# CAT Verbal Ability and Reading Comprehension

## Sample Paper – 4

**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. The case for free trade rests on an idea that still surprises people the first time they meet it. Two centuries ago David Ricardo showed that even a country worse at producing everything than its trading partner can still gain from trade. What matters is not absolute skill but comparative advantage: the goods a country gives up least to make. If each nation concentrates on what it forgoes least by producing, and trades for the rest, the combined output of both rises, and each can end up with more than it could have made alone. The argument is genuinely counter-intuitive, and its logic is tight. It explains why trade need not be a contest in which one side's gain is the other's loss.

Yet the theorem promises only that the gains exist, not that they are shared evenly. When a country specialises, some of its industries expand while others shrink, and the workers in the shrinking ones do not automatically move to the growing ones. A textile town whose mills close does not become a software hub overnight. The gains from trade are real, but they arrive as cheaper goods spread thinly across millions of consumers, while the losses fall heavily on the

few whose livelihoods disappear. Averaged over the whole economy the country is richer; that average is cold comfort to those on the losing side of it.
Critics press this point further. The classic model assumes that workers and capital shift smoothly to new uses, that full employment is restored, and that the displaced are somehow compensated. In practice compensation is rarely paid, retraining is slow and imperfect, and whole regions can be left behind for a generation. What began as an argument about efficiency becomes, in the real world, an argument about who bears the cost of change and whether they are helped to bear it.
None of this refutes Ricardo. The critics do not usually claim that protection would make a country richer overall; most concede it would not. Their point is narrower and harder to answer: that a policy can raise total wealth while making millions worse off, and that a theory concerned only with the total is silent about them. The honest defence of trade, then, is not that everyone wins, but that the winners gain enough to compensate the losers, if only a society chooses to do so. Whether it does is a political question the economics cannot settle.

**Q1.** Which of the following best captures the primary purpose of the passage?

(A) To explain the logic of comparative advantage while stressing that its gains, though real, are unevenly distributed.

(B) To prove that protectionism makes a country richer overall than free trade does.

(C) To provide a biography of David Ricardo and a summary of his economic writings.

(D) To argue that the idea of comparative advantage is a logical error that should be abandoned.

**Q2.** It can be inferred that the author regards the model's assumption that displaced workers "shift smoothly to new uses" as:

(A) an accurate description of how modern labour markets actually behave.

(B) the strongest and least disputed part of Ricardo's original argument.

(C) often false in practice, since retraining is slow and whole regions can be left behind.

(D) entirely irrelevant to whether trade raises a country's total wealth.

**Q3.** According to the passage, comparative advantage means that a country should specialise in the goods that it:

(A) is absolutely the best in the world at producing.

(B) forgoes least by producing, relative to its other goods.

(C) can make using only the most highly skilled labour.

(D) its trading partner is completely unable to produce.

**Q4.** With which of the following statements would the author most likely agree?

(A) Free trade guarantees that every individual within a country will end up better off.

(B) Protection is generally the best remedy for the problems that free trade creates.

(C) Economics alone is able to determine how the gains from trade ought to be shared.

(D) A policy can raise a nation's total wealth yet leave many worse off unless society chooses to compensate them.

**Directions (Q5–Q8):** Read the passage and answer the questions that follow. No other animal does anything quite like human language, and explaining how it arose is among the hardest problems in science. Many species communicate: bees dance, birds sing, and vervet monkeys give distinct alarm calls for eagles and for snakes. But these systems are fixed and finite. A vervet cannot combine its calls to warn of an eagle behind a snake, nor invent a signal for a threat it has never met. Human language, by contrast, is open-ended: from a limited stock of sounds and words we build an unlimited number of new sentences, most of which have never been spoken before. This property, sometimes called productivity, is what makes language look uniquely human.

How such a system emerged is fiercely disputed, in part because language leaves almost no trace. Words do not fossilise. Researchers must reason indirectly, from the anatomy of the vocal tract, from the shape of the brain read off the inside of ancient skulls, and from the behaviour of living relatives. One influential view holds that language appeared suddenly, the by-product of a single genetic change that reorganised the brain. A rival view sees it as gradual, built up over hundreds of thousands of years from simpler forms of gesture and call, each step offering a small advantage.

