

# CAT Verbal Ability and Reading Comprehension

## Sample Paper – 2

Duration: 40 Minutes

Maximum Marks: 72

### Instructions

- This paper contains **24** questions modelled on the Verbal Ability and Reading Comprehension (VARC) section of CAT: **16** Reading Comprehension questions on four passages and **8** Verbal Ability questions.
- Each correct answer carries **+3 marks**. For **MCQs** there is a penalty of **-1 mark** for a wrong answer; **TITA** (Type-In-The-Answer) questions carry **no negative marking**. Unattempted questions score 0.
- For an MCQ, exactly **one** option is correct. For a TITA question, type the required sequence or number directly (no options are given).
- Read each passage once for structure, then answer from the text; do not rely on outside knowledge.
- Recommended time is **40 minutes**, matching the real CAT sectional limit.

### Section I: Reading Comprehension

**Directions (Q1–Q4):** Read the passage and answer the questions that follow. Few questions in economic history have been argued as fiercely as whether the early Industrial Revolution made ordinary British lives better or worse. The dispute has hardened into two camps. The optimists point to the long run: by the late nineteenth century wages had climbed, food was more plentiful, and goods once reserved for the rich had come within reach of the working family. From that vantage, the factory age was the engine that eventually lifted a whole society out of the poverty in which most of humanity had always lived. The pessimists reply that this triumphant summary skips over the people who actually endured the first decades. For them the relevant fact is that a handloom weaver, dragged into a mill town, worked longer hours in fouler air and often ate no better than his grandparents had.

Part of the difficulty is that the two sides are measuring different things. Real wages, the optimists' favoured yardstick, may rise even as the texture of daily life decays. A worker might earn a few more shillings and yet lose the garden, the clean water and the loose rhythm of rural labour that no wage figure records. The pessimists therefore reach for other measures: average height,



which fell in several industrial towns as diets narrowed; life expectancy, which stagnated in the crowded cities; and the testimony of the workers themselves, who did not describe their lot as improving.

Yet the optimists have a reply that is not easily dismissed. People kept moving to the towns, and they did so with their feet, leaving the countryside for the mills in a steady stream. If factory life were simply worse in every respect, why did the migration continue for generations? The likeliest answer is that the villages the migrants left were not the idyll that nostalgia paints; rural poverty was real, hunger was seasonal, and the town at least offered a wage.

The honest conclusion is that both sides are partly right, and that the truth depended heavily on when and where a person lived. The first generation in the mill towns may well have paid a bitter price so that their descendants could enjoy the gains. What the debate teaches is that a rising average can hide as much as it reveals, and that the cost of a great transformation is rarely shared evenly between those who begin it and those who inherit its rewards.

**Q1.** The primary purpose of the passage is to:

- (A) present the optimist–pessimist debate over early industrialization and argue that both are partly right, depending on time and place.
- (B) prove that the Industrial Revolution worsened the life of every worker in every respect.
- (C) show that the migration of villagers into the mill towns was a historical mistake.
- (D) argue that real wages are the only valid way to measure a society’s standard of living.

**Q2.** It can be inferred that the optimists cite the continued migration into the towns in order to suggest that:

- (A) workers were legally compelled to abandon the countryside for the mills.
- (B) factory wages were exactly equal to what rural labour had paid.
- (C) the countryside the migrants left was often harsher than nostalgia admits, so the towns offered a genuine improvement in their options.
- (D) average height rose sharply among the first generation in the industrial towns.



- Q3.** According to the passage, the pessimists rely chiefly on which kind of evidence?
- (A) rising real wages recorded over the course of the nineteenth century.
  - (B) falling average height, stagnant life expectancy, and the testimony of the workers themselves.
  - (C) the growing availability of goods once reserved for the rich.
  - (D) the steady stream of migration into the mill towns.
- Q4.** The primary function of the final paragraph is to:
- (A) side firmly with the pessimists against the optimists.
  - (B) introduce new statistical evidence that was not mentioned earlier.
  - (C) argue that the debate can never be resolved by any evidence at all.
  - (D) reconcile the two camps by noting that the truth varied with time and place, and that averages can conceal unevenly shared costs.

