

# CAT 2012 VARC Slot 1 Question Paper with Solutions

<b>Time Allowed :3 Hours</b>	<b>Maximum Marks :300</b>	<b>Total questions :60</b>
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## General Instructions

**Read the following instructions very carefully and strictly follow them:**

1. **Duration of Section:** 40 Minutes
2. **Total Number of Questions:** 22 Questions (as per latest pattern, may vary slightly)
3. **Section Covered:** Quantitative Aptitude (QA)
4. **Type of Questions:**
  - Multiple Choice Questions (MCQs)
  - Type In The Answer (TITA) Questions – No options given, answer to be typed in
5. **Marking Scheme:**
  - +3 marks for each correct answer
  - -1 mark for each incorrect MCQ
  - No negative marking for TITA questions
6. **Syllabus Coverage:** Arithmetic, Algebra, Geometry, Number System, Modern Math, and Mensuration
7. **Skills Tested:** Numerical ability, analytical thinking, and problem-solving

**Q1. RD Laing developed a broad range of thought on interpersonal psychology. This deals with interactions between people, which he considered important, for an ethical action always occurs between one person and another. In books such as *The Politics of Experience*, he dealt with issues concerning how we should relate to persons labelled by the psychiatric establishment as “schizophrenic”.**

(A) He came to be seen as a champion for the rights of those considered mentally ill

(B) He spoke out against (and wrote about) practices of psychiatrists which he considered inhumane or barbaric, such as electric shock treatment

(C) Laing also did work in establishing true asylums as places of refuge for those who feel disturbed and want a safe place to go through whatever it is they want to explore in themselves and with others

(D) He suggested that the effects of psychiatric drugs (some of which are very deleterious, such as tardive dyskinesia) be called just that: “effects”, and not be referred to by the preferred euphemisms of the drug companies, who prefer to call them “side effects”

**Correct Answer:** (B) He spoke out against (and wrote about) practices of psychiatrists which he considered inhumane or barbaric, such as electric shock treatment

**Solution:** The paragraph emphasizes RD Laing’s criticism of conventional psychiatric treatments and the psychiatric establishment, especially in how it treats individuals labeled as “schizophrenic”. His focus was on the ethics of human interaction and critiques of institutional practices.

Option (B) best reflects this focus — it states clearly his opposition to inhumane psychiatric practices like electric shock treatment.

While Options (A), (C), and (D) describe related or plausible views of Laing, only (B) directly captures his documented criticism of established psychiatric methods as stated in the paragraph.

#### Quick Tip

Always align the answer choice with the central criticism or thesis described in the main passage, not just associated themes.

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**Q2. Jurisprudence is the theory and philosophy of law. Students of jurisprudence aim to understand the fundamental nature of law and to analyse its purpose, structure, and application. Jurisprudential scholars (sometimes confusingly referred to as “jurists”) hope to obtain a deeper understanding of the law, the kind of power that it exercises and its role in human societies.**

(A) At a practical level, some jurists hope to improve society by studying what the law is, what it ought to be, and how it actually operates

(B) A common starting point in understanding jurisprudence is the objective of law to achieve justice

(C) Hence, the arguable scientific nature of jurisprudence

(D) Jurisprudence seeks to draw on unrestricted elements of life and the world to aid the critical study of law

**Correct Answer:** (A) At a practical level, some jurists hope to improve society by studying what the law is, what it ought to be, and how it actually operates

**Solution:** The paragraph explains the philosophical and analytical goals of jurisprudence, including the law’s structure, purpose, and its societal role. Option (A) reflects this understanding, showing how jurists explore both the practical and normative aspects of law: what it is, what it should be, and how it functions in real society.

Options (B), (C), and (D) either introduce new claims or generalize beyond the scope of the paragraph. Only (A) clearly synthesizes the described goals of jurisprudential study.

#### Quick Tip

Look for summary statements that encapsulate both theory and application, as highlighted in academic definitions.

