

## Verbal Ability

### READING COMPREHENSION

Almost everyone who struggles with Reading Comprehension on tests like NAT suffers from problems, all of which are the result of the same bad habit: **PASSIVE READING**. The materials here are designed to help you break this old habit (at least long enough to take your exam) and to develop a highly active (even interactive) approach towards the passages. But the only way to break old reading habits and to develop new and better ones is through practice. So in addition to reading techniques, you should also use the practice sets in this book to experiment with the techniques discussed here.

Every Reading Comprehension question is designed to measure one of your two basic abilities:

- to remember what you read
- to understand what you read

The second skill is a tougher one in that it requires independent thinking on your part. More importantly you'll find that the majority of the questions are comprehension questions, not memory questions; and it's this fact that should drive your approach in reading the passages. In order to understand (comprehend) a passage, you must be able to: identify the thesis (or main idea) and the author's primary purpose by following the author's line of reasoning from paragraph to paragraph.

### SOME COMMON READING COMPREHENSION PROBLEMS

**Problem:** You are a slow reader, so cannot finish in time.

**Solution:** Focus on main ideas and overall structure, instead of details.

**Problem:** You cannot concentrate because you feel that the ideas are scattered and terminologies used in the passage are unfamiliar to you. You waste a lot of time in searching the passage for information needed to respond to the question.

**Solution:** Ask yourself — Why has the writer written this passage? Dialogue with the writer each idea given in the passage.

**Problem:** You feel difficulties in narrowing your answer choices down to one clear best answer.

**Solution:** Keep in mind the overall theme of the passage and think like the test maker.

## TYPES OF QUESTIONS

If there is any key to success for Reading Comprehension, it's developing an active approach toward the understanding of the question sets. There are two types of questions normally asked on the test:

- Detail and contextual questions; based on a part of the passage.
- Main idea questions; based on drawing inferences from the main idea of the passage.

Detail question type is easy to deal with. It involves your scanning of the passage text. Pick a question from the set and find the information regarding the question by scanning the passage.

However, main idea question type is some what based on your reading and comprehending skills. You can find the answer of the main idea question if you have completely understood the overall theme of the passage.

### TIPS:

Divide the whole passage in logical blocks, each of which describes an idea.

Always create logical links between different parts of the passage.

Ask yourself, what is the objective of the writer? Why has he written this passage?

Never go beyond what is stated in the passage.

## THE STYLES OF READING

Let's refer to your frame of mind as you tackle a question set as your reading "mode." Consider the four basic modes and corresponding approaches listed in the table below. They differ in the reader's level of activity and basic strategy. You'll learn in the pages that follow that only the Interactive and the Question Driven modes are likely to help you improve your performance in Reading Comprehension.

### THE STRAIGHT STYLE

This style is based on a straight reading of entire passage. It involves three steps:

- Reading the passage carefully from beginning to end and underling important points.
- Responding to the questions in the order given in the passage and going back to the passage if you are having trouble answering a question or remembering the relevant portion of the passage.
- Marking the questions you're uncertain about, hoping you'll have time to reconsider the question at the end of the test.

Practically this style is unsuccessful, because of the following problems:

- Poor time management: It is often impossible to give equal time to each passage and each question.
- Incomplete comprehension: reading the passage from beginning to end without interruption and with very little thought as to what particular information is most important in order to respond to the specific questions.

Very often, the test takers adopting this style make mistakes in main idea question.



## THE INTERACTIVE STYLE

In this style, the test taker works back and forth between passage and questions. My students find that this is an effective style and this is the only style that actually helps them improve their overall performance to any significant extent.

This style involves three steps:

- Begin reading the passage immediately and divide the whole passage into logical parts describing a single idea.
- After reading the first part, scan the question from the question set. The first part will most certainly provide enough information for you to respond to the first question of the set.
- Return to the passage and read the next part. Scan the question and answer the next question. Work in a similar fashion and complete all paragraphs.

You'll have to practice this interactive style in order to be comfortable with it. Apply this style to the practice passages of this book until this style becomes second nature to you.

## SOLVED EXAMPLE

### DIRECTIONS:

*Each passage in this group is followed by questions based on its content. After reading a passage, choose the best answer to each question. Answer all questions following a passage on the basis of what is stated or implied in that passage.*

The answers of the questions have been given at the end of the exercise.