**Directions (Q5–Q8):** Read the passage and answer the questions that follow. We tend to imagine memory as a kind of recording, a faithful video that we replay whenever we wish to recall the past. Psychologists have spent decades dismantling that picture. Memory, they find, is not a stored copy but a reconstruction, assembled fresh each time we remember, from fragments of the original experience stitched together with expectation, later information and present mood. The very act of recalling an event can alter it, so that a memory revisited many times may drift further from the truth with each retelling, all the while feeling more vivid and more certain. Nowhere are the stakes of this higher than in the courtroom, where eyewitness testimony has long carried enormous weight. A witness who points across the room and says, with evident conviction, that the defendant is the person she saw is deeply persuasive to a jury. Yet confidence and accuracy, research has repeatedly shown, are only loosely linked. A witness can be entirely sincere, entirely certain, and entirely wrong. The problem is not that witnesses lie; it is that their honest memories have been quietly reshaped by everything that happened after the event. The reshaping is easy to demonstrate. In classic experiments, people who watched a filmed collision gave higher speed estimates when they were later asked how fast the cars were going when they “smashed” rather than “hit” one another; some even reported broken glass that had never appeared in the film. A single suggestive word had edited the memory. Outside the laboratory, the same effect creeps in through leading questions, through conversations with other witnesses, and through the mere passage of time, each of which supplies new material that the mind folds seamlessly into the original scene. None of this means that eyewitnesses are worthless or that memory cannot be trusted at all. Most of what we remember is serviceable enough for daily life, and witnesses are often right.



The lesson is narrower and more practical: because a confident memory can be a false one, a legal system should not treat certainty as proof. It should gather memories early, before they are contaminated, ask questions that do not plant their own answers, and weigh eyewitness accounts alongside other evidence rather than above it. To understand memory as reconstruction is not to despair of it, but to handle it with the care that a fragile, editable thing deserves.

- Q5.** Which of the following best states the central idea of the passage?
- (A) Eyewitness testimony is worthless and ought never to be admitted in a court of law.
  - (B) Because memory is reconstructive rather than a recording, confident eyewitness testimony can be sincerely mistaken and should be handled with care.
  - (C) Juries are, as a rule, unmoved by witnesses who testify with great confidence.
  - (D) Memory is a faithful recording that rarely changes once an event has been stored.
- Q6.** The experiment involving the filmed collision is cited mainly to show that:
- (A) a single suggestive word in a question can alter what a witness remembers.
  - (B) people are simply unable to estimate the speed of moving cars.
  - (C) witnesses tend to exaggerate deliberately what they have seen.
  - (D) broken glass is usually present at the scene of a real collision.
- Q7.** It can be inferred that a jury is at the greatest risk of error when it:
- (A) hears from a witness who openly admits to being uncertain.
  - (B) relies on testimony that was gathered immediately after the event.
  - (C) weighs an eyewitness account alongside independent physical evidence.
  - (D) treats a witness's confidence as if it were a reliable measure of accuracy.



- Q8.** In the final paragraph, the word “contaminated” most nearly means:
- (A) deliberately falsified by a dishonest witness.
  - (B) forgotten so completely that nothing can be recovered.
  - (C) altered by information absorbed after the event.
  - (D) made more accurate through frequent repetition.

**Directions (Q9–Q12):** Read the passage and answer the questions that follow. A coral reef is one of the strangest bargains in nature. The reef itself is built by tiny animals, coral polyps, which secrete a stony skeleton of calcium carbonate; over centuries these skeletons pile up into the vast structures that shelter perhaps a quarter of all marine species. Yet the animal that builds the reef could not do so alone. Inside the tissues of each polyp live enormous numbers of microscopic algae, and it is this partnership, not the coral by itself, that makes the whole system possible.

The arrangement is a genuine exchange. The algae, packed into the coral’s cells, capture sunlight and turn it into sugars through photosynthesis, handing most of that food to their host. In return the polyp gives the algae a sheltered place to live and a steady supply of the nutrients they need. So generous is this trade that the algae can supply the great majority of the coral’s energy, which is why reefs flourish in the clear, sunlit and otherwise nutrient-poor tropical waters where little else could build so much. The reef is, in effect, a solar-powered city raised on a compact between two very different organisms.

That same intimacy is the reef’s weakness. The partnership is tuned to a narrow band of temperature, and when the water grows too warm the relationship breaks down. Stressed corals expel the algae living in their tissues, and because those algae supply both food and colour, the coral turns a ghostly white. This is bleaching. A bleached coral is not yet dead; if cool water returns quickly the algae can recolonise it and the coral may recover. But if the heat persists, the starved polyp dies, and with it the shelter on which the reef’s tenants depend.

The consequences ripple outward. A reef that bleaches and dies does not simply lose its colour; it loses the architecture that houses its fish, and the community that fed and hid among the branches disperses or perishes. Because reefs support so many species and, through fishing and tourism, so many people, their fate is not a narrowly biological matter. The reef teaches an uncomfortable lesson about partnerships in nature: the very closeness that lets two organisms achieve together what neither could manage alone is also what makes them vulnerable, so that a single sustained stress can unravel in weeks what took centuries to build.

- Q9.** According to the passage, the algae living inside coral polyps chiefly:
- (A) capture sunlight through photosynthesis and pass most of the resulting food to the coral.
  - (B) build the stony calcium carbonate skeleton of the reef.
  - (C) protect the coral by stinging predators that approach it.



(D) supply the coral with a steady flow of fresh seawater.