The gradualist camp points to the social life of early humans. Cooperation on a large scale, in hunting, sharing and raising children together, rewards those who can coordinate, plan and pass on what they know. On this account language did not appear for its own sake but was pulled into being by the demands of living in groups. The sudden-change camp replies that, useful though communication is, nothing in the gradual story explains the specific leap to open-ended

grammar, which either works or does not.
What both sides accept is that language is not merely learned culture laid over a general intelligence. Children acquire it with a speed and uniformity that pure imitation cannot explain, mastering intricate rules no one teaches them and that adults cannot even state. Something in the human mind is prepared for language in a way it is not prepared for reading or arithmetic. That preparation is the real puzzle, and it is why the origin of language remains, for now, a question we can circle but not close.

**Q5.** The central point of the passage is that:

(A) human language evolved gradually from animal calls, and this is now a settled matter.

(B) human language is distinctively open-ended, and explaining its origin remains an unresolved scientific puzzle.

(C) animal communication systems are essentially the same as human language.

(D) children acquire language purely by imitating the adults around them.

**Q6.** According to the passage, human language differs from vervet monkey alarm calls chiefly in that human language:

(A) can combine a limited stock of elements into an unlimited number of new sentences.

(B) relies on sounds rather than on gestures to convey meaning.

(C) is learned entirely through deliberate teaching by adults.

(D) warns only of dangers the speaker has personally encountered.

**Q7.** It can be inferred that studying the origin of language is especially difficult because:

(A) living animals no longer use any form of communication.

(B) children deliberately refuse to reveal how they learn grammar.

(C) scientists broadly agree that the question has already been answered.

(D) language itself leaves no direct physical record, forcing researchers to reason indirectly.

**Q8.** The primary function of the final paragraph is to:

(A) settle the dispute decisively in favour of the gradualist camp.

(B) argue that language is nothing more than learned culture over general intelligence.

(C) point to common ground, that the mind is specially prepared for language, and frame this as the deeper puzzle.

(D) prove that reading and arithmetic are also innate human abilities.

**Directions (Q9–Q12):** Read the passage and answer the questions that follow. Nothing feels more obvious than the flow of time. The past is fixed, the future open, and the present slides steadily forward, carrying us with it. Yet when physicists look closely at their own equations, this familiar picture becomes strangely hard to find. The fundamental laws of physics, from Newton's mechanics to Einstein's relativity, work equally well run forwards or backwards. They describe how things change from one moment to another, but they contain nothing that singles out a direction, no arrow pointing from past to future and no special moment called "now".

Relativity makes the puzzle sharper. Einstein showed that whether two events happen "at the same time" depends on how the observer is moving; there is no universal present that everyone shares. To one observer an event may already have happened while to another it still lies in the future. If the present is not the same for everyone, it is hard to see how it can be a real feature of the world rather than a feature of our particular viewpoint. Some physicists conclude that the whole of time, past, present and future, exists together, and that the sense of a moving "now" is something the mind adds, not something the universe contains.

Where, then, does our vivid sense of time's passage come from? The leading answer points not to the fundamental laws but to a statistical fact about the universe. Disorder, measured as entropy, tends to increase: eggs break but do not unbreak, heat spreads but does not gather. This one-way slide from order to disorder gives time a direction, an arrow, even though the underlying laws have none. On this view the flow we feel is real as an experience but grounded in statistics, in the overwhelming likelihood that disorder grows, rather than in any deep law that time must move.

None of this is settled. Some physicists insist that a theory which cannot account for the passing of time has left out something essential, and that our most immediate experience cannot simply be an illusion. Others reply that physics has often had to overrule common sense, and that the flow of time may be one more case in which intuition misleads us. What is clear is that time, the thing we thought we understood best, turns out to be among the least understood things of all, a reminder that the world need not be built the way it feels.

**Q9.** According to the passage, the fundamental laws of physics are unusual in that they:

(A) prove conclusively that time flows from the past toward the future.

(B) describe a single "now" that every observer necessarily shares.

(C) cannot describe how things change from one moment to another.

(D) work equally well run forwards or backwards, singling out no direction for time.

**Q10.** It can be inferred from the discussion of relativity that a universal "present":

(A) is confirmed by every observer regardless of how fast they are moving.

(B) is hard to treat as a real feature of the world, since simultaneity depends on the observer's motion.

(C) is the one thing all physicists agree the equations plainly require.

(D) was first discovered by Newton and only later doubted by Einstein.

