CAT Verbal Ability and Reading Comprehension

Sample Paper – 9

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. For most of human history the scarce thing was information: news travelled slowly, books were costly, and to be well informed was a mark of privilege. That world has been turned inside out. Today information is superabundant and effectively free, streaming from every screen at all hours. What has become scarce is the human capacity to attend to it. Economists call the result the attention economy, a marketplace in which the prize is no longer content but the fleeting focus of the people who might consume it.

Once attention is the prize, the design of media changes accordingly. A platform earns money not when it informs you but when it holds you, and so its engineers optimise relentlessly for time spent. Feeds refresh without end, notifications interrupt, and each small reward of novelty is tuned to keep the eye moving down the screen. None of this requires a conspiracy; it follows from a simple incentive. The product that captures the most minutes wins, whether or not those minutes leave the user better off.

The cost of this arrangement is easy to overlook because it is paid in a currency we rarely mea-

sure. Attention is not merely time; it is the raw material of thought, of conversation, of the slow work of understanding. When it is continually fragmented, the capacity for sustained concentration erodes, and with it the kinds of reflection that shallow scrolling cannot supply. We may consume more than ever and yet feel that we have absorbed less, as if the mind had been fed constantly but never allowed to digest.

Critics respond that no one is forced to look, and that individuals must simply exercise self-control. There is something to this, but it understates the imbalance. On one side stands a single distracted person; on the other, teams of designers armed with data on exactly which colours, sounds and delays keep a thumb scrolling. To call the outcome a free and equal choice is to ignore how deliberately the choice has been engineered. The more honest question is not whether users should resist, but whether a system built to harvest attention can be redesigned to respect it. What is clear is that attention, once treated as inexhaustible, has turned out to be among the most valuable and most contested resources of the age.

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

(A) To prove that information was more valuable in the past than it is today.

(B) To argue that individuals lack any self-control when using digital media.

(C) To explain how digital media compete for scarce attention and what that competition costs us.

(D) To show that the business model of media platforms should be made illegal.

Q2. According to the passage, media platforms design endless feeds and frequent notifications mainly because:

(A) they earn money by holding users' attention rather than by informing them.

(B) users have explicitly asked for constant notifications.

(C) governments require platforms to maximise engagement.

(D) producing informative content has become too expensive.

Q3. How does the author respond to the objection that users should simply exercise self-control?

(A) By fully agreeing that the problem is entirely the user's responsibility.

(B) By granting it some force while stressing the imbalance between the lone user and teams of designers.

(C) By denying that anyone ever struggles to put down a screen.

(D) By claiming that self-control has no role at all in media use.

Q4. The phrase describing attention as "the raw material of thought" is used mainly to suggest that:

(A) attention can be manufactured as easily as any industrial product.

(B) thinking requires no attention at all.

(C) attention is valuable only to advertisers.

(D) fragmenting attention undermines the sustained reflection that thinking depends on.

Directions (Q5–Q8): Read the passage and answer the questions that follow. When we call a sunset or a symphony beautiful, we seem to be describing the thing itself, as though beauty were a property it possessed like weight or colour. Yet the moment we disagree with a friend about a painting, that confidence drains away. If beauty were simply out there in the object, such disagreement should be as settleable as a dispute about its height. That it is not has led many thinkers to conclude that beauty lies not in the object but in the eye, or rather the mind, of the beholder.

The subjectivist position is tidy but it proves too much. If beauty were purely a matter of private taste, there would be no sense in arguing about it, no point in criticism, and no explanation for the striking agreements that do occur across cultures and centuries. People who share almost nothing else often admire the same faces, landscapes and melodies. A view that reduces all this to accident leaves too much unexplained.

The philosopher Kant offered a subtler account. A judgement of beauty, he argued, is subjective in that it rests on a feeling of pleasure rather than on a concept or rule; there is no formula that certifies a thing as beautiful. And yet, he held, when we call something beautiful we do not merely report a private liking, as we might for a flavour of ice cream. We speak as if others ought to agree, and we are puzzled, even affronted, when they do not. Beauty, on this view, is subjective in its ground but universal in its claim.