### PASSAGE:

The history of literature can be traced to the earliest forms of the arts. Man danced for joy round his primitive camp fire after the defeat and slaughter of his enemy. He yelled and shouted as he danced and gradually the yells and shouts became coherent and caught the measure of the dance and thus the first war song was sung. As the idea of God developed, prayers were framed. The songs and prayers became traditional and were repeated from one generation to another, each generation adding something of its own.

As man slowly grew more civilized, he was compelled to invent some method of writing due to three urgent necessities. There were certain things that it was dangerous to forget and which, therefore, had to be recorded. It was often necessary to communicate with persons who were some distance away and it was necessary to safeguard one's property by making appropriate tools and taking protective measure in a distinctive manner. So man taught himself to write and having learned to write, purely for utilitarian reasons, he used this new method for preserving his war songs and his prayers. Of course, among these ancient peoples, there were only a very few individuals who learned to write, and only a few could read what was written.

## QUESTIONS

1. **Before man invented writing,**
  - A. literature was passed on by word of mouth
  - B. prayers were considered literature
  - C. literature was just singing and dancing
  - D. there was no literature
2. **As for the war songs and prayers each generation**
  - A. added something of its own to the stock
  - B. blindly repeated the songs and prayers
  - C. composed its own songs and prayers
  - D. repeated what was handed down to it
3. **The first war-song**
  - A. was inspired by God
  - B. developed spontaneously
  - C. was a song traditionally handed down
  - D. was composed by leading dancers
4. **The war song evolved out of**
  - A. creative inspiration
  - B. necessity for protective measures
  - C. artistic urge
  - D. yelling and shouting
5. **Man invented writing because he wanted**
  - A. to be artistic
  - B. to write war song
  - C. to write literature
  - D. to record and communicate
6. **The word "measure" in the context of the passage means**
  - A. weight
  - B. rhythm
  - C. size
  - D. quantity

## ANSWERS

1	C
2	A
3	B
4	D
5	D
6	B

## EXPLANATIONS

1. The first line of the passage describes the beginning of the literature as singing and dancing for joy around the campfires after the defeat and slaughter of the enemy. Gradually these literature forms converted to advance literature. Hence it is obvious: literature was just singing and dancing before the invention of writing. The right answer choice is C.
2. In the second last line of the first part the sentence "each generation adding something of its own", gives the right answer choice (A).
3. The middle of the fourth line of the passage gives the idea that war songs were developed spontaneously by yells and shouts. The right answer choice is B.
4. Same as question three. The right answer choice is D.
5. The second line of the second part of the passage describes the urgency of developing some tool to remember. For the man at that time it was dangerous to forget, therefore he wanted to record to be able to communicate to the people who were at a distance from him. Hence, the answer choice is D.
6. The writer uses "col, "ent and measure" simultaneously in the passage. They stand for the same meaning of rhythm.



**PRACTICE EXERCISE**

Directions: Each passage in this group is followed by questions based on its content. After reading a passage, choose the best answer to each question. Answer all questions following a passage on the basis of what is stated or implied in that passage. The answers to the questions have been given at the end of the exercise.

**PASSAGE:**

Democratic societies from the earliest times have expected their governments to protect the weak against the strong. No 'era of good feeling' can justify discharging the police force or giving up the idea of public control over concentrated private wealth. On the other hand, it is obvious that a spirit of self-denial and moderation on the part of those who hold economic power will greatly soften the demand for absolute equality. Men are more interested in freedom and security than in an equal distribution of wealth. The extent to which Government must interfere with business, therefore, is not exactly measured by the extent to which economic power is concentrated into a few hands. The required degree of government interference depends mainly on whether economic powers are oppressively used, and on the necessity of keeping economic factors in a tolerable state of balance.

However, with the necessity of meeting all these dangers and threats to liberty, the powers of government are unavoidably increased, regardless of the political party in power. The growth of government is a necessary result of the growth of technology and of the problems that go with the use of machines and science. Since the government must take on more powers to meet the problems of the nations, there is no way to preserve freedom except by making democracy more powerful.