**Q11.** According to the passage, our sense that time has a direction is best explained by:

(A) a fundamental law stating that time must move forward.

(B) the fact that relativity supplies a universal present moment.

(C) the statistical tendency of entropy, or disorder, to increase.

(D) the mind's inability to remember events in the future.

**Q12.** The author's overall attitude toward the nature of time is best described as:

(A) intrigued and open, presenting time as a genuinely unsettled puzzle.

(B) certain that time is definitely nothing more than an illusion.

(C) dismissive of physics for daring to contradict common sense.

(D) confident that the flow of time has already been fully explained.

**Directions (Q13–Q16):** Read the passage and answer the questions that follow. For most of history, buildings were expected to be dressed. Columns wore carved capitals, facades bore mouldings and medallions, and a bank or a railway station announced its importance through borrowed classical detail. In the early twentieth century a generation of architects turned against

all of this. Ornament, they argued, was not merely unnecessary but dishonest: a lie in stone, distracting from what a building actually was and did. The slogan that came to stand for the movement, "form follows function", held that the shape of a thing should be determined by its purpose, and that beauty would arise from that fit rather than from applied decoration.

The idea drew force from the machine age. A locomotive or an ocean liner was admired precisely because every part did a job; nothing was there for show, and the result looked powerful and clean. Why, the modernists asked, should a house or a factory be any different? New materials, steel, reinforced concrete and plate glass, made it possible to build in ways the old ornamental language could not even describe. A wall no longer had to hold the building up, so it could dissolve into a sheet of glass. The stripped, rectilinear buildings that followed were meant to express their structure honestly and to serve the people who used them without pretence.

The movement was never only about taste. It carried a moral and even a political charge. Ornament was associated with a wasteful aristocratic past; plainness suggested democracy, efficiency and a fresh start. To build simply was, in this reading, to build honestly and for everyone, not merely for the few who could afford carved stone. For a time the vision seemed unstoppable, and the glass-and-steel box spread across the cities of the world as the natural form of the modern.

The reaction, when it came, was fierce. Critics complained that "form follows function" had hardened into a style of its own, every bit as much a set of rules as the ornament it replaced, and often a bleaker one. Buildings that ignored their setting and stripped away all decoration could feel cold, even hostile, whatever their logic. Later architects began to reclaim colour, reference and playful detail, insisting that people need delight and meaning as well as efficiency. The quarrel did not so much end as widen, leaving the useful question the modernists had raised, what, honestly, is a building for, still very much alive.

**Q13.** The passage is primarily concerned with:

(A) proving that ornamented buildings are always more beautiful than plain ones.

(B) giving a technical account of how steel and concrete are manufactured.

(C) explaining the rise of the "form follows function" ideal and the reaction it provoked.

(D) arguing that the glass-and-steel box should be banned from modern cities.

**Q14.** According to the passage, the modernist architects objected to ornament mainly because they regarded it as:

(A) too expensive for ordinary builders to be able to afford.

(B) impossible to produce using steel and reinforced concrete.

(C) a foreign style that had been imported from other countries.

(D) dishonest, a decoration that disguised what a building really was and did.

**Q15.** The phrase "a lie in stone" is used to convey the modernist view that ornament:

(A) misrepresented a building by concealing its true structure and purpose.

(B) was physically unstable and likely to make a building collapse.

(C) could only be carved by craftsmen who were themselves dishonest.

(D) made buildings cheaper to put up but far less durable.

**Q16.** The primary function of the final paragraph is to:

(A) praise the glass-and-steel box as the perfect and final form of architecture.

(B) describe the backlash against modernism and show that its central question remains open.

(C) provide step-by-step instructions for decorating a modern facade.

(D) prove that ornament is morally superior to plainness.

## 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.** For centuries it was traded in compressed bricks that also served as a form of currency along the caravan routes.

**2.** Tea began as a medicinal drink in ancient China long before it became an everyday pleasure.

**3.** Today, after water, it is the most widely consumed beverage on earth.

**4.** European merchants met it only in the seventeenth century, when it

arrived as a costly rarity.

**(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.

*"We treat memory as a virtue and forgetting as a failure, but a mind that remembered everything would be crippled. To think clearly we must discard the vast majority of what we take in, keeping only what matters and letting the rest fade. Forgetting is not the opposite of a healthy memory but part of its design; it is the filter that keeps the useful signal from drowning in noise."*

(A) A mind that remembered absolutely everything would think far more clearly than an ordinary one.