**Q10.** It can be inferred from the passage that coral reefs thrive in nutrient-poor tropical waters mainly because:

(A) such waters happen to contain unusually high levels of dissolved calcium.

(B) the algae's photosynthesis supplies most of the coral's energy, reducing its dependence on nutrients in the surrounding water.

(C) warmer water speeds up the growth of the coral's stony skeleton.

(D) very few predators are able to survive in clear tropical seas.

**Q11.** The passage indicates that a bleached coral:

(A) has already died and can no longer recover under any conditions.

(B) has been overrun by an excess of algae in its tissues.

(C) has grown a thicker skeleton in order to survive the heat.

(D) has expelled its algae and may recover if cool water returns soon enough.

**Q12.** The "uncomfortable lesson" the author draws in the final paragraph is that:

(A) coral reefs are, in the end, of little importance to human economies.

(B) the algae, rather than the polyps, are the true builders of the reef.

(C) the very closeness that makes the partnership productive also makes it fragile, so that a sustained stress can quickly destroy it.

(D) bleaching poses no real threat to the survival of reef ecosystems.

**Directions (Q13–Q16):** Read the passage and answer the questions that follow. The novel feels so natural a form today that it is easy to forget it had to be invented. For most of literary history the prestigious forms were poetry and drama, and long prose fictions, where they existed, tended toward romance: tales of knights, marvels and highborn lovers, set in no particular time and governed by the logic of legend rather than of life. The realistic novel that emerged in eighteenth-century England was something new. It did not narrate the deeds of heroes in a timeless world;



it followed ordinary people, with ordinary names, through a recognisable present, and asked the reader to believe that such lives were worth a long and serious book.

Several conditions made the form possible. A growing, literate middle class, with leisure and a little money, wanted stories about people like themselves rather than about princes. The spread of print and the circulating library put long books within reach. But the deeper shift was one of attention. The novel turned inward, making its true subject not great events but the inner life of an individual, the private motives, doubts and self-deceptions that older forms had largely left unspoken. Where the epic asked what a hero did, the novel asked what a person thought and felt while doing it.

This inward turn changed how character was drawn. A figure in a romance is fixed, an emblem of a single virtue or vice; a character in a realistic novel develops, shaped by circumstance and capable of surprising the reader and even herself. The form's characteristic devices, the letter, the diary, the passage of reported thought, all exist to open a window onto that interior. Time, too, became concrete: events happen on particular days, in particular streets, to people who age and remember. The novel insisted that a single unremarkable life, closely observed, could hold as much meaning as any legend.

None of this was universally welcomed. Early critics worried that novels, absorbed in private feeling and read alone in silence, would soften the mind and blur the line between fiction and fact, especially for young readers. Yet the form answered a need that the older genres could not, and it endured because of it. Its rise marks a change in what a culture found worth telling: a growing conviction that the ordinary individual, examined from the inside, is a subject fit for the most ambitious art.

**Q13.** The primary purpose of the passage is to:

- (A) argue that poetry and drama are artistically superior to the novel.
- (B) trace the life and biography of a single eighteenth-century novelist.
- (C) explain why the realistic novel emerged and how its focus on ordinary individuals' inner lives set it apart from earlier forms.
- (D) prove that the early critics were right to distrust the new form.

**Q14.** According to the passage, which of the following helped make the novel possible?

- (A) a sharp decline of literacy among the middle class.
- (B) a renewed public taste for tales of knights and marvels.
- (C) the complete disappearance of poetry and drama.
- (D) a growing literate middle class together with the spread of print and circulating libraries.



- Q15.** It can be inferred that, compared with a figure in a romance, a character in a realistic novel is more likely to:
- (A) change and develop over the course of the story, shaped by circumstance.
  - (B) stand as an emblem of a single fixed virtue or vice.
  - (C) inhabit a timeless world without particular dates or places.
  - (D) perform heroic deeds rather than reflect on inner motives.
- Q16.** The passage suggests that early critics of the novel worried chiefly that it would:
- (A) make readers come to prefer poetry over prose.
  - (B) absorb readers in private feeling and blur the line between fiction and fact.
  - (C) prove far too difficult for a middle-class audience to read.
  - (D) revive the outdated conventions of medieval romance.

## Section II: Verbal Ability

- Q17.** The four sentences below, labelled 1–4, form a coherent paragraph when arranged in the correct order. Type the correct sequence of numbers as your answer.
1. Coffee began not as a drink but as a curiosity in the highlands of Ethiopia, where the raw berries were chewed rather than brewed.
  2. By the seventeenth century those crowded rooms had reached Europe, and a plant that started as a wild berry had become an engine of conversation.
  3. Only later, in the ports of Yemen, did traders learn to roast and boil the beans into the dark drink we would recognise today.
  4. From there the habit spread through the coffee houses of the Ottoman cities, where men gathered to talk, bargain and argue for hours.