**QUESTIONS:**

- The advent of science and technology has increased the
  - freedom of people
  - tyranny of the political parties
  - powers of the government
  - chances of economic inequality
- A spirit of moderation on the part of economically sound people would make the less privileged
  - unhappy with the rich people
  - more interested in freedom and security
  - unhappy with their lot
  - clamorous for absolute equality
- The growth of government is necessary to
  - make the rich and the poor happy
  - curb the accumulation of wealth in a few hands
  - monitor science and technology
  - deploy the police force wisely
- 'Era of good feeling' in the paragraph refers to
  - time of prosperity
  - time of adversity
  - time without government
  - time of police atrocities
- "Tolerable state of balance" in the last sentence of the first paragraph may mean
  - an adequate level of police force
  - a reasonable level of economic equality
  - a reasonable amount of government interference
  - a reasonable check on economic power

**ANSWERS**

1	C	4	A
2	D	5	C
3	A		

**PASSAGE:**

Educational planning should aim at meeting the educational needs of the entire population of all age groups. While the traditional structure of education as a three layer hierarchy from the primary stage to the university represents the core, we should not overlook the periphery which is equally important. Under modern conditions, workers need to rewind, or renew their enthusiasm, or strike out in a new direction, or improve their skills as much as any university professor. The retired and the aged have their needs as well. Educational planning, in their words, should take care of the needs of everyone.

Our structures of education have been built up on the assumption that there is a terminal point to education. This basic defect has become all the more harmful today. A UNESCO report, titled "Learning to Be" prepared by Edgar Faure and others in 1973 asserts that the education of children must prepare the future adult for various forms of self-learning. A viable education system of the future should consist of modules with different kinds of functions serving a diversity of constituents. And performance, not the period of study, should be the basis for credentials. The writing is already on the wall.

In view of the fact that the significance of a commitment of lifelong learning and lifetime education is being discussed only in recent years even in educationally advanced countries, the possibility of the idea becoming an integral part of educational thinking seems to be a far cry. For, to move in that direction means much more than some simple rearrangement of the present organization of education. But a good beginning can be made by developing Open University programs for older learners of different categories and introducing extension services in the conventional colleges and schools. Also, these institutions should learn to cooperate with the numerous community organizations such as libraries, museums, municipal recreational programs, health services etc.

**QUESTIONS:**

1. **What is the main thrust of the author?**
  - A. Traditional systems should be strengthened.
  - B. Formal education is more important than non-formal.
  - C. One should never cease to learn.
  - D. It is impossible to meet the needs of everyone.
2. **Which of the following best describes the purpose of the author?**
  - A. To criticize the present educational system
  - B. To strengthen the present educational practices
  - C. To support non-conventional educational organizations
  - D. To present a pragmatic point of view
3. **According to the passage, the present education structures assume which of the following?**
  - A. All people can be educated as per their needs.
  - B. Present educational planning is very much practical.
  - C. Education is a one time process.
  - D. Simple rearrangement of the present educational system is a must.
4. **What should be the major characteristic of the future educational system?**
  - A. Different modules with same function
  - B. Same module for different groups
  - C. No modules but standard compulsory program for all
  - D. None of these



5. According to the author, educational planning should attempt to
- train the people at the core.
  - encourage conventional schools and colleges
  - decide a terminal point to education
  - fulfill the educational needs of everyone
6. According to the author, what measures should Open University adopt to meet modern sequence means?
- Develop various programs for adult learners.
  - Open more colleges on traditional lines.
  - Cater to the needs of those who represent "core"
  - Primary education should be under the control of open universities.
7. According to the author, what should be the basis for awarding credentials?
- Duration of the course
  - Competence of the course teachers
  - Diversity of the topics covered
  - Real grasp of matter or skill
8. Which of the following is not true in context of the given passage?
- Lifelong learning is a recent concept.
  - Workers' knowledge and skills also need to be updated constantly.
  - "Learning to Be" defends that there is a terminal point to education.
  - Schools and colleges should open extension services.
9. According to the author, the concept of "lifetime education" is
- as old as traditional education
  - still in formative stages
  - in vogue in advanced countries
  - not practical
10. Integrating the concepts of lifelong learning with the educational structure would imply
- closing down conventional schools and colleges
  - longer durations for all formal courses
  - simple rearrangement of present educational organizations
  - more weight for actual performance than real understanding
11. In the context of the passage, what is the meaning of the sentence "The writing is already on the wall"?
- Everything is uncertain now-a-days.
  - Changes have already taken place.
  - The signs of change are already visible.
  - You cannot change the future.
12. Which of the following is most nearly the same in meaning as the word "meeting" as used in the passage?
- Approaching
  - Contacting
  - Introducing
  - Satisfying
13. Which of the following is most opposite in meaning to the word "integral" as used in the passage?
- Essential
  - Independent
  - Major
  - Minor
14. Which of the following is most opposite in meaning to the phrase "a far cry" as used in the passage?
- A reality
  - A theoretical suggestion
  - Very funny
  - Next to impossible