(B) Forgetting is not simply a failure of memory but a necessary filter that lets the mind keep what matters.

(C) Memory is always a virtue and forgetting is always a sign of a defective brain.

(D) People ought to make a deliberate effort to remember every detail they encounter.

**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.** A coral reef is built by tiny animals that secrete hard skeletons of limestone over many generations.

**2.** As the living coral grows upward toward the light, the older skeletons beneath pile into a solid ridge.

**3.** Darwin proposed that an atoll forms when a reef keeps growing while the volcanic island it fringes slowly sinks.

**4.** Today many reefs are threatened by warming seas that cause the coral to bleach and die.

**5.** Left behind is a ring of coral enclosing a lagoon where the peak of the

island once stood.

**(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.** Because it was quick and reliable, the device spread across Asia and stayed in daily use for centuries.

**2.** Long before electronic calculators, merchants reckoned sums by sliding beads along the rods of an abacus.

**3.** Even now it is taught in some schools, less as a tool than as a way to train the mind.

**4.** A skilled user could add and subtract faster than many people can with a modern keypad.

**(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.

*"People often imagine translation as a mechanical swap, one word traded for its equivalent in another tongue. But languages rarely map onto one another so neatly; a word may carry associations, rhythms and histories that have no exact counterpart elsewhere. The translator must therefore make choices, deciding what to preserve and what to sacrifice. Good translation is less a copying than a kind of rewriting, faithful in spirit precisely because it refuses to be faithful word for word."*

(A) Because languages do not map neatly onto one another, good translation is an interpretive rewriting that is faithful in spirit rather than word for word.

(B) Translation is a simple mechanical process of swapping each word for its exact equivalent.

(C) A translation can be faithful only if it preserves the exact word order of the original text.

(D) Words in different languages always carry precisely the same associations and histories.

**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.** Each autumn, millions of birds set off on journeys that may span whole continents.

**2.** Some navigate by the stars, while others sense the earth's magnetic field.

**3.** Remarkably, young birds making the trip for the first time often need no guide to find the way.

**4.** Migration lets animals track food and warmth as the seasons turn against them.

**5.** Birdsong in spring is chiefly a way for males to defend a territory and attract mates.

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

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

*"We assume that creativity flourishes best with total freedom, yet artists often do their finest work under strict limits. A sonnet's fourteen lines, a haiku's syllable count, a film's tiny budget: such constraints force the maker to search harder, to find the unexpected solution that boundless choice would never demand. Far from stifling imagination, well-chosen limits can concentrate it, turning an obstacle into the very source of invention."*

(A) Artists always produce their best work when they are given unlimited freedom and resources.

(B) Rules such as a sonnet's fourteen lines make genuine creativity effectively impossible.

(C) A large budget is the single most important condition for making great art.

(D) Well-chosen constraints, rather than stifling creativity, can concentrate and stimulate it.

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

*"For centuries windmills ground grain and pumped water wherever a steady breeze could be found, and no farming village on the plains was complete without one. Then came cheap coal and the steam engine, which worked on calm days and windy ones alike. _____"*

(A) As a result, the price of freshly baked bread rose sharply across the whole region.

(B) Windmills, meanwhile, have always been a favourite subject for landscape painters.

(C) One by one the great sails fell still, and the mills that had shaped the skyline were left to crumble or be pulled down.

(D) The wind, of course, went on blowing across the open plains exactly as it always had.

## Detailed Solutions

**Q1.**

**Solution**

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

**Step 1 — Track the arc:** The passage lays out the logic of comparative advantage (paragraph 1), then spends three paragraphs on the fact that its gains are real but unevenly shared and its losers rarely compensated.

**Step 2 — Match to an option:** Option A names both halves, explaining the logic and stressing the uneven distribution of gains.

**Why other options are wrong:**

- B: The passage says critics "do not usually claim that protection would make a country richer overall," so it does not try to prove this.
- C: There is no biography; Ricardo is named only to credit the idea.
- D: The passage explicitly states "None of this refutes Ricardo," so it does not call the idea an error.

**Final Answer:** Explain the logic and stress uneven gains $\Rightarrow$ A

**Answer: (A)** Go Back to Q 1

**Q2.**

**Solution**

**Concept — Inference about an assumption:** A valid inference reflects the author's stance on the assumption, drawn from the text.