This puts the matter in an odd but illuminating light. To find something beautiful is to feel a pleasure that one takes to be more than personal, a pleasure one expects others to share because it seems to arise from capacities all humans hold in common. That expectation is not a guarantee; tastes do differ, and cultures shape what we notice and prize. But it explains why aesthetic argument feels worth having. We are not merely trading preferences; we are inviting one another to see what we see, in the hope that a shared response is possible. Whether beauty

is finally in the object or the observer may be the wrong question. It is, perhaps, in the meeting of the two.

Q5. The central argument of the passage is that:

(A) beauty is a measurable property of objects, like weight or height.

(B) beauty is best understood as subjective in its ground yet universal in the agreement it claims from others.

(C) disagreement about art proves that beauty is purely a matter of private taste.

(D) aesthetic judgements are identical in kind to preferences about flavours of ice cream.

Q6. According to the passage, the purely subjectivist view of beauty is inadequate because it:

(A) denies that anyone ever disagrees about art.

(B) treats beauty as a physical property that can be measured.

(C) was decisively refuted by a formula for beauty devised by Kant.

(D) cannot explain the striking agreements about beauty found across cultures and centuries.

Q7. It can be inferred that, for Kant, calling something beautiful differs from liking a flavour of ice cream because:

(A) a judgement of beauty carries the expectation that others ought to agree.

(B) a judgement of beauty follows from a strict rule or formula.

(C) taste in ice cream never varies from person to person.

(D) beauty is entirely independent of any feeling of pleasure.

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

(A) concede that the subjectivist position was right all along.

(B) prove that beauty resides entirely in the object.

(C) suggest that beauty may lie in the meeting of object and observer, explaining why aesthetic argument is worthwhile.

(D) abandon the question of beauty as meaningless.

Directions (Q9–Q12): Read the passage and answer the questions that follow. We cannot travel to the centre of the Earth; the deepest borehole ever drilled reaches only a small fraction of the way through the crust. Almost everything we know about the planet's interior is therefore inferred, and volcanoes are among our most valuable informants. When magma rises and erupts, it carries to the surface material that formed far below, along with clues about the conditions it passed through. To read an eruption is, in part, to read the deep Earth.

The rock that volcanoes deliver is not the molten iron of the core but material from the mantle, the vast layer of hot rock between crust and core. Though the mantle is solid, over long spans it flows slowly, like extremely stiff putty, carrying heat from the interior toward the surface. Where this rising rock nears the surface and the pressure drops, it can begin to melt, and the resulting magma may force its way upward. The chemistry of the erupted rock, and sometimes the crystals and gases trapped within it, let geologists estimate the depth and temperature at which the melting occurred.

Volcanoes also mark the boundaries of the plates that make up the Earth's rigid shell. Most eruptions occur where plates pull apart or collide. Along the mid-ocean ridges, where plates separate, magma wells up to form new sea floor. Where one plate dives beneath another, water carried down with it lowers the melting point of the overlying rock, feeding the chains of volcanoes that ring the Pacific. A few volcanoes, however, sit far from any boundary, above what appear to be plumes of unusually hot rock rising from deep within the mantle. These hotspots, fixed while the plates drift over them, leave trails of extinct volcanoes that record the plates' slow motion.

For all they reveal, volcanoes remind us how little of the planet we can observe directly. Each eruption is a brief and violent message from a realm we will never visit, written in a chemistry we are still learning to translate. The same forces that make eruptions dangerous also make them precious to science, for they open, however briefly, a window onto the engine that drives the continents and shapes the surface on which we live.

Q9. The passage suggests that volcanoes are especially valuable to scientists mainly because they:

(A) bring up material and clues from deep within a planet we cannot directly explore.

(B) allow geologists to drill boreholes all the way to the core.

(C) are the only places where the Earth's plates can be seen.

(D) produce molten iron identical to that of the Earth's core.

Q10. According to the passage, the mantle is described as:

(A) a layer of molten iron surrounding the crust.

(B) a thin rigid shell broken into moving plates.