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#### **Directions :**

*Read the following passage carefully and answer the questions based on that.*

Human reason, in one sphere of its cognition, is called upon to consider questions, which it cannot decline, as they are presented by its own nature but which it cannot answer, as they transcend every faculty of the mind.

It falls into this difficulty without any fault of its own. It begins with principles which cannot be dispensed with within the field of experience and the truth and sufficiency of which are, at the same time, insured by experience. With these principles it rises, in obedience to the laws of its own nature, to ever higher and more remote conditions. But it quickly discovers that in this way, its labours must remain ever incomplete because new questions never cease to present themselves and thus it finds itself compelled to have recourse to principles which transcend the region of experience while they are regarded by common sense without distrust. It thus falls into confusion and contradictions from which it conjectures the presence of latent errors, whilst however, it is unable to discover because the principles it employs transcend the limits of experience cannot be tested by that criterion. The arena of these endless conflicts is called Metaphysic.

Time, when she was the queen of all the sciences and if we take the will for the deed, she certainly deserves so, for as regards the high importance of her object-matter, this title of honour.

**Q3. According to the author, 'Metaphysic' is best defined when human reason:**

- (A) becomes conscious of the presence of latent errors
- (B) solves pending old questions, tackles new ones that arise
- (C) employs principles that transcend the limits of experience
- (D) rises to higher and more remote conditions

**Correct Answer:** (C) employs principles that transcend the limits of experience

**Solution:** The passage discusses how human reason is drawn to questions it cannot avoid, even though they transcend experience and cannot be resolved definitively. This domain of reasoning beyond empirical limits is referred to as "Metaphysic."

The phrase from the passage: "*principles which transcend the region of experience... the arena of these endless contests is called Metaphysic.*" directly supports Option (C).

employs principles that transcend the limits of experience

**Quick Tip**

When interpreting philosophy-based comprehension, match definitions to direct phrases from the source passage.

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**Q4. If there were a paragraph succeeding the last, it would probably be about:**

- (A) the rise of Metaphysic into the realm of popular thought
- (B) Metaphysic as the final solution to human misery
- (C) the everyday contempt for metaphysical reasoning
- (D) the suitability of science by a transcendental human consciousness

**Correct Answer:** (A) the rise of Metaphysic into the realm of popular thought

**Solution:** The final paragraph praises Metaphysic, stating: “*Time, when she was the queen of all sciences... she certainly deserves this title of honour.*”

This tone suggests a continued argument in support of Metaphysic — potentially leading into a discussion of how it may re-enter intellectual prominence or public appreciation.

Thus, the most natural continuation would be Option (A):

the rise of Metaphysic into the realm of popular thought

**Quick Tip**

Predict follow-up content by analyzing the tone and trajectory of the final paragraph.

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**Q5. The passage provides an answer to which of the following questions?**

- (A) How does experience limit the human mind’s recourse to principles in combating new questions that present themselves?

- (B) Why does human reason restrain its forays to within its known limitations?
- (C) How does the human mind attempt to resolve problems beyond its scope?
- (D) None of the above

**Correct Answer:** (C) How does the human mind attempt to resolve problems beyond its scope?

**Solution:** The passage centers around how **human reason** engages with **questions beyond its scope**—specifically ones it cannot avoid but also cannot answer because they lie **beyond the realm of experience**.

It describes how reason applies principles that transcend experience, resulting in contradictions and confusion. This domain is referred to as **Metaphysic**, the sphere where such efforts of reason beyond experience are exercised.

Thus, the correct interpretation of the passage is Option (C):

How does the human mind attempt to resolve problems beyond its scope?

#### Quick Tip

When identifying purpose-based questions, link back to the overall objective or concern the author repeatedly emphasizes.

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**Directions (Q. Nos. 36-40) Find the incorrect usage of the word in the following questions**

**Q6. Find the incorrect usage of the word “SLAM”.**

- (A) I heard the door slam behind him
- (B) She slammed down the phone angrily
- (C) She slammed his face hard
- (D) The ear skidded and slammed into a tree

**Correct Answer:** (D) The ear skidded and slammed into a tree

**Solution:** The word "slam" is typically used in the context of an object being closed or struck forcefully — like a door, phone, or even in violent contexts like slamming someone.