**Step 1 — Locate the treatment:** Paragraph 3 lists the model's assumptions (smooth shifting, restored full employment, compensation) and immediately answers, "In practice compensation is rarely paid, retraining is slow and imperfect, and whole regions can be left behind for a generation."

**Step 2 — Match:** Option C restates that the assumption is often false in practice.

**Why other options are wrong:**

- A: The author contradicts this by describing how markets fail to adjust smoothly.
- B: The passage treats the assumption as the model's weak spot, not its

strength.

- D: The passage makes this assumption central to who bears the cost, so it is far from irrelevant.

**Final Answer:** Often false in practice $\Rightarrow$ C

**Answer: (C)** Go Back to Q 2

## Q3.

### Solution

**Concept — Definitional detail:** The answer must match the definition the passage gives, not a common misreading.

**Step 1 — Find the sentence:** Paragraph 1 states, "What matters is not absolute skill but comparative advantage: the goods a country gives up least to make," and repeats "what it forgoes least by producing."

**Step 2 — Match:** Option B restates "forgoes least by producing, relative to its other goods."

**Why other options are wrong:**

- A: The passage explicitly contrasts comparative advantage with "absolute skill."
- C: Skill level of labour is never the criterion given.
- D: A country can gain even where its partner also produces the good; inability of the partner is not required.

**Final Answer:** The good it forgoes least by producing $\Rightarrow$ B

**Answer: (B)** Go Back to Q 3

## Q4.

### Solution

**Concept — Author-agreement:** Choose the statement most consistent with the position the passage defends.

**Step 1 — Find the thesis:** The last paragraph says a policy "can raise total wealth while making millions worse off," and that the honest defence is that "the winners gain enough to compensate the losers, if only a society chooses to do so."

**Step 2 — Match:** Option D captures exactly this: total wealth can rise while many

lose, unless society chooses to compensate.

**Why other options are wrong:**

- A: The author says the defence is "not that everyone wins."
- B: Critics themselves "concede" protection would not make a country richer overall.
- C: The passage ends by calling this "a political question the economics cannot settle."

**Final Answer:** Total wealth can rise yet leave many worse off $\Rightarrow$ D

**Answer: (D)** Go Back to Q 4

## Q5.

### Solution

**Concept — Central point:** The thesis is what the whole passage builds toward, stated at a high level.

**Step 1 — Track the arc:** Paragraph 1 argues language is uniquely open-ended; the rest surveys rival theories of its origin and ends by calling it "a question we can circle but not close."

**Step 2 — Match:** Option B combines both threads: distinctive open-endedness and an unresolved origin.

**Why other options are wrong:**

- A: The passage presents the gradual view as one disputed camp, not a settled fact.
- C: The passage stresses that animal systems are "fixed and finite," unlike human language.
- D: It says pure imitation "cannot explain" how children acquire language.

**Final Answer:** Uniquely open-ended, origin unresolved $\Rightarrow$ B

**Answer: (B)** Go Back to Q 5

## Q6.

**Solution**

**Concept — Specific detail:** Match the exact difference the passage names.

**Step 1 — Find it:** Vervet calls are "fixed and finite"; a vervet "cannot combine its calls." Human language "is open-ended: from a limited stock of sounds and words we build an unlimited number of new sentences."

**Step 2 — Match:** Option A restates the combining of limited elements into unlimited new sentences.

**Why other options are wrong:**

- B: The sound-versus-gesture contrast is not the point made; gesture is mentioned only in the gradualist theory.
- C: The passage says intricate rules are learned that "no one teaches," contradicting "entirely through deliberate teaching."
- D: Warning only of encountered dangers describes the vervet, not human language.

**Final Answer:** Unlimited new sentences from limited elements $\Rightarrow \boxed{A}$

**Answer: (A)** Go Back to Q 6

## Q7.

**Solution**

**Concept — Inference about a stated difficulty:** Use the reason the passage actually gives.

**Step 1 — Locate it:** Paragraph 2 says the origin "is fiercely disputed, in part because language leaves almost no trace. Words do not fossilise. Researchers must reason indirectly."

**Step 2 — Match:** Option D restates "no direct physical record" forcing "indirect" reasoning.

**Why other options are wrong:**

- A: The passage relies on "the behaviour of living relatives," so animals do still communicate.
- B: Children's reluctance is not mentioned; the difficulty is the lack of evidence.
- C: The passage says the question "remains" open, not answered.