**(TITA — type in the answer as a sequence, e.g. 2341; no negative marking)**



- Q18.** Read the paragraph and choose the option that best captures its essence.
- “A foraging honeybee that finds a rich patch of flowers does not keep the discovery to herself. Back at the hive she performs a looping “waggle dance” on the vertical comb, and the angle and duration of her movements encode the direction of the food and how far away it lies. Her hivemates read this dance in the dark, by touch and vibration, and then fly off toward a source they have never seen. A single insect’s private find is thus turned into knowledge the whole colony can act upon.”*
- (A) Through the waggle dance a foraging bee converts her private discovery of food into directional information that the whole colony can use.
- (B) Honeybees perform the waggle dance mainly to attract mates within the darkness of the hive.
- (C) Bees cannot communicate the location of food and so must each search for it alone.
- (D) The waggle dance proves that bees are able to see flowers in complete darkness.
- Q19.** Five sentences are given below. Four of them can be combined into a single coherent paragraph; one does not fit. Type the number of the sentence that does NOT belong.
1. Before paper, people wrote on materials that were heavy, scarce or costly, from clay tablets to treated animal skins.
  2. According to tradition, an official at the Chinese imperial court refined a method of matting plant fibres into thin, cheap sheets.
  3. Today a single large mill can turn out enough paper in a day to circle the globe several times over.
  4. The technique travelled slowly westward along the trade routes, reaching the Islamic world and then, centuries later, Europe.
  5. Cheap paper eventually made books affordable and helped set the stage for the spread of printing.

**(TITA — type in the sentence number; no negative marking)**



**Q20.** The four sentences below, labelled 1–4, form a coherent paragraph when arranged in the correct order. Type the correct sequence of numbers as your answer.

1. The earliest answer was simply a fire kept burning on a headland, feeble and easily mistaken for an ordinary blaze.
2. The great advance came with a lens that gathered a weak flame into a single powerful beam visible for miles.
3. For as long as ships have hugged dangerous coasts, sailors have needed some way to tell where the land turns deadly.
4. Today satellites do much of that guiding, yet the lit towers survive as landmarks and as reminders of an older bargain with the sea.

**(TITA — type in the answer as a sequence, e.g. 2341; no negative marking)**

**Q21.** Read the paragraph and choose the option that best captures its essence.

*“A plant rooted in one spot faces an obvious problem: its offspring, if they simply drop beneath it, must compete with the parent for the same light and soil. Over time plants have solved this in ingenious ways, wrapping seeds in sweet fruit so that animals carry them off and deposit them far away, or fitting them with hooks, wings and parachutes of fluff. What looks like mere decoration on a seed is often a strategy of travel, a way for a motionless organism to send its children out into the world.”*

- (A) Plants produce sweet fruit chiefly in order to feed the animals that live around them.
- (B) The varied structures of seeds are largely strategies of dispersal, letting a rooted plant send its offspring away from competition with the parent.
- (C) Seedlings, as a rule, grow best directly beneath the parent plant that produced them.
- (D) Only plants whose seeds are fitted with wings are able to reproduce successfully.



**Q22.** Five sentences are given below. Four of them can be combined into a single coherent paragraph; one does not fit. Type the number of the sentence that does NOT belong.

1. Before the printing press, every book had to be copied out by hand, a slow labour that kept them rare and expensive.
2. The press let a single workshop produce in days what a scribe would have taken years to write out.
3. As books grew cheap and plentiful, ideas could travel faster and further than any authority could easily control.
4. Many rare medieval manuscripts are today kept in climate-controlled libraries and shown only to visiting scholars.
5. The result was a slow revolution in how knowledge was stored, shared and questioned.

**(TITA — type in the sentence number; no negative marking)**

**Q23.** Read the paragraph and choose the option that best captures its essence.

*“For a long stretch of the eighteenth century Britain bought vast quantities of tea from China but had little the Chinese wished to buy in return, and the imbalance drained silver eastward year after year. The search for something to sell back, rather than any sudden new taste for the leaf, drove much of the era’s uneasy diplomacy and, in the end, its conflicts. A simple domestic craving, in other words, reshaped the politics of two empires because of what it cost to satisfy it.”*

- (A) The British in fact disliked tea but were forced to import it by the Chinese court.
- (B) China and Britain traded goods of exactly equal value throughout the century.
- (C) Britain’s craving for Chinese tea, and the trade imbalance it created, ended up reshaping the politics between the two empires.
- (D) Tea was prized in Britain only for the silver that could be earned by reselling it abroad.