Options (A), (B), and (C) are all valid usages:

- (A): "door slam" — standard phrasal usage
- (B): "slammed down the phone" — idiomatic
- (C): "slammed his face" — violent but grammatical

But Option (D): "The ear skidded and slammed into a tree" is incorrect because "ear" cannot skid or slam — the subject should have been "car" or similar.

(D)

#### Quick Tip

Check if the subject performing the verb is capable of the physical action implied by the verb.

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#### Q7. Find the incorrect usage of the word "STOP".

- (A) The car stopped at the traffic light
- (B) Shantaram immediately stopped what he was doing
- (C) We need more laws to stop pollution
- (D) He is stopped by law from holding a licence

**Correct Answer:** (D) He is stopped by law from holding a licence

**Solution:** Options (A), (B), and (C) are grammatically and idiomatically correct uses of "stop".

Option (D) is slightly awkward: "He is stopped by law" is not standard usage. A better phrasing would be "He is prohibited by law..." or "He is barred by law..."

Thus:

(D)

### Quick Tip

Use of formal expressions like “prohibited by law” is preferred over awkward literal verbs like “stopped by law”.

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#### Q8. Find the incorrect usage of the word “TIME”.

- (A) I can remember very few times when we had to cancel due to ill health
- (B) This is the first time that I have been to London
- (C) The train arrived right on time
- (D) The changing seasons mark the passing of time

**Correct Answer:** (A) I can remember very few times when we had to cancel due to ill health

**Solution:** Options (B), (C), and (D) are all standard uses of the word “time”.

Option (A), however, is off because “very few times” should be “few occasions” or “instances”. “Times” is loosely used here, but for formal correctness, it’s awkward.

(A)

### Quick Tip

Words like “times” can be vague; use more precise alternatives like “instances” or “occasions” in formal context.

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#### Q9. Find the incorrect usage of the word “SOMBRE”.

- (A) He was dressed in sombre shades of grey and black
- (B) Paul was in a sombre mood
- (C) The year ended on a sombre note
- (D) He is in the sombre position of not having to worry about money

**Correct Answer:** (D) He is in the sombre position of not having to worry about money

**Solution:** "Sombre" means gloomy, dark, serious, or melancholic.

Options (A), (B), (C) — all correct usage in terms of tone and meaning.

Option (D) is incorrect because "not having to worry about money" is a **positive** situation and doesn't align with the **negative connotation** of "sombre".

(D)

#### Quick Tip

Always ensure the tone of the word aligns with the context — "sombre" implies something serious or depressing.

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#### Q10. Find the incorrect usage of the word "CALL".

- (A) She payed him a call from the pay phone near her home
- (B) I will call on you tomorrow evening at 7 pm
- (C) Vikram decided to call a meeting to discuss the trade fair
- (D) She felt the call of religion early in her life

**Correct Answer:** (A) She payed him a call from the pay phone near her home

**Solution:** "Pay someone a call" is an idiom, but it means to visit someone, not to make a phone call.

So Option (A) misuses the idiom. She "made a call" from the phone, but did not "pay him a call" (which implies physical visit).

All other usages are valid:

- (B): "call on" = visit someone
- (C): "call a meeting" = summon/arrange
- (D): "felt the call" = inner urge or vocation

(A)

### Quick Tip

Watch out for idioms — some are misapplied due to confusion with literal meanings.

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### Directions :

*Read the following passage carefully and answer the questions that follow.*

### Passage 1

It is essential to rid ourselves of the false impression of time, which our human limitations seem to impose upon us. Above all, we must rid ourselves of the belief that the future is in some way less determined than the past, if the borderline between past and future is *illusory*, then no must be the distinction between the two regions of time which it is supposed to separate. The only reason we believe the future to be still undecided while the past is immutable is that we can remember the one and not the other. To avoid these prejudices we must picture the history of the universe not as a three-dimensional stage on which things change but as a static four-dimensional space-time structure of which we are a part. We believe that events are not real until they “happen”, whereas in reality past, present and future are all frozen in the four dimensions of space-time. Unfortunately, even if all this is accepted, we have to continue using the language of a “moving” time, for we have no other but we must try to interpret this language always as a description of the unchanging space-time structure of the universe.