(C) solid rock that nonetheless flows slowly over long spans of time.

(D) a pool of liquid magma lying directly beneath the crust.

Q11. The "hotspots" mentioned in the passage are notable because they:

(A) occur only where two plates collide.

(B) lie along the mid-ocean ridges where plates separate.

(C) are created when water lowers the melting point of rock.

(D) stay fixed while plates drift over them, leaving trails of extinct volcanoes.

Q12. The author's attitude toward volcanoes is best described as:

(A) fearful, treating them chiefly as disasters to be prevented.

(B) appreciative, valuing them as rare windows onto the Earth's interior.

(C) dismissive of their scientific importance.

(D) certain that they have revealed all there is to know about the deep Earth.

Directions (Q13–Q16): Read the passage and answer the questions that follow. Before the mechanical clock, time was something the world handed out rather than something people measured. The day was divided by the sun, the seasons by the stars, and the hours, where they were counted at all, stretched and shrank with the length of daylight. A summer hour was longer than a winter one, and no one found this strange, for time was tied to the rhythms of nature rather than to any machine.

The mechanical clock, which spread through European towns from the fourteenth century, quietly overturned this arrangement. Its great innovation was not accuracy, for early clocks were poor timekeepers, but regularity: it divided the day into hours of fixed and equal length, indifferent to the season or the sun. Mounted in a town's tower and sounded by a bell, the clock made time public and uniform. For the first time a whole community could agree, to the hour, on when things should happen.

This uniformity proved enormously useful, and enormously consequential. Once hours were equal and shared, they could be counted, divided and, eventually, bought and sold. Employers

could define a working day, fix wages by the hour, and expect labourers to arrive and leave at set times. The discipline of the clock gradually replaced the older discipline of the task, in which work ended when the job was done rather than when the bell rang. To be punctual became a virtue, and to waste time a kind of fault, ideas that would have puzzled an earlier age.
It is easy to see this as a story of pure progress, and in many ways it was, but something was also lost. Time measured by the clock is abstract and uniform, detached from the varying rhythms of daylight, weather and human energy. The same instrument that let societies coordinate on a vast scale also taught them to treat time as a commodity, to be spent and saved and never wasted. The tyranny of the schedule, familiar to anyone who lives by a timetable, was born in those first tower clocks. In learning to keep time so precisely, we also allowed time to keep us, ordering our days by a machine that knows nothing of the sun it replaced.

Q13. The passage is primarily concerned with:

(A) proving that early mechanical clocks were more accurate than sundials.

(B) tracing the invention of the bell in European towns.

(C) arguing that natural time is superior to clock time in every respect.

(D) explaining how the mechanical clock reshaped work and society by making time uniform.

Q14. According to the passage, the great innovation of the early mechanical clock was its:

(A) remarkable accuracy compared with all later timepieces.

(B) ability to follow the changing length of daylight.

(C) division of the day into hours of fixed and equal length.

(D) portability, which let individuals carry time with them.

Q15. The passage suggests that “the discipline of the clock” differed from “the discipline of the task” in that:

(A) tasks were now timed to the second for the first time.

(B) work came to end at a set hour rather than when the job was finished.

(C) labourers were no longer paid for their work at all.

(D) employers abandoned any expectation of punctuality.

Q16. Which statement best reflects the author's view in the final paragraph?

(A) The clock's uniform time brought great coordination but also taught societies to treat time as a commodity, at some cost.

(B) The mechanical clock was an unqualified good with no drawbacks whatsoever.

(C) Societies would function better if they abandoned clocks and returned to natural time.

(D) Clock time and natural time are indistinguishable in practice.

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. Instead of resting on one stone, it is built from many wedge-shaped blocks that lean against one another.

2. In this way a ring of small stones, none strong on its own, together carries a load that would crush any of them alone.

3. The arch is one of the oldest and most elegant solutions to a basic problem of building: how to span an opening without a single massive beam.

4. The weight pressing down is thus turned outward and passed along the curve to the supports at either end.

(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 single fixed pulley changes only the direction of a force, letting you pull down to lift a load up; it saves no effort at all. The advantage comes when pulleys are combined, so that the rope supports the load at several points at once. Each added strand shares the weight, so a person can raise a burden

many times heavier than they could lift directly, at the cost of pulling far more rope. The pulley does not create force from nothing; it trades distance for strength."

(A) A single fixed pulley multiplies a person's strength many times over.

(B) Pulleys give no free force; combining them shares a load across several strands, trading extra rope pulled for greater lifting strength.

(C) Pulleys allow heavy loads to be lifted with no effort and no trade-off at all.

(D) The only purpose of any pulley is to change the direction in which a force is applied.

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. The earliest steam engines were built not to drive machines but to pump water out of flooded mines.

2. They were huge, inefficient devices that burned enormous quantities of coal for modest work.

3. Modern gas turbines can now convert a far greater share of their fuel into useful power.

4. Later improvements, above all a separate condenser, made the engine efficient enough to power factories.

5. From the mine it spread to the mill, the ship and the railway, remaking the whole economy.

(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. Early versions, however, leaked freely, staining fingers and pages as often as they wrote.

2. For centuries writers dipped a pen into ink every few words, a constant

interruption to the flow of thought.

3. Only when a reliable feed was invented, drawing ink smoothly to the nib, did the pen finally succeed.

4. The fountain pen promised to end this by holding a small reservoir of ink inside the barrel itself.

(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.

"Spider silk is often described as stronger than steel, and by weight it can indeed outmatch it. But the more remarkable property is not raw strength; it is toughness, the ability to absorb energy without breaking. A material can be strong yet brittle, snapping the moment it is overloaded, or weaker yet able to stretch and yield, soaking up a blow. Silk combines high strength with great stretch, which is why a web can stop a flying insect without tearing apart."

(A) Spider silk is valuable mainly because it is, weight for weight, stronger than any steel.

(B) A material that is strong must always be brittle and prone to snapping.

(C) Webs stop insects only because silk is completely rigid and does not stretch.

(D) Silk's most remarkable quality is its toughness: it combines strength with stretch to absorb energy without breaking.

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. In the 1630s the Dutch developed a feverish enthusiasm for tulips, then a rare and fashionable flower.

2. Prices for prized bulbs climbed to astonishing heights, some changing hands for the cost of a house.

3. Buyers purchased bulbs they never saw, betting only that prices would rise still further.

4. When confidence suddenly cracked, the market collapsed and fortunes vanished within days.

5. Tulips today are grown by the million and remain one of the Netherlands' best-known exports.

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

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

"The astrolabe was, for its time, a pocket model of the heavens. By aligning it with a star and reading off its scales, a user could tell the time, find their latitude, or fix the direction of a distant city. It did not explain why the stars moved; it simply captured their apparent motion in brass so faithfully that a traveller could put the sky to practical use. In an age without clocks or maps as we know them, it was many instruments in one."

(A) The astrolabe was a compact model of the sky that let users read time, latitude and direction from the stars, serving as many practical instruments at once.

(B) The astrolabe was chiefly important for explaining why the stars appear to move.

(C) The astrolabe could measure latitude but was useless for telling time or direction.

(D) Travellers preferred the astrolabe to clocks and maps because it was cheaper to make.

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

"For much of the Middle Ages, houses were heated by an open fire in the centre of the room, its smoke left to find its way out through a hole in the roof. The chimney changed domestic life more than its humble appearance suggests. By drawing smoke up a flue and out above the roof, it cleared the air of the room below. _____"

(A) Open fires, meanwhile, remained the preferred way to cook elaborate feasts.

(B) The roof itself was usually made of thatch or wooden shingles.

(C) Freed of choking smoke, rooms could now have upper floors and ceilings, so a single house could hold many separate, warmable rooms.

(D) Stone was quarried at great expense and carried long distances to the building site.

Detailed Solutions

Q1.

Solution

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

Step 1 — Track the arc: The passage says information is now abundant while attention is scarce, describes how media are built to capture that attention, and weighs the costs of the arrangement.

Step 2 — Match to an option: Option C names both halves, the competition for scarce attention and its costs.