## ANSWERS

1	C	2	D
3	C	4	D
5	D	6	A
7	D	8	C
9	D	10	C
11	C	12	D
13	D	14	A

**PASSAGE:**

Recent advances in science and technology have made it possible for geneticists to find out abnormalities in the unborn foetus and take remedial action to rectify some defects which would otherwise prove to be fatal to the child. Though genetic engineering is still at its infancy, scientists can now predict with greater accuracy, a genetic disorder. It is not yet an exact science since they are not in a position to predict when exactly a genetic disorder will set in. While they have not yet been able to change the genetic order of the gene in germs, they are optimistic and are holding out that in the near future they might be successful in achieving this feat. They have, however, acquired the ability to manipulate tissue cells. However, genetic mis-information can sometimes be damaging for it may adversely affect people psychologically. Genetic information may lead to a tendency to brand some people as inferiors. Genetic information can therefore be abused and its application in deciding the sex of the foetus and its subsequent abortion is now hotly debated on ethical lines. But on this issue geneticists cannot be squarely blamed though this charge has often been leveled at them. It is mainly a societal problem. At present genetic engineering is a costly process of detecting disorders but scientists hope to reduce the costs when technology becomes more advanced. This is why much progress in this area has been possible in scientifically advanced and rich countries like the U.S.A., U.K., and Japan. It remains to be seen if in the future this science will lead to the development of a race of supermen or will be able to obliterate illness from this world.

**QUESTIONS:**

1. Which of the following is the same in meaning as the phrase "holding out" as used in the passage?  
A. Catching      B. Hoping  
C. Sustaining      D. Restraining
2. According to the passage, the question of abortion is  
A. ignored  
B. hotly debated  
C. unanswered  
D. left to the scientists to decide
3. Which of the following is true regarding the reasons for progress in genetic engineering?  
A. It has become popular to abort female fetuses.  
B. Human beings are extremely interested in heredity.  
C. Economically sound and scientifically advanced countries can provide the infrastructure for such research.  
D. Poor countries desperately need genetic information.
4. Which of the following is the same in meaning as the word "obliterate" as used in the passage?  
A. Wipe off      B. Eradicate  
C. Give birth to      D. Wipe out
5. Which of the following is the opposite in meaning to the word "charged" as used in the passage?  
A. Calm      B. Disturbed  
C. Discharged      D. Acquittal
6. Which of the following is not true of the genetic engineering movement?  
A. Possibility of abuse  
B. It is confronted by ethical problems.  
C. Increased tendency to manipulate gene cells  
D. Acquired ability to detect genetic disorders in unborn babies
7. Which of the following is the same in meaning as the word "feat" as used in the passage?  
A. Process      B. Focus  
C. Fact      D. Goal



8. **Why, according to the author, is genetic misinformation severely damaging?**  
 A. The cost involved is very high.  
 B. Some people are unjustly branded as inferior.  
 C. Both A and B  
 D. Neither A nor B
9. **In the passage, "abused" means**  
 A. insulted B. talked about  
 C. killed D. misused
10. **At present genetic engineering can rectify all genetic disorders. Is it so?**  
 A. Yes B. No  
 C. It can do so only in some cases  
 D. Study of genetic disorders is out of scope of genetics.
11. **Which of the following, according to the author, could be the short-coming of genetic in becoming an exact science?**  
 A. There is a lack of advance technology to explore hidden areas of human brain.  
 B. Technicians have not been able to manipulate germ cells.  
 C. Ordinary microscope is unable to observe nerve cells  
 D. Genetics is too complex to resolve some useful information.
12. **Which of the following is the same in meaning as the word "squarely" as used in the passage?**  
 A. Rigidly B. Firmly  
 C. Directly D. At right angle
13. **Which of the following is not true, according to the passage?**  
 A. Society is not affected by the research in genetic engineering.  
 B. Genetic engineers are not able to say some things with certainty.  
 C. If genetic information is not properly handled, it will create problems.  
 D. Manipulation of genes is presently done only in tissue cell.
14. **According to the author, the present state of knowledge about heredity has made geneticists**  
 A. Introspective B. Accusative  
 C. Arrogant D. Optimistic
15. **What is the tone of the author in the last sentence of the passage?**  
 A. Resignation B. Cautious  
 C. Relief D. Concert

ANSWERS			
1	B	2	B
3	C	4	B
5	D	6	C
7	D	8	B
9	D	10	C
11	B	12	C
13	A	14	D
15	B		

## BRAIN BUSTERS

**PRACTICE EXERCISE**

**Directions:** Each passage in this group is followed by questions based on its content. After reading a passage, choose the best answer to each question. Answer all questions following a passage on the basis of what is stated or implied in that passage.