**Final Answer:** Language leaves no direct record ⇒ D

**Answer: (D)** Go Back to Q 7

## Q8.

### Solution

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

**Step 1 — Read it:** It opens "What both sides accept is that language is not merely learned culture," notes children master rules "no one teaches," and calls the mind's preparation for language "the real puzzle."

**Step 2 — Match:** Option C captures this move: identifying common ground and framing it as the deeper puzzle.

**Why other options are wrong:**

- A: It settles nothing; it steps back from the two camps.
- B: It denies that language is merely learned culture.
- D: It says the mind is not prepared for reading or arithmetic in the same way.

**Final Answer:** Common ground framed as the deeper puzzle ⇒ C

**Answer: (C)** Go Back to Q 8

## Q9.

### Solution

**Concept — Specific detail:** Match the claim the passage makes about the fundamental laws.

**Step 1 — Find it:** Paragraph 1 states the laws "work equally well run forwards or backwards . . . they contain nothing that singles out a direction, no arrow pointing from past to future."

**Step 2 — Match:** Option D restates this time-symmetry directly.

**Why other options are wrong:**

- A: This is the opposite; the laws do not prove a direction of flow.
- B: The passage says there is "no special moment called 'now'."
- C: The laws do describe change "from one moment to another"; they merely fix no direction.

**Final Answer:** They run forwards or backwards, fixing no direction $\Rightarrow$ D

**Answer: (D)** Go Back to Q 9

## Q10.

### Solution

**Concept — Inference from relativity:** Draw the conclusion the passage sets up but does not label as a heading.

**Step 1 — Locate the reasoning:** "Whether two events happen 'at the same time' depends on how the observer is moving . . . If the present is not the same for everyone, it is hard to see how it can be a real feature of the world rather than a feature of our particular viewpoint."

**Step 2 — Match:** Option B restates that a universal present is hard to treat as real because simultaneity depends on motion.

**Why other options are wrong:**

- A: The passage says observers disagree about simultaneity, so it is not confirmed by all.
- C: Some physicists conclude the "now" is added by the mind, not required by the equations.
- D: Relativity, and Einstein, sharpen the puzzle; the claim about Newton is invented.

**Final Answer:** Hard to treat as real, since simultaneity is observer-dependent $\Rightarrow$ B

**Answer: (B)** Go Back to Q 10

## Q11.

### Solution

**Concept — Cause stated in the text:** Choose the mechanism the passage actually names for time's direction.

**Step 1 — Find it:** Paragraph 3 says the leading answer is "a statistical fact . . . Disorder, measured as entropy, tends to increase . . . This one-way slide from order to disorder gives time a direction."

**Step 2 — Match:** Option C names the statistical increase of entropy.

**Why other options are wrong:**

- A: The passage stresses the fundamental laws have no such arrow.
- B: Relativity denies a universal present; it does not supply one.
- D: We can remember the past, not the future, but the passage grounds the arrow in entropy, not in memory.

**Final Answer:** The statistical increase of entropy $\Rightarrow$ C

**Answer: (C)** Go Back to Q 11

## Q12.

### Solution

**Concept — Tone/attitude:** Choose the adjective that fits the author's stance across the whole piece.

**Step 1 — Weigh the cues:** The author calls the topic "strangely hard to find," reports competing views without endorsing one, and closes that time is "among the least understood things of all."

**Step 2 — Match:** Option A (intrigued and open, an unsettled puzzle) fits this balanced, curious tone.

**Why other options are wrong:**

- B: The author reports the "illusion" view as one side, not as a certainty.
- C: The author respects physics rather than mocking it.
- D: "None of this is settled" rules out confident, full explanation.

**Final Answer:** Intrigued and open toward an unsettled puzzle $\Rightarrow$ A

**Answer: (A)** Go Back to Q 12

## Q13.

### Solution

**Concept — Main concern:** The topic is set by the whole passage, not one paragraph.

**Step 1 — Track the arc:** It traces how modernists rejected ornament for "form follows function," the reasons behind the ideal, and then the "fierce" reaction that followed.