Why other options are wrong:

- A: The past is only the setup; the passage is about the present.
- B: The passage grants users "there is something to this," so it does not claim they lack all self-control.
- D: Redesign is raised as an open question; the passage does not demand that the model be banned.

Final Answer: Explain the competition for attention and its costs ⇒ C

Answer: (C) Go Back to Q 1

Q2.

Solution

Concept — Stated cause: Choose the reason the passage actually gives, not a plausible outside one.

Step 1 — Locate the sentence: Paragraph 2 says "a platform earns money not when it informs you but when it holds you, and so its engineers optimise relentlessly for time spent."

Step 2 — Match: Option A restates this incentive precisely.

Why other options are wrong:

- B: The passage never says users asked for constant notifications.
- C: No government requirement is mentioned; the driver is a business incentive.
- D: Cost of producing content is not the stated reason.

Final Answer: They profit by holding attention, not by informing ⇒ A

Answer: (A) Go Back to Q 2

Q3.

Solution

Concept — Author's handling of a counter-argument: Identify whether the author rejects, accepts, or qualifies the objection.

Step 1 — Read the reply: The author writes "There is something to this, but it understates the imbalance," then contrasts one distracted person with "teams of designers armed with data."

Step 2 — Match: Option B captures the partial concession plus the stress on imbalance.

Why other options are wrong:

- A: The author does not fully agree; that is why the imbalance is raised.
- C: The author never denies people struggle; the whole point is that they do.
- D: The author allows self-control "there is something to this," so it is not dismissed entirely.

Final Answer: Grant some force, stress the imbalance ⇒ B

Answer: (B) Go Back to Q 3

Q4.

Solution

Concept — Meaning in context: Read the metaphor as the surrounding sentences explain it.

Step 1 — Read the context: "Attention is not merely time; it is the raw material of thought . . . When it is continually fragmented, the capacity for sustained concentration erodes."

Step 2 — Match: Option D restates that fragmenting attention weakens the reflection thinking depends on.

Why other options are wrong:

- A: The phrase is a metaphor; it does not claim attention is literally manufactured.

- B: The opposite; thinking needs attention.
- C: The value discussed is to the thinker, not only to advertisers.

Final Answer: Fragmenting attention undermines sustained thought ⇒ D

Answer: (D) Go Back to Q 4

Q5.

Solution

Concept — Central argument: The thesis is the position the passage builds toward, not either extreme it weighs.

Step 1 — Identify the move: The passage rejects both pure objectivism and pure subjectivism and endorses Kant's view that beauty is "subjective in its ground but universal in its claim."

Step 2 — Match: Option B states this synthesis directly.

Why other options are wrong:

- A: The passage denies beauty is a measurable property like weight.
- C: Pure subjectivism is the view the passage says "proves too much."
- D: The ice-cream comparison is exactly what Kant sets beauty apart from.

Final Answer: Subjective in ground, universal in claim ⇒ B

Answer: (B) Go Back to Q 5

Q6.

Solution

Concept — Specific reason: Match the drawback the passage attributes to subjectivism.

Step 1 — Find the sentence: "If beauty were purely a matter of private taste . . . [there would be] no explanation for the striking agreements that do occur across cultures and centuries."

Step 2 — Match: Option D restates this failure to explain shared agreement.

Why other options are wrong:

- A: Subjectivism does not deny disagreement; it is built on it.
- B: Treating beauty as measurable is the objectivist error, not the subjectivist

one.

- C: Kant is said to offer "a subtler account," not a certifying formula; the passage denies any such formula.

Final Answer: It cannot explain cross-cultural agreement $\Rightarrow$ $\boxed{\text{D}}$

Answer: (D) Go Back to Q 6

Q7.

Solution

Concept — Inference from a contrast: Use the distinction the passage draws between beauty and mere liking.

Step 1 — Find it: For Kant, calling something beautiful is unlike a taste for ice cream because "we speak as if others ought to agree, and we are puzzled . . . when they do not."

Step 2 — Match: Option A restates this expectation of agreement.

Why other options are wrong:

- B: Kant says there is "no formula" for beauty.
- C: The passage does not claim ice-cream taste never varies.
- D: Kant grounds beauty in a feeling of pleasure, so beauty is not independent of pleasure.

Final Answer: It claims that others ought to agree $\Rightarrow$ $\boxed{\text{A}}$

Answer: (A) Go Back to Q 7

Q8.

Solution

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

Step 1 — Read it: It says the object-or-observer question "may be the wrong question" and that beauty is "perhaps, in the meeting of the two," explaining why "aesthetic argument feels worth having."

Step 2 — Match: Option C captures both the "meeting of the two" and the worth of argument.

Why other options are wrong:

- A: The paragraph does not surrender to subjectivism.
- B: It does not place beauty entirely in the object.
- D: It affirms that argument is worthwhile, not meaningless.

Final Answer: Beauty in the meeting of object and observer $\Rightarrow$ C

Answer: (C) Go Back to Q 8

Q9.

Solution

Concept — Main point/detail: Choose the reason the passage gives for volcanoes' scientific value.

Step 1 — Find the claim: "Almost everything we know about the planet's interior is . . . inferred, and volcanoes are among our most valuable informants . . . [magma] carries to the surface material that formed far below."

Step 2 — Match: Option A restates that volcanoes deliver deep material and clues from an interior we cannot reach.

Why other options are wrong:

- B: The passage says the deepest borehole reaches only a small fraction of the crust, not the core.
- C: Plates are also visible at ridges and other boundaries; "only places" is unsupported.
- D: Volcanoes deliver mantle rock, "not the molten iron of the core."

Final Answer: They bring up material from an unreachable interior $\Rightarrow$ A

Answer: (A) Go Back to Q 9

Q10.

Solution

Concept — Specific detail: Match the passage's own description of the mantle.

Step 1 — Find it: "Though the mantle is solid, over long spans it flows slowly, like extremely stiff putty."

Step 2 — Match: Option C restates "solid . . . yet flows slowly."

Why other options are wrong:

- A: Molten iron describes the core, not the mantle.
- B: The "rigid shell" broken into plates is the crust/lithosphere, not the mantle.
- D: The mantle is solid rock, not a pool of liquid magma.

Final Answer: Solid rock that flows slowly over time $\Rightarrow$ C

Answer: (C) Go Back to Q 10

Q11.

Solution

Concept — Specific detail: Match the defining feature the passage gives for hotspots.

Step 1 — Find it: "These hotspots, fixed while the plates drift over them, leave trails of extinct volcanoes that record the plates' slow motion."

Step 2 — Match: Option D restates both the fixity and the trail of extinct volcanoes.

Why other options are wrong:

- A and B: Hotspots are said to sit "far from any boundary," unlike collision zones or ridges.
- C: The water-lowers-melting-point mechanism describes subduction volcanoes, not hotspots.

Final Answer: Fixed spots leaving volcano trails as plates drift $\Rightarrow$ D

Answer: (D) Go Back to Q 11

Q12.

Solution

Concept — Tone/attitude: Choose the adjective that fits the author's stance throughout.

Step 1 — Weigh the cues: The author calls volcanoes "valuable informants" and "precious to science," opening "a window onto the engine that drives the continents."

Step 2 — Match: Option B (appreciative, valuing them as windows onto the interior) fits.

Why other options are wrong:

- A: Danger is noted, but the emphasis is on value, not fear.
- C: The passage stresses importance, so it is not dismissive.
- D: The author says we are "still learning to translate" the chemistry, ruling out certainty that all is known.

Final Answer: Appreciative of volcanoes as windows on the interior $\Rightarrow$ B

Answer: (B) Go Back to Q 12

Q13.

Solution

Concept — Main concern: The whole passage, not one paragraph, sets the topic.

Step 1 — Track the arc: It contrasts natural time with clock time, explains the clock's shift to uniform hours, and traces how that reshaped work and social life.

Step 2 — Match: Option D captures "reshaped work and society by making time uniform."

Why other options are wrong:

- A: The passage says early clocks were "poor timekeepers," so accuracy is not the point.
- B: The bell is a detail, not the subject.
- C: The passage sees both gains and losses; it does not claim natural time is superior in every respect.

Final Answer: How the clock reshaped work and society $\Rightarrow$ D

Answer: (D) Go Back to Q 13

Q14.

Solution

Concept — Specific detail: Match the claim made about the clock's key innovation.

Step 1 — Find it: "Its great innovation was not accuracy . . . but regularity: it divided the day into hours of fixed and equal length."

Step 2 — Match: Option C restates the fixed, equal hours.

Why other options are wrong:

- A: The text explicitly says the innovation was "not accuracy."
- B: Following changing daylight describes the older, natural hours it replaced.
- D: Early clocks were mounted in town towers, not portable.

Final Answer: Hours of fixed and equal length $\Rightarrow$ C

Answer: (C) Go Back to Q 14

Q15.

Solution

Concept — Inference from a contrast: Read the two "disciplines" as the passage defines them.

Step 1 — Find it: "The discipline of the clock gradually replaced the older discipline of the task, in which work ended when the job was done rather than when the bell rang."

Step 2 — Match: Option B restates that work now ends at a set hour rather than at the job's completion.

Why other options are wrong:

- A: The passage never mentions timing to the second; early clocks were inaccurate.
- C: Wages were fixed by the hour, so workers were still paid.
- D: Punctuality became "a virtue," the opposite of abandoning the expectation.

Final Answer: Work ends at a set hour, not at the task's end $\Rightarrow$ B

Answer: (B) Go Back to Q 15

Q16.

Solution

Concept — Author's view: Choose the statement that matches the balance struck in the final paragraph.

Step 1 — Read it: The clock "let societies coordinate on a vast scale" but "also taught them to treat time as a commodity"; "something was also lost."

Step 2 — Match: Option A captures both the coordination gained and the cost of treating time as a commodity.

Why other options are wrong:

- B: The passage says "something was also lost," so it is not an unqualified good.
- C: The author never calls for abandoning clocks.
- D: The paragraph stresses that clock time is "detached" from natural rhythms, so the two are not indistinguishable.

Final Answer: Great coordination but time made a commodity, at a cost $\Rightarrow$ $\boxed{\text{A}}$

Answer: (A) Go Back to Q 16

Q17.

Solution

Concept — Para-jumble: Find the general opening, then the mechanism and its result.

Step 1 — Opening sentence: Sentence 3 introduces the arch and the problem it solves (spanning an opening without one massive beam); it needs no prior context, so it opens.

Step 2 — The mechanism: Sentence 1 ("Instead of resting on one stone ...") describes how it is built from wedge-shaped blocks, following 3.

Step 3 — The consequence: Sentence 4 ("The weight pressing down is thus turned outward ...") explains how the load travels, following 1.

Step 4 — Closing summary: Sentence 2 ("In this way a ring of small stones ...") sums up the whole idea, so it ends.

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

Final Answer: $\boxed{3142}$

Answer: (3142) Go Back to Q 17

Q18.

Solution

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

Step 1 — Core claim: A pulley creates no free force; combining pulleys shares the load across strands, "trad[ing] distance for strength."

Step 2 — Match: Option B captures both the no-free-force point and the distance-for-strength trade-off.

Why other options are wrong:

- A: A single fixed pulley "saves no effort at all," so it does not multiply strength.
- C: The paragraph insists there is a trade-off (more rope pulled), so "no trade-off" reverses it.
- D: Direction-changing is only the single-pulley case; it misses the main point about combined pulleys.

Final Answer: No free force; strands share load, trading rope for strength $\Rightarrow$ $\boxed{B}$

Answer: (B) Go Back to Q 18

Q19.

Solution

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

Step 1 — Find the theme: Sentences 1, 2, 4 and 5 tell the historical story of the steam engine (its first use in mines, its inefficiency, the condenser improvement, and its spread across the economy).

Step 2 — Spot the outlier: Sentence 3 jumps to modern gas turbines and their fuel efficiency, a present-day technology outside the steam-engine narrative.