**Q24.** Choose the option that most logically and coherently completes the paragraph.

*“Before the railways, every town kept its own clock, setting noon by the local sun, so that a traveller crossing the country reset his watch again and again. At walking pace this patchwork was harmless enough. But once trains ran to printed timetables across long distances, a schedule built on dozens of local times became a recipe for missed connections and collisions.  
\_\_\_\_\_”*

- (A) Even so, most travellers went on preferring the charm of setting their watches by the noonday sun.
- (B) The trains themselves were admired above all else for the elegance of their polished engines.
- (C) Meanwhile, the country roads that the railways had replaced fell slowly into disrepair.
- (D) So the railway companies imposed a single standard time along their lines, and the nation’s clocks were gradually brought into agreement.



## Detailed Solutions

Q1.

### Solution

**Concept — Primary purpose:** The purpose is the single job the whole passage does, not one detail within it.

**Step 1 — Track the arc:** The passage lays out the optimists' case, then the pessimists' case, then a reply on each side, and closes by saying "both sides are partly right, and . . . the truth depended heavily on when and where a person lived."

**Step 2 — Match to an option:** Option A names the debate and the balanced conclusion the passage builds toward.

**Why other options are wrong:**

- B: The passage explicitly credits the optimists' points, so it does not claim life worsened in every respect.
- C: The passage treats migration as evidence, not as a mistake; it even asks why migration continued.
- D: The passage warns that "a rising average can hide as much as it reveals," so it does not endorse wages as the only measure.

**Final Answer:** Present the debate and argue both are partly right ⇒ A

Answer: (A) [Go Back to Q 1](#)

Q2.

### Solution

**Concept — Inference from a stated argument:** A valid inference restates the point the passage actually uses the migration to make.

**Step 1 — Locate the reasoning:** Paragraph 3 asks, "If factory life were simply worse in every respect, why did the migration continue?" and answers that the villages "were not the idyll that nostalgia paints; rural poverty was real."

**Step 2 — Match:** Option C captures this: the countryside was harsher than nostalgia admits, so the town offered a genuine improvement.

**Why other options are wrong:**

- A: The passage says migrants moved "with their feet," i.e. by choice, not by legal compulsion.



- B: The passage never claims town and rural wages were equal; it says the town “at least offered a wage.”
- D: Falling height is cited by the pessimists; the passage never says height rose.

**Final Answer:** The towns were a real improvement over harsh rural life ⇒

**Answer:** (C) [Go Back to Q 2](#)

Q3.

### Solution

**Concept — Specific detail:** The answer must be the evidence the passage assigns to the pessimists.

**Step 1 — Find the sentence:** Paragraph 2 says the pessimists “reach for other measures: average height, which fell . . . life expectancy, which stagnated . . . and the testimony of the workers themselves.”

**Step 2 — Match:** Option B lists exactly these three.

**Why other options are wrong:**

- A: Rising real wages are the optimists’ yardstick, not the pessimists’.
- C: The availability of cheaper goods is part of the optimists’ case.
- D: Migration is the optimists’ reply, used against the pessimists.

**Final Answer:** Falling height, stagnant life expectancy, workers’ testimony ⇒

**Answer:** (B) [Go Back to Q 3](#)

Q4.

### Solution

**Concept — Function of a paragraph:** Ask what job the final paragraph does in the argument.

**Step 1 — Read it:** It states “both sides are partly right,” that “the truth depended heavily on when and where a person lived,” and that “a rising average can hide as much as it reveals.”

**Step 2 — Match:** Option D captures this reconciling move and the point about unevenly shared costs.

**Why other options are wrong:**



- A: It does not side with the pessimists; it grants each side something.
- B: No new statistics appear in the closing paragraph.
- C: It offers a resolution, so it does not say the debate is unresolvable.

**Final Answer:** Reconcile the camps; averages hide uneven costs ⇒ D

**Answer:** (D) [Go Back to Q 4](#)

Q5.

### Solution

**Concept — Central idea:** The main idea ties the passage’s opening claim about memory to its practical conclusion.

**Step 1 — Track the thesis:** Memory is “not a stored copy but a reconstruction”; because of this, a witness “can be entirely sincere, entirely certain, and entirely wrong,” so a legal system “should not treat certainty as proof.”

**Step 2 — Match:** Option B joins the reconstructive nature of memory to the caution it demands.

**Why other options are wrong:**

- A: The passage says eyewitnesses are not worthless and “are often right,” so it does not call for banning them.
- C: The passage says a confident witness is “deeply persuasive to a jury,” the opposite of C.
- D: The passage’s whole point is that memory is *not* a faithful recording.

**Final Answer:** Reconstructive memory makes confident testimony fallible ⇒ B

**Answer:** (B) [Go Back to Q 5](#)

Q6.

### Solution

**Concept — Function of an example:** An example illustrates the claim stated around it.

**Step 1 — Read the example:** People gave higher speed estimates when asked how fast the cars were going when they “smashed” rather than “hit,” and “a single suggestive word had edited the memory.”

**Step 2 — Extract the point:** A suggestive word in a question can change what a



witness remembers.

**Why other options are wrong:**

- B: The experiment is about wording, not about an inability to judge speed.
- C: The passage stresses “the problem is not that witnesses lie”; the change is honest.
- D: The film contained no broken glass, so the point is not about real collisions.

**Final Answer:** A suggestive word can alter a memory ⇒

[Go Back to Q 6](#)

Q7.

### Solution

**Concept — Inference from a stated link:** Use what the passage says about confidence and accuracy.

**Step 1 — Find the claim:** “Confidence and accuracy . . . are only loosely linked,” and a legal system “should not treat certainty as proof.”

**Step 2 — Infer the risk:** The danger arises precisely when a jury reads a witness’s confidence as if it guaranteed accuracy.

**Why other options are wrong:**

- A: An openly uncertain witness invites caution, reducing the risk.
- B: Gathering memories early is recommended as a safeguard.
- C: Weighing testimony against physical evidence is exactly what the passage advises.

**Final Answer:** Treating confidence as a measure of accuracy ⇒

[Go Back to Q 7](#)



Q8.

**Solution**

**Concept — Vocabulary in context:** A word's meaning here is fixed by the surrounding argument, not by its everyday associations.

**Step 1 — Read the clause:** “gather memories early, before they are contaminated,” set against the earlier point that memories are “quietly reshaped by everything that happened after the event.”

**Step 2 — Match:** “Contaminated” therefore means altered by later information, which is Option C.

**Why other options are wrong:**

- A: The passage insists the reshaping is honest, not deliberate falsification.
- B: Contamination is distortion, not total loss of the memory.
- D: Repetition is shown to worsen accuracy, so “more accurate” reverses the sense.

**Final Answer:** Altered by information absorbed after the event ⇒

**Answer: (C)** [Go Back to Q 8](#)

Q9.

**Solution**

**Concept — Specific detail:** Match the algae's role to what the passage states.

**Step 1 — Find the sentence:** “The algae ... capture sunlight and turn it into sugars through photosynthesis, handing most of that food to their host.”

**Step 2 — Match:** Option A restates this exactly.

**Why other options are wrong:**

- B: The polyps, not the algae, secrete the calcium carbonate skeleton.
- C: Stinging predators is not a role the passage assigns to the algae.
- D: The polyp supplies the algae with nutrients and shelter, not seawater in exchange.

**Final Answer:** Algae photosynthesise and feed the coral ⇒

**Answer: (A)** [Go Back to Q 9](#)



Q10.

**Solution**

**Concept — Inference from a stated mechanism:** Use the reason the passage gives for reefs flourishing.

**Step 1 — Find the logic:** “So generous is this trade that the algae can supply the great majority of the coral’s energy, which is why reefs flourish in the clear, sunlit and otherwise nutrient-poor tropical waters.”

**Step 2 — Match:** Option B draws the inference: because the algae supply the energy, the coral is less dependent on nutrients in the water.

**Why other options are wrong:**

- A: High dissolved calcium is not the stated reason.
- C: Warmth is presented as a danger (bleaching), not the cause of the reefs’ success.
- D: The scarcity of predators is never mentioned.

**Final Answer:** Algal photosynthesis reduces reliance on water-borne nutrients ⇒

**B**

**Answer: (B)** [Go Back to Q 10](#)

Q11.

**Solution**

**Concept — Specific detail:** Match the description of bleaching to the text.

**Step 1 — Find the sentences:** “Stressed corals expel the algae . . . the coral turns a ghostly white . . . A bleached coral is not yet dead; if cool water returns quickly the algae can recolonise it and the coral may recover.”

**Step 2 — Match:** Option D captures both the expulsion of algae and the possibility of recovery.

**Why other options are wrong:**

- A: The passage explicitly says a bleached coral “is not yet dead.”
- B: Bleaching is the expulsion of algae, not an excess of them.
- C: No thicker skeleton is described; the polyp starves.

**Final Answer:** Algae expelled; recovery possible if cool water returns ⇒ **D**

**Answer: (D)** [Go Back to Q 11](#)



Q12.

**Solution**

**Concept — Author’s broader point:** Identify the general lesson stated in the closing paragraph.

**Step 1 — Read the close:** “the very closeness that lets two organisms achieve together what neither could manage alone is also what makes them vulnerable, so that a single sustained stress can unravel in weeks what took centuries to build.”

**Step 2 — Match:** Option C restates this trade-off between productivity and fragility.

**Why other options are wrong:**

- A: The passage says reefs matter to “so many people,” the opposite of unimportant.
- B: The polyps build the reef; the passage does not crown the algae as its true builders.
- D: The whole paragraph treats bleaching as a serious threat.

**Final Answer:** Closeness makes the partnership both productive and fragile ⇒

[Go Back to Q 12](#)

Q13.

**Solution**

**Concept — Primary purpose:** The purpose spans the whole passage, not a single paragraph.

**Step 1 — Track the arc:** The passage says the novel “had to be invented,” explains the conditions that made it possible, and stresses its inward turn toward “the inner life of an individual,” contrasting it with romance and epic.

**Step 2 — Match:** Option C names both halves: why the novel emerged and how its focus on ordinary inner lives set it apart.

**Why other options are wrong:**

- A: The passage does not rank poetry and drama above the novel.
- B: No single novelist’s biography is traced.
- D: The critics’ worry is reported, but the passage sides with the form’s endurance, not with the critics.

**Final Answer:** Explain why the realistic novel emerged and how it differed ⇒



**Answer: (C)** [Go Back to Q 13](#)

Q14.

### Solution

**Concept — Specific detail:** Match the enabling conditions the passage names.

**Step 1 — Find the sentence:** “A growing, literate middle class . . . wanted stories about people like themselves . . . The spread of print and the circulating library put long books within reach.”

**Step 2 — Match:** Option D combines the middle class with print and circulating libraries.

**Why other options are wrong:**

- A: Literacy grew, it did not decline.
- B: The taste turned toward realism, away from knights and marvels.
- C: Poetry and drama did not disappear; they simply lost their monopoly on prestige.

**Final Answer:** A literate middle class plus print and libraries ⇒ **D**

**Answer: (D)** [Go Back to Q 14](#)

Q15.

### Solution

**Concept — Inference from a contrast:** Use the passage’s comparison of romance and novel characters.

**Step 1 — Find the contrast:** “A figure in a romance is fixed, an emblem of a single virtue or vice; a character in a realistic novel develops, shaped by circumstance and capable of surprising the reader and even herself.”

**Step 2 — Match:** Option A restates that the novel’s character changes and develops.

**Why other options are wrong:**

- B: Being a fixed emblem describes the romance figure, not the novel’s.
- C: The novel gives “particular days, in particular streets,” so it is not timeless.
- D: The novel asks “what a person thought and felt,” shifting away from mere heroic deeds.



**Final Answer:** A novel's character changes and develops ⇒

**Answer: (A)** [Go Back to Q 15](#)

Q16.

### Solution

**Concept — Specific detail:** Match the critics' worry to the text.

**Step 1 — Find the sentence:** “Early critics worried that novels, absorbed in private feeling and read alone in silence, would soften the mind and blur the line between fiction and fact.”

**Step 2 — Match:** Option B restates the worry about private feeling and the blurring of fiction and fact.

**Why other options are wrong:**

- A: No preference for poetry over prose is mentioned as the fear.
- C: The concern is about the novel's effect, not its difficulty for readers.
- D: The critics feared the new form, not a revival of medieval romance.

**Final Answer:** Absorbing readers in feeling; blurring fiction and fact ⇒

**Answer: (B)** [Go Back to Q 16](#)

Q17.

### Solution

**Concept — Para-jumble:** Find the general opening, then follow the geography and time markers to the closing summary.

**Step 1 — Opening:** Sentence 1 introduces the subject (“Coffee began ... in the highlands of Ethiopia”); it needs no prior context, so it opens.

**Step 2 — Next stage:** Sentence 3 (“Only later, in the ports of Yemen”) marks the next stage, roasting the beans into a drink, so it follows 1.

**Step 3 — Spread:** Sentence 4 (“From there the habit spread ... Ottoman cities”) continues the movement outward, so it follows 3.

**Step 4 — Close:** Sentence 2 (“By the seventeenth century those crowded rooms had reached Europe”) gives the endpoint and summary, so it closes.

**Order:** 1 → 3 → 4 → 2.



**Final Answer:**

**Answer:** (1342) [Go Back to Q 17](#)

Q18.

### Solution

**Concept — Para-summary:** The best summary keeps the core claim without adding or reversing it.

**Step 1 — Core claim:** A bee’s waggle dance “encode[s] the direction of the food and how far away it lies,” turning “a single insect’s private find . . . into knowledge the whole colony can act upon.”

**Step 2 — Match:** Option A captures the conversion of a private discovery into shared directional information.

**Why other options are wrong:**

- B: The dance signals food, not mating; “attract mates” is invented.
- C: The passage’s whole point is that bees *do* communicate location.
- D: The dance conveys direction and distance; it does not claim bees see in the dark.

**Final Answer:** The dance shares a private find as usable directions ⇒

**Answer:** (A) [Go Back to Q 18](#)

Q19.

### Solution

**Concept — Odd sentence out:** Four sentences share one thread; the outlier shifts topic or time frame.

**Step 1 — Find the theme:** Sentences 1, 2, 4 and 5 trace the history of paper, from what preceded it, to its invention in China, to its westward spread, to its consequences for books and printing.

**Step 2 — Spot the outlier:** Sentence 3 jumps to the present-day industrial output of a modern mill, a scale-of-production point that has no place in the historical narrative.

**Step 3 — Confirm coherence without it:** 1, 2, 4, 5 read as a clean paragraph on the origin and spread of paper.



**Final Answer:** Sentence 3 does not belong  $\Rightarrow$

**Answer:** (3) [Go Back to Q 19](#)

Q20.

### Solution

**Concept — Para-jumble:** Find the sentence that states the general need, then follow the sequence from earliest solution to modern coda.

**Step 1 — Opening:** Sentence 3 states the general problem (“sailors have needed some way to tell where the land turns deadly”); it opens.

**Step 2 — Earliest solution:** Sentence 1 (“The earliest answer was simply a fire . . .”) gives the first, crude solution, so it follows 3.

**Step 3 — Improvement:** Sentence 2 (“The great advance came with a lens . . .”) marks the improvement over that fire, so it follows 1.

**Step 4 — Close:** Sentence 4 (“Today satellites . . .”) gives the modern endpoint, so it closes.

**Order:** 3  $\rightarrow$  1  $\rightarrow$  2  $\rightarrow$  4.

**Final Answer:**

**Answer:** (3124) [Go Back to Q 20](#)

Q21.

### Solution

**Concept — Para-summary:** Keep the passage’s central claim, not an extreme or partial version of it.

**Step 1 — Core claim:** “What looks like mere decoration on a seed is often a strategy of travel, a way for a motionless organism to send its children out into the world,” away from competing with the parent.

**Step 2 — Match:** Option B restates that seed structures are strategies of dispersal that move offspring away from the parent.

**Why other options are wrong:**

- A: Fruit exists to move seeds, not chiefly to feed animals; this reverses the purpose.



- C: The passage says offspring beneath the parent must “compete . . . for the same light and soil,” so beneath is not best.
- D: Wings are only one of several devices (hooks, fluff); the claim about “only” winged seeds is unsupported.

**Final Answer:** Seed structures are strategies of dispersal ⇒ **B**

**Answer: (B)** [Go Back to Q 21](#)

**Q22.**

### Solution

**Concept — Odd sentence out:** The four related sentences form one argument; the outlier adds an unrelated fact.

**Step 1 — Find the theme:** Sentences 1, 2, 3 and 5 trace the printing press and its effects, from hand-copying, to the speed of the press, to cheaper books spreading ideas, to a revolution in knowledge.

**Step 2 — Spot the outlier:** Sentence 4 describes how rare manuscripts are preserved today, a present-day conservation point unrelated to the press’s historical impact.

**Step 3 — Confirm:** 1, 2, 3, 5 read as a coherent paragraph without 4.

**Final Answer:** Sentence 4 does not belong ⇒ **4**

**Answer: (4)** [Go Back to Q 22](#)

**Q23.**

### Solution

**Concept — Para-summary:** The summary must preserve the cause-and-effect the passage draws.

**Step 1 — Core claim:** A one-sided demand for Chinese tea drained silver eastward, and “a simple domestic craving . . . reshaped the politics of two empires because of what it cost to satisfy it.”

**Step 2 — Match:** Option C restates that the craving and the resulting imbalance reshaped the politics between the two empires.

**Why other options are wrong:**

- A: The passage says Britain bought “vast quantities of tea,” so it did not dislike it or need forcing.



- B: The passage stresses an *imbalance*, not equal-value trade.
- D: Tea is treated as a genuine craving, not merely a means of earning silver.

**Final Answer:** A craving and its trade imbalance reshaped two empires' politics  
⇒

**Answer: (C)** [Go Back to Q 23](#)

Q24.

### Solution

**Concept — Sentence completion:** The ending must deliver the consequence the paragraph has set up.

**Step 1 — Track the logic:** Local times were “harmless enough” at walking pace, but with long-distance trains a schedule built on “dozens of local times became a recipe for missed connections and collisions,” which demands a fix.

**Step 2 — Match:** Option D supplies that fix: the railways imposed a single standard time and the clocks were brought into agreement.

**Why other options are wrong:**

- A: Clinging to sun-set watches ignores the problem the paragraph has just raised.
- B: The elegance of the engines is irrelevant to the timekeeping problem.
- C: The fate of the old roads is a side detail, not the logical consequence.

**Final Answer:** The railways imposed a single standard time ⇒

**Answer: (D)** [Go Back to Q 24](#)



## Answer Key

Q	Ans	Q	Ans	Q	Ans	Q	Ans	Q	Ans
1	A	2	C	3	B	4	D	5	B
6	A	7	D	8	C	9	A	10	B
11	D	12	C	13	C	14	D	15	A
16	B	17	1342	18	A	19	3	20	3124
21	B	22	4	23	C	24	D		