**Step 2 — Match:** Option C captures both the rise of the ideal and the reaction to it.

**Why other options are wrong:**

- A: The passage does not claim ornamented buildings are always more beautiful; it presents a debate.
- B: Materials are mentioned, but there is no manufacturing account.
- D: The passage reports criticism of the glass box, not a call to ban it.

**Final Answer:** Rise of the ideal and the reaction to it $\Rightarrow$ C

**Answer: (C)** Go Back to Q 13

## Q14.

### Solution

**Concept — Specific detail:** Match the stated reason for objecting to ornament.

**Step 1 — Find it:** Paragraph 1 says ornament "was not merely unnecessary but dishonest: a lie in stone, distracting from what a building actually was and did."

**Step 2 — Match:** Option D restates this charge of dishonesty and disguise.

**Why other options are wrong:**

- A: Expense is linked to a wasteful past later, but the main objection stated is dishonesty.
- B: The passage says new materials broke from ornament, not that ornament was impossible.
- C: A foreign origin is never given as the objection.

**Final Answer:** Dishonest, disguising what a building was and did $\Rightarrow$ D

**Answer: (D)** Go Back to Q 14

## Q15.

**Solution**

**Concept — Vocabulary in context:** A figurative phrase means what the surrounding sentence explains.

**Step 1 — Read the context:** "Ornament . . . was not merely unnecessary but dishonest: a lie in stone, distracting from what a building actually was and did."

**Step 2 — Match:** The "lie" is that ornament concealed the building's true structure and purpose, which is Option A.

**Why other options are wrong:**

- B: The phrase is about honesty of appearance, not structural stability.
- C: It criticises the ornament, not the character of the carvers.
- D: Cost and durability are not what "a lie in stone" refers to.

**Final Answer:** Ornament concealed the true structure and purpose $\Rightarrow \boxed{A}$

**Answer: (A)** Go Back to Q 15

## Q16.

**Solution**

**Concept — Function of a paragraph:** Identify the job the closing paragraph performs.

**Step 1 — Read it:** "The reaction, when it came, was fierce" introduces the backlash; later architects "reclaim colour, reference and playful detail"; the quarrel "did not so much end as widen," leaving the central question "still very much alive."

**Step 2 — Match:** Option B captures the backlash plus the still-open question.

**Why other options are wrong:**

- A: The paragraph criticises the glass box as "cold, even hostile," not perfect.
- C: There are no decorating instructions.
- D: The passage refuses to crown either side as morally superior; it says the debate widened.

**Final Answer:** Describe the backlash and leave the question open $\Rightarrow \boxed{B}$

**Answer: (B)** Go Back to Q 16

## Q17.

**Solution**

**Concept — Para-jumble:** Find the origin sentence, then follow the chronological chain to the present-day close.

**Step 1 — Opening:** Sentence 2 gives the origin ("Tea began as a medicinal drink in ancient China"); it needs no prior context, so it opens.

**Step 2 — Early trade:** Sentence 1 ("For centuries it was traded in compressed bricks") describes the long period after that origin, so it follows 2.

**Step 3 — Reaching Europe:** Sentence 4 ("European merchants met it only in the seventeenth century") marks a later stage, so it follows 1.

**Step 4 — The present:** Sentence 3 ("Today . . . the most widely consumed beverage") closes the timeline.

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

**Final Answer:** $\boxed{2143}$

**Answer: (2143)** Go Back to Q 17

## Q18.

**Solution**

**Concept — Para-summary:** The best summary keeps the author's core claim without reversing or exaggerating it.

**Step 1 — Core claim:** Forgetting "is not the opposite of a healthy memory but part of its design; it is the filter that keeps the useful signal from drowning in noise."

**Step 2 — Match:** Option B restates forgetting as a necessary filter, not a mere failure.

**Why other options are wrong:**

- A: The passage says a mind that remembered everything "would be crippled," the opposite of thinking more clearly.
- C: The passage rejects the idea that forgetting is always a defect.
- D: The passage argues for discarding most input, not remembering every detail.

**Final Answer:** Forgetting is a necessary filter, not a failure $\Rightarrow \boxed{B}$

**Answer: (B)** Go Back to Q 18

## Q19.

### Solution

**Concept — Odd sentence out:** Four sentences share one theme; the outlier shifts topic.

**Step 1 — Find the theme:** Sentences 1, 2, 3 and 5 describe how coral reefs and atolls are built and shaped (the animals, upward growth, Darwin's sinking-island theory, the ring left behind).