The answers and explanations of the questions have been given at the next page after exercise.

**PASSAGE:**

The public distribution system, which provides food at low prices, is a subject of vital concern. There is a growing realization that though Pakistan has enough food to feed its masses three square meals a day, the monster of starvation and food insecurity continues to haunt the poor in our country.

Increasing the purchasing power of the poor through providing productive employment, leading to rising income, and thus good standard of living is the ultimate objective of public policy. However, till then, there is a need to provide assured supply of food through a restructured, more efficient and decentralized public distribution system (PDS).

Although the PDS is extensive – it is one of the largest such systems in the world – it has yet to reach the rural poor and the far off places. It remains an urban phenomenon, with the majority of the rural poor still out of its reach due to lack of economic and physical access. The poorest in the cities and the migrants are left out, for they generally do not possess ration cards. The allocation of PDS supplies in big cities is larger than in rural areas. In view of such deficiencies in the system, the PDS urgently needs to be streamlined. In addition, considering the large food grains production combined with food subsidy on one hand and the continuing slow starvation and dismal poverty of the rural population on the other, there is a strong case for making PDS target group oriented.

The growing salaried class is provided job security, regular income, and percent insulation against inflation. These gains of development have not percolated down to the vast majority of our working population. If one compares only dearness allowance to the employees in public and private sector and looks at its growth in the past few years, the rising food subsidy is insignificant to the point of inequity. The food subsidy is a kind of D.A. to the poor, the self-employed and those in the unorganized sector of the economy. However, what is most unfortunate is that out of the large budget of the so-called food subsidy, the major part of it is administrative cost and wastages. A small portion of the above budget goes to the real consumer and an even lesser portion to the poor who are in real need.

It is true that subsidies should not become a permanent feature, except for the destitute, disabled, widows and the old. It is also true that subsidies often create a psychology of dependence and hence are habit-forming and killing the general initiative of the people. By making PDS target group oriented, not only the poorest and neediest would be reached without additional cost, but it will actually cut overall costs incurred on large cities and for better off localities. When the food and food subsidy are limited, the rural and urban poor should have the priority in the PDS supplies. The PDS should be closely linked with programs of employment generation and nutrition improvement.



**QUESTIONS:**

- Which of the following is the main reason for insufficient supply of enough food to the poorest?
  - Mismanagement of food stocks
  - Absence of proper public distribution system
  - Production of food is less than the demand
  - Government's apathy towards the poor
- What, according to the passage, is the main purpose of public policy in the long run?
  - Reducing the cost of living index by increasing supplies
  - Providing enough food to all the citizens
  - Good standard of living through productive employment
  - Equalizing per capita income across different strata of society
- Which of the following is true of public distribution system?
  - It has improved its effectiveness over the years.
  - It has remained effective only in the cities.
  - It is unique in the world because of its effectiveness.
  - It has reached the remotest corner of the country.
- The word "square" as used in the passage means
  - rich
  - sumptuous
  - sufficient
  - quality
- Which of the following words is the same in meaning as "power" as used in the passage?
  - Vigor
  - Energy
  - Influence
  - Capacity
- What, according to the passage, is the main concern about the PDS?
  - It has not been able to develop confidence in the people at large.
  - It has not been able to utilize the entire food grains stock available.
  - It has effectively channelized the food grains to all sectors.
  - It has not been able to provide sufficient food to the poorer section of the society.
- What should be an appropriate step to make the PDS effective?
  - To make it target group oriented
  - To increase the amount of food grains per ration card
  - To decrease the allotment of food grains to urban sector
  - To reduce administrative cost
- Which of the following, according to the passage, is compared with dearness allowance?
  - Food for work program
  - Unemployment allowance
  - Food subsidy
  - Procurement price of food grains
- Food subsidy leads to which of the following?
  - Sense of insecurity
  - Increased dependence
  - Shortage of food grains
  - Decrease in food grains production
- What, according to the passage, would be the outcome of making the PDS target group oriented?
  - It will abolish the imbalance of urban and rural sector.
  - It will remove poverty.
  - It will give food to the poorest without additional cost.
  - It will motivate the target group population to work more.