Step 3 — Confirm coherence without it: 1, 2, 4, 5 form a clean paragraph on the rise of the steam engine.

Final Answer: Sentence 3 does not belong $\Rightarrow$ $\boxed{3}$

Answer: (3) Go Back to Q 19

Q20.

Solution

Concept — Para-jumble: Locate the sentence that sets up the problem, then follow the promise, the setback and the resolution.

Step 1 — Opening: Sentence 2 states the old problem (dipping a pen every few words); it opens.

Step 2 — The promise: Sentence 4 ("The fountain pen promised to end this . . . ") answers that problem, so it follows 2.

Step 3 — The setback: Sentence 1 ("Early versions, however, leaked freely . . . ") gives the contrast, following 4.

Step 4 — The resolution: Sentence 3 ("Only when a reliable feed was invented . . . did the pen finally succeed") closes the arc.

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

Final Answer: $\boxed{2413}$

Answer: (2413) Go Back to Q 20

Q21.

Solution

Concept — Para-summary: Keep the passage's main emphasis, not a partial detail.

Step 1 — Core claim: "The more remarkable property is not raw strength; it is toughness . . . Silk combines high strength with great stretch . . . to stop a flying insect without tearing apart."

Step 2 — Match: Option D restates toughness as strength plus stretch that absorbs energy.

Why other options are wrong:

- A: The passage says raw strength is "not" the most remarkable property, so A misses the point.
- B: The paragraph says a material can be strong yet brittle, or weaker yet stretchy; it does not claim strength must always be brittle.

- C: Silk works because it stretches, not because it is rigid; C reverses the text.

Final Answer: Toughness: strength plus stretch to absorb energy $\Rightarrow$ $\boxed{D}$

Answer: (D) Go Back to Q 21

Q22.

Solution

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

Step 1 — Find the theme: Sentences 1, 2, 3 and 4 trace the 1630s Dutch tulip mania (the craze, soaring prices, speculative buying, and the crash).

Step 2 — Spot the outlier: Sentence 5 shifts to present-day tulip cultivation and exports, outside the mania story.

Step 3 — Confirm: 1, 2, 3, 4 read as a coherent paragraph on the bubble and its collapse without 5.

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

Answer: (5) Go Back to Q 22

Q23.

Solution

Concept — Para-summary: The summary must preserve the passage's main claim about the instrument.

Step 1 — Core claim: The astrolabe was "a pocket model of the heavens" that let a user tell time, find latitude and fix direction, "many instruments in one."

Step 2 — Match: Option A restates the compact sky-model doing several practical jobs at once.

Why other options are wrong:

- B: The passage says it "did not explain why the stars moved," so explanation was not its point.
- C: The passage lists time and direction among its uses, contradicting "useless" for those.
- D: Cheapness versus clocks and maps is never claimed.

Final Answer: A compact sky-model serving many practical uses $\Rightarrow$ $\boxed{A}$

Answer: (A) Go Back to Q 23

Q24.

Solution

Concept — Sentence completion: The ending must follow the logical set-up of the paragraph.

Step 1 — Track the logic: The chimney drew smoke up a flue and "cleared the air of the room below," setting up a consequence of that cleared air.

Step 2 — Match: Option C delivers that consequence: freed of smoke, rooms could gain ceilings and upper floors, letting a house hold many warmable rooms.

Why other options are wrong:

- A: A note on cooking over open fires ignores the point about clearing smoke.
- B: The roof's material is an irrelevant aside, not the logical result.
- D: The cost of quarrying stone does not follow from the smoke being cleared.

Final Answer: Cleared of smoke, houses could have ceilings and many rooms $\Rightarrow$ C

Answer: (C) Go Back to Q 24

Answer Key

Q	Ans	Q	Ans	Q	Ans	Q	Ans	Q	Ans
1	C	2	A	3	B	4	D	5	B
6	D	7	A	8	C	9	A	10	C
11	D	12	B	13	D	14	C	15	B
16	A	17	3142	18	B	19	3	20	2413
21	D	22	5	23	A	24	C		