Contemplating the history of the universe in this way, it is attractive to believe that the periods of expansion and contraction could be related to each other by symmetry. Both points of view merit serious consideration and that we cannot say with any certainty that the contracting universe will or will not, differ fundamentally from the expanding phase that we observe today.

### Q11. According to the author of the passage,

- (A) the time value called ‘now’ is most essential to the understanding of the universe
- (B) the impression of a ‘moving time’ is not a false imposition of human limitation

- (C) there is nothing with respect to which time could move
- (D) the future is better determined than the past

**Correct Answer:** (C) there is nothing with respect to which time could move

**Solution:** The author argues that the **impression of time moving** is an illusion created by **human limitations**.

He suggests we should **view time as a static dimension** (like space), implying there is **no reference point or entity with respect to which time “moves.”** This clearly supports Option (C).

- Other options:
- (A) contradicts the author’s dismissal of “now” as a subjective phenomenon.
  - (B) is directly refuted in the passage.
  - (D) is explicitly opposed — the author says future and past are equally determined.

(C)

#### Quick Tip

When a passage critiques illusions or misconceptions, look for philosophical or meta-physical shifts in perspective.

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**Q12. Which of the following best exemplifies the author’s attitude to time?**

- (A) The impression of a moving time is false
- (B) ‘Now’ is a purely subjective phenomenon existing only within the human mind
- (C) The future is not in any way less determined than the past
- (D) All of the above

**Correct Answer:** (D) All of the above

**Solution:** The author’s view of time is deeply philosophical:

- He **denies the concept of time “moving”** — calling it a **false impression**.
- He **claims “now” is merely a subjective illusion** — not a physical property.

- He states that **the future is not less determined than the past**, thereby refuting common beliefs.

Thus, all three points A, B, and C **accurately reflect** his stance.

(D)

#### Quick Tip

When all the listed options are validated independently by the passage, the “All of the above” choice is often the best pick.

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### Passage 2

Amidst the increasing clamour for a discourse on educational improvement, on budgetary allocations and retention rates, there is one crucial question which is insufficiently discussed. And the question is this: what is the purpose of education today? All over the past 100 years, that question has been asked often. In colonial India, the official answer would have been, “to create a cadre of clerks and officials to run the colonial state”; while in a newly decolonized India, the official answer could be, “to create a national sensibility and the national citizen.”

Today, I suspect the official answer to the question about the purpose of education would be, “to give people jobs.” Increasingly, the emphasis in education is towards vocationalisation and skills development. In a recent private conversation, the Education Minister of a North Indian state said, “we have a list of jobs. We just don’t have the people skilled enough to do them. We need bio-technologists, fitters, crane operators and lab assistants. But our education does not prepare young people for what we need. We need to change that.”

Similarly, we find that the Confederation of Indian Industry is showing increasing interest in school education. The CII recently commissioned a study to look at the challenges and opportunities which face the Indian industry and this is its thesis that in the year 2025, there will be about 40 million jobs worldwide, which need to be filled. India will be one of the few countries in the world to have a labour surplus of the right age group. It therefore believes

that we need to think about the kinds of education system necessary to develop skills whereby our children will be best equipped to function in this scenario.

Public consensus on the way to improve educational access is increasingly moving towards a public-private partnership. But we must be concerned about the terrible narrowness of the vision for educational improvement which characterizes our discourse. Education, in this picture, is about the implanting of *useful skills* – the assumption being that it will ultimately lead to both personal and national enrichment but as Martha Nussbaum writes, education is not only a producer of wealth; it is a producer of *citizens*. Citizens in a democracy need, above all, freedom of mