth cannot be priced.
- Option C: The candle gives freely, not in the expectation of repayment.

Final Answer: Its good cannot be captured in profit and loss $\Rightarrow$ $\boxed{D}$

Answer: (D) Go Back to Q8

Q9.

Solution

What is asked: the central argument of the passage.

Reasoning: The passage contrasts success, "a poor teacher," with failure, which "points. . . to exactly where our thinking went wrong" and gives instruction "that no success can supply." Its claim is that honestly examined failure teaches what success cannot. Option A states this.

Why the other options are wrong:

- Option B: The passage says success is the poorer teacher, not the better one.
- Option C: It expressly denies that failure should be sought for its own sake.
- Option D: It says some failure does carry a valuable lesson, so this overstates it.

Final Answer: Failure, honestly examined, teaches what success cannot $\Rightarrow$ $\boxed{\text{A}}$

Answer: (A) Go Back to Q9

Q10.

Solution

What is asked: the statement the author would most likely agree with.

Reasoning: The passage says careful professions study disasters closely because failure "isolates the flawed assumption that no amount of success would ever have exposed." So studying disasters reveals flaws success would hide. Option B follows directly.

Why the other options are wrong:

- Option A: The passage warns that a run of luck can wrongly persuade us a habit was wise.
- Option C: It says much failure teaches nothing but pain, so not every failure has a lesson.
- Option D: It says such professions study disasters more closely than triumphs.

Final Answer: Studying disasters reveals flaws success would hide $\Rightarrow$ $\boxed{\text{B}}$

Answer: (B) Go Back to Q10

Q11.

Solution

What is asked: the purpose of the "bridge that falls" example.

Reasoning: The example follows the claim that failure is specific and points to error. A standing bridge teaches little; a fallen one isolates the flawed assumption. So it illustrates that failure exposes a flaw success would leave hidden. Option B.

Why the other options are wrong:

- Option A: The example is not about engineers being careless.
- Option C: It is not a claim about the general quality of bridges.
- Option D: It shows the opposite, that failure teaches more here.

Final Answer: Failure isolates a flaw success would hide $\Rightarrow$ B

Answer: (B) Go Back to Q11

Q12.

Solution

What is asked: how the author regards hiding or explaining away failure.

Reasoning: The passage ends by saying that to hide our failures or explain them away "is to throw that instruction out unread." Failure is called the one teacher that shows precisely where the error lay. So hiding it wastes that teacher. Option D.

Why the other options are wrong:

- Option A: The author treats hiding failure as a loss, not sensible protection.
- Option B: The author holds that examined failure does teach, so it is not harmless.
- Option C: Hiding failure forfeits learning; it is not a route to success.

Final Answer: A waste of the one teacher that shows the error $\Rightarrow$ D

Answer: (D) Go Back to Q12

Q13.

Solution

What is asked: the assumption behind generalising from the head office to the factories.

Reasoning: The firm saw a four-day week raise output in one setting and concludes it will do so in another. That step works only if the factories are relevantly similar, so the same causes apply. Option C states this needed assumption.

Why the other options are wrong:

- Option A: Relative headcount is not what the inference depends on.
- Option B: Whether output is all that matters is irrelevant to whether the change works.
- Option D: The argument needs no promise about worker objections.

Final Answer: The factories are relevantly similar $\Rightarrow$ $\boxed{\text{C}}$

Answer: (C) Go Back to Q13

Q14.

Solution

What is asked: the option that most strengthens the "cereal lowers cholesterol" claim.

Reasoning: The worry is that these people simply had low cholesterol to begin with. Option D removes it: the same people had been at the national average before eating the cereal, so the fall followed the cereal. That supports the causal claim.

Why the other options are wrong:

- Option A: Price says nothing about the health effect.
- Option B: Enjoying the taste does not show it lowered cholesterol.
- Option C: Being sold elsewhere does not prove it works.

Final Answer: The same people had earlier been at the average $\Rightarrow$ $\boxed{\text{D}}$

Answer: (D) Go Back to Q14

Q15.

Solution

What is asked: the option that most weakens the "campaign cut infections" conclusion.

Reasoning: The hospital credits the campaign for a fall in infections. Option A gives a rival cause: admitting fewer of the patients most prone to infection would lower rates on its own. That undercuts the claim that the campaign did it.

Why the other options are wrong:

- Option B: Ease of following the campaign does not challenge the cause.
- Option C: A same-day launch says nothing against the campaign.
- Option D: Prominent posters would, if anything, support the claim.

Final Answer: Admitting fewer high-risk patients is a rival cause $\Rightarrow$ $\boxed{\text{A}}$

Answer: (A) Go Back to Q15

Q16.

Solution

What is asked: the correct order of the four sentences.

Reasoning: Sentence 3 opens the idea (a failed experiment narrows what remains possible). Sentence 1 reacts (at first this feels like a loss). Sentence 4 turns it with "But" (each ruled-out path leaves fewer hiding places). Sentence 2 concludes ("In this way, a wrong turn maps the road"). Order: 3-1-4-2.

Why the other options are wrong:

- Option B: Starting with "At first this feels like a loss" leaves "this" with no referent.
- Option C: Putting 4 before 1 breaks the "feels like a loss. . . But" contrast.
- Option D: Beginning with the "In this way" conclusion (2) is illogical.

Final Answer: 3-1-4-2 $\Rightarrow$ $\boxed{\text{A}}$

Answer: (A) Go Back to Q16

Q17.

Solution

What is asked: the best final sentence for the certainty paragraph.

Reasoning: The paragraph says certainty closes the door inquiry must keep open. A fitting close draws the lesson for the researcher: keep every conclusion open to answer. Option B does exactly that.

Why the other options are wrong:

- Option A: The cost of laboratories is off-topic.
- Option C: Team size is irrelevant to the point about certainty.
- Option D: Useful inventions do not follow from the argument about open inquiry.

Final Answer: The honest researcher treats every conclusion as still open $\Rightarrow$ $\boxed{\text{B}}$

Answer: (B) Go Back to Q17

Q18.

Solution

What is asked: what must be true from the two statements.

Reasoning: Every device in the new lab runs on the backup generator; nothing on the backup generator loses power during an outage. Chaining these, no device in the new lab loses power during an outage. Option A is the valid conclusion.

Why the other options are wrong:

- Option B: This directly contradicts the chain.
- Option C: The statements do not put everything on the generator inside the lab.
- Option D: Devices that keep power need not all be in the new lab.

Final Answer: No device in the new lab loses power during an outage $\Rightarrow$ $\boxed{\text{A}}$

Answer: (A) Go Back to Q18

Q19.

Solution

What is asked: the best one-line summary of the paragraph.

Reasoning: The paragraph says a strong mind can state what would change its view, and that a conviction no evidence could shake is mere opinion, not knowledge. Option C states precisely this.

Why the other options are wrong:

- Option A: This is the mistaken praise the paragraph corrects.
- Option B: The paragraph is about what marks a strong mind, not how often minds change.
- Option D: It distinguishes knowledge from opinion, the opposite of D.

Final Answer: A strong mind names what would change it; fixed conviction is not knowledge $\Rightarrow$ C

Answer: (C) Go Back to Q19

Q20.

Solution

What is asked: the explanation of the satisfaction-rose-though-less-polished paradox.

Reasoning: Satisfaction rose despite minor known bugs, so something customers valued more than polish must have improved. Option B supplies it: shipping earlier delivered useful features sooner, and speed mattered more than perfect polish. That reconciles the two facts.

Why the other options are wrong:

- Option A: If the firm stopped selling, there would be no satisfaction scores to rise.
- Option C: If customers noticed nothing, the change would not explain a rise.
- Option D: Rivals' prices do not explain satisfaction with this firm's products.

Final Answer: Earlier shipping gave useful features sooner, valued over polish $\Rightarrow$ B

Answer: (B) Go Back to Q20

Q21.

Solution

What is asked: the word that fits the blank.

Reasoning: She "studying each error until she understood... where her method had gone wrong" means she looked hard at the disappointing results rather than dismissing them. "Refused to ignore them" fits: she would not set them aside. Option C is correct.

Why the other options are wrong:

- Option A: "Refused to publish" does not connect to studying each error.
- Option B: "Refused to repeat" contradicts nothing but does not match the studying of errors.
- Option D: "Refused to trust" clashes with then examining the results so closely.

Final Answer: ignore $\Rightarrow$ $\boxed{\text{C}}$

Answer: (C) Go Back to Q21

Q22.

Solution

What is asked: the flaw in the "fail as many times as you can" argument.

Reasoning: Great inventors happened to fail on the way to success; the commentator leaps to failing on purpose *causing* greatness. That treats a mere accompaniment as the cause, and confuses an incidental feature with the means. Option B names this.

Why the other options are wrong:

- Option A: The argument does not turn on fabricated statistics.
- Option C: Whether inventors dislike failing is irrelevant.
- Option D: There is no self-contradiction between the sentences.

Final Answer: It treats an accompaniment of greatness as its cause $\Rightarrow$ $\boxed{\text{B}}$

Answer: (B) Go Back to Q22

Q23.

Solution

What is asked: the pair matching APPRENTICE : MASTER.

Reasoning: An apprentice is the less-skilled learner and a master the fully skilled practitioner; the pair runs from lower to higher on a scale of skill. A novice is likewise the beginner and an expert the accomplished one, the same lower-to-higher skill relation. Option D matches.

Why the other options are wrong:

- Option A: Teacher : student runs higher to lower, the reverse order.
- Option B: A painter uses a brush; that is agent-to-tool, not a skill scale.
- Option C: A captain commands a ship; that is agent-to-object, not novice-to-expert.

Final Answer: novice : expert $\Rightarrow$ $\boxed{\text{D}}$

Answer: (D) Go Back to Q23

Q24.

Solution

What is asked: the best opening sentence for the trial-and-failure paragraph.

Reasoning: The next sentence begins "The one that fails, however, tells us exactly which assumption was mistaken," contrasting with a successful trial that does not show why. A good opener sets up that successful trial as confirming but uninformative. Option D does this and leads naturally into "The one that fails, however. . . "

Why the other options are wrong:

- Option A: "Avoided at any cost" does not set up the coming praise of what failure teaches.
- Option B: Record-keeping habits are off-topic.
- Option C: "Nothing to teach us" contradicts the paragraph that follows.

Final Answer: A successful trial confirms our hopes but rarely shows why $\Rightarrow$ $\boxed{\text{D}}$

Answer: (D) Go Back to Q24

Q25.

Solution

What is asked: the conclusion supported by the two statements.

Reasoning: "Every design that passed used the reinforced frame" means: no reinforced frame implies did not pass (the contrapositive). The new design did not use the reinforced frame, so it did not pass the safety test. Option B is the valid conclusion.

Why the other options are wrong:

- Option A: Cost is not addressed by the statements.
- Option C: Nothing rules out other designs passing.
- Option D: If it had passed it would have used the frame, so this cannot hold.

Final Answer: The new design did not pass the safety test $\Rightarrow$ $\boxed{\text{B}}$

Answer: (B) Go Back to Q25

Q26.

Solution

What is asked: the grammatically correct sentence.

Reasoning: In option D, "the number of. . . " takes a singular verb, so "the number of failed trials has grown" agrees correctly. That sentence is sound.

Why the other options are wrong:

- Option A: With "neither. . . nor," the verb takes the nearer subject "method," which is singular, so it should be "was," not "were."
- Option B: "Each" is singular and needs "has been repeated," not "have."
- Option C: The subject "evidence" is singular; "along with the findings" does not change its number, so it should be "points," not "point."

Final Answer: The number of failed trials has grown steadily. . . $\Rightarrow$ $\boxed{\text{D}}$

Answer: (D) Go Back to Q26

Answer Key

Q	Ans	Q	Ans	Q	Ans	Q	Ans	Q	Ans
1	C	2	A	3	C	4	B	5	A
6	C	7	A	8	D	9	A	10	B
11	B	12	D	13	C	14	D	15	A
16	A	17	B	18	A	19	C	20	B
21	C	22	B	23	D	24	D	25	B
26	D								