**ANSWERS**

1	B	6	D
2	C	7	A
3	B	8	C
4	C	9	B
5	D	10	C

**EXPLANATIONS**

1. The third part of the passage, describes the inefficiencies of the distribution system. The most important of all is its reach to the poor of rural areas. This is the main reason of the insufficient supply of enough food to the poorest. The right answer choice is B.
2. Second part of the passage gives the answer to this question. The ultimate objective of public policy is to raise the living standard of the poor through providing productive employment. Hence, the right answer choice is C.
3. First three lines of the third part of the passage —Although the PDS is extensive — it is one of the largest such systems in the world — it has yet to reach the rural poor and the far off places. It remains an urban phenomenon, with the majority of the rural poor still out of its reach due to lack of economic and physical access gives the answer of the question. The right choice is B.
4. The sentence in the middle of the second line of the passage gives the idea about the meaning of the word —square. The word —enough food to feed its masses leads towards the sense of —square. Hence, the right answer choice is C.
5. The word power is found in the first line of the second part. —Purchasing power of the poor stands for the —purchasing capacity of the poor. Hence, the right answer choice is D.
6. The first line of the third section of the passage gives the answer. The sentence —it has yet to reach the rural poor. The right answer choice is D.
7. The last line of the third section of the passage gives the answer. The sentence —there is a strong case for making PDS target group oriented shows the right answer choice (A).
8. The sentence in the middle of the passage —The food subsidy is a kind of D.A. to the poor— shows the right answer (C).
9. In the second line of the last part of the passage, the sentence —subsidies often create a psychology of dependence— gives the right answer (B).
10. In the fourth line from the bottom the sentence —by making PDS target group oriented, not only the poorest and neediest would be reached without additional cost— gives the answer. (C)

**PASSAGE:**

A great deal of discussion continues as to the real extent of global environmental degradation and its implications. What few people challenge however is that the renewable natural resources of developing countries are today subject to stresses of unprecedented magnitude. These pressures are brought about, in part, by increased population and the quest for an ever expanding food supply. Because the health, nutrition and general well-being of the poor majority are directly dependent on the integrity and productivity of their natural resources, the capability of governments to manage them effectively over the long term becomes of paramount importance.

Developing countries are becoming more aware of the ways in which present and future economic development must build upon a sound and sustainable natural resource base. Some are looking at our long tradition in environmental protection and are receptive to U.S. assistance which recognizes the uniqueness of the social and ecological systems in these tropical countries. Developing countries recognize the need to improve their capability to analyze issues and their



own natural resource management. In February 1981, for example AID funded a national Academy of Sciences panel to advise Nepal on its severe natural resource degradation problems. Some countries such as Senegal, India, Indonesia and Thailand, are now including conservation concerns in their economic development planning process.

Because so many governments of developing nations have recognized the importance of these issues, the need today is not merely one of raising additional consciousness, but for carefully designed and sharply focused activities aimed at management regimes that are essential to the achievement of sustained development.

### QUESTIONS:

1. **Some of the developing countries of Asia and Africa have**
  - A. formulated very ambitious plans of protecting habitat in the region
  - B. laid a great stress on the conservation of natural resources in their educational endeavour
  - C. carefully dovetailed environmental conservation with the overall strategy of planned economic development
  - D. sought the help of US experts in solving the problem of environmental degradation.
2. **Technical know-how developed in the USA**
  - A. cannot be easily assimilated by the technocrats of the developing countries
  - B. can be properly utilized on the basis of developing countries being able to launch an in-depth study of their specific problems
  - C. can be easily borrowed by the developing countries to solve the problem of environmental degradation
  - D. can be very effective in solving the problem of resource management in tropical countries
3. **There has been a pronounced deterioration of habitat all over the globe because of**
  - A. resources being out-stripped by population growth
  - B. unprecedented urbanization and dislocation of self contained rural communities
  - C. optimum degree of industrialization in the developing countries
  - D. large scale deforestation and desertification
4. **The poor people of the developing world can lead a happy and contented life if**
  - A. there is a North-South dialogue and aid flows freely to the developing world.
  - B. industries based on agriculture are widely developed.
  - C. economic development takes place within the ambit of conservation of natural resources.
  - D. there is an assured supply of food and medical care.
5. **How much environmental pollution has taken place in the developing and the developed world?**
  - A. there has been a marginal pollution of environment in the developed world and extensive damage in the developing world.
  - B. there has been a considerable pollution of environment all over the globe.
  - C. there has been an extensive environmental degradation both in the developed and the developing world.
  - D. the environmental pollution that has taken place all over the globe continues to be a matter of speculation and enquiry.

### ANSWERS

1	C
2	B
3	D
4	C
5	C

**EXPLANATIONS**

1. This is a main idea type question. The passage addresses the woman rights with recommendation of reservation. In the middle of the passage the statement —actual change in the status of women can not be brought about by the mere enactment of socially progressive legislation clearly indicates that the writer wants a reservation for woman as well.
2. The answer lies in the second line of the passage. The writer says —it represents a pioneering effort hence the right choice is (B).
3. The statement —the growing number of households headed by women, which is a consequence of rural-urban migration, in the middle of the passage gives the answer but no choice includes this statement, so the right choice is (D).
4. In the third last line of the first part of the passage —far-reaching impart are the devolution of control of economic infrastructure to women, notably at the gram panchayat level implies right answer (A).
5. The statement —The proposal to create an equal-opportunity police force and give women greater control of police stations is an acknowledgement of the biases and callousness displayed by the generally all-male law-enforcement authorities in case of dowry and domestic violence. Shows that the choice (C) is the right answer.
6. The statement in the passage—There is also the danger that reservation for women in public life, while necessary for their greater visibility, could lapse into tokenism or become a tool in the hands of vote seeking politicians. Declares the answer. (D)
7. The answer lies in the statement of the passage—The result is not just a lofty declaration of principles but a blueprint for a practical program of action. The implied meaning of the word —lofty must be opposite to its parallel phrase —blue print for a practical program for action. Hence the answer is choice (D).
8. —sweeping social reforms is the part including the word. In the context the word implies —completeness, hence, the opposite of it is limited.
9. The sentence containing the word is—far-reaching impart are the devolution of control of economic infrastructure to women which gives the meaning of scattering or decentralization; hence the right choice is (D).
10. The part of the sentence containing the word is—mere enunciation of such a policy which gives no clear idea about implied or contextual meaning of the individual word but dictionary meaning of—enunciation is—a formal announcement or statement and that of—Proclamation is—a public and official announcement, hence the both words are synonyms.
11. In the start of the second part of passage, the sentence —And enlightened aspect of the policy is its recognition that actual change in the status of women can not be brought about by the mere enactment of socially progressive legislation. hence the answer is (D).
12. The word is contained in the sentence —an acknowledgement of the biases and callousness displayed by the generally all-male law-enforcement authorities which is in parallel of the word —biases in the construction of the sentence. The dictionary meaning of the word callousness is insensitivity which exactly fit in the structure, hence the answer is (B)



13. The dictionary meaning of the word is to depict. The part of the sentence containing the word is —The policy delineates a series of concrete measures to accord women. The word —series leads towards the choice (D).
14. The answer lies in the sentence —This is due in large part to the participatory process that marked its formulation, seeking the active involvement right from the start of women's groups, academic institutions and non-government organizations with grass roots experience. Found in the fourth line of the first part of the passage. Hence, the right answer choice is (B)
15. Second last line of the passage —Much will depend on the dissemination of the policy and the ability of elected representatives and government agencies to reorder their priorities. Leads towards the idea that the success of the policy depends on power structure in the country. Hence the right answer is (A).
16. Start of the second part of the passage states —Developing countries are becoming more aware of the ways in which present and future economic development must build upon a sound and sustainable natural resource base, hence the answer is (C)
17. The sentence —Developing countries recognize the need to improve their capability to analyze issues and their own natural resource management in the middle of the passage gives the right answer choice (B).
18. Malthusian principle relates the human population and the earth's natural resources. The main problem of the developing countries described in the passage is the inefficient large-scale use of natural resources; hence they are applying Malthusian Principle. The right answer is (A)
19. The last part —Because so many governments of developing nations have recognized the importance of these issues, the need today is not merely one of raising additional consciousness, but for carefully designed and sharply focused activities aimed at management regimes that are essential to the achievement of sustained development— of the passage leads to the right answer (C).
20. First line of the passage indicates the issue under discussion is global problem. Hence the right answer choice is (C)

## END OF THE SECTION