**Step 2 — Spot the outlier:** Sentence 4 jumps to a present-day threat, warming seas and bleaching, which lies outside the how-atolls-form account.

**Step 3 — Confirm coherence without it:** 1, 2, 3, 5 read as a clean paragraph on reef building and atoll formation.

**Final Answer:** Sentence 4 does not belong $\Rightarrow \boxed{4}$

**Answer: (4)** Go Back to Q 19

## Q20.

### Solution

**Concept — Para-jumble:** Locate the introduction of the object, then follow the logical links to the present-day close.

**Step 1 — Opening:** Sentence 2 introduces the abacus ("merchants reckoned sums by sliding beads"); it opens.

**Step 2 — Its power:** Sentence 4 ("A skilled user could add and subtract faster") elaborates what the device could do, so it follows 2.

**Step 3 — Its spread:** Sentence 1 ("Because it was quick and reliable, the device spread across Asia") draws on that speed, so it follows 4.

**Step 4 — The present:** Sentence 3 ("Even now it is taught") closes the paragraph.

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

**Final Answer:** $\boxed{2413}$

**Answer: (2413)** Go Back to Q 20

## Q21.

**Solution**

**Concept — Para-summary:** Preserve the qualified claim the passage makes, not an extreme version.

**Step 1 — Core claim:** "Languages rarely map onto one another so neatly . . . Good translation is less a copying than a kind of rewriting, faithful in spirit precisely because it refuses to be faithful word for word."

**Step 2 — Match:** Option A restates that mismatched languages make good translation an interpretive, spirit-faithful rewriting.

**Why other options are wrong:**

- B: The passage opens by rejecting the "mechanical swap" picture.
- C: The passage prizes faithfulness in spirit, not exact word order.
- D: It says a word "may carry associations . . . that have no exact counterpart elsewhere," contradicting "always the same."

**Final Answer:** Good translation is a spirit-faithful rewriting $\Rightarrow \boxed{\text{A}}$

**Answer: (A)** Go Back to Q 21

## Q22.

**Solution**

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

**Step 1 — Find the theme:** Sentences 1, 2, 3 and 4 are about migration: the continent-spanning journeys, the reason for them, and how birds navigate.

**Step 2 — Spot the outlier:** Sentence 5 is about birdsong as territorial and mating behaviour, which has nothing to do with migration or navigation.

**Step 3 — Confirm:** 1, 4, 2, 3 read as a coherent paragraph on why and how birds migrate.

**Final Answer:** Sentence 5 does not belong $\Rightarrow \boxed{5}$

**Answer: (5)** Go Back to Q 22

## Q23.

**Solution**

**Concept — Para-summary:** Keep the passage's central reversal, not a one-sided restatement.

**Step 1 — Core claim:** "Far from stifling imagination, well-chosen limits can concentrate it, turning an obstacle into the very source of invention."

**Step 2 — Match:** Option D restates that well-chosen constraints concentrate and stimulate creativity.

**Why other options are wrong:**

- A: The passage says artists "often do their finest work under strict limits," contradicting the need for unlimited freedom.
- B: The passage treats rules like the sonnet's lines as spurs to creativity, not barriers to it.
- C: A tiny budget is given as a helpful constraint, so a large budget is not the key condition.

**Final Answer:** Well-chosen constraints concentrate creativity $\Rightarrow \boxed{D}$

**Answer: (D)** Go Back to Q 23

## Q24.

**Solution**

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

**Step 1 — Track the logic:** Windmills were once essential; then the steam engine arrived and "worked on calm days and windy ones alike," setting up the windmills' obsolescence.

**Step 2 — Match:** Option C delivers that consequence: the sails "fell still" and the mills were "left to crumble or be pulled down."

**Why other options are wrong:**

- A: A rise in bread prices does not follow from a superior new power source.
- B: A remark about landscape painters ignores the set-up about the steam engine.
- D: The wind still blowing is scene-setting, not the logical outcome of the engine replacing the mill.

**Final Answer:** The mills fell idle and decayed $\Rightarrow$ C

**Answer: (C)** 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 | D | 10 | B |
| 11 | C | 12 | A | 13 | C | 14 | D | 15 | A |
| 16 | B | 17 | 2143 | 18 | B | 19 | 4 | 20 | 2413 |
| 21 | A | 22 | 5 | 23 | D | 24 | C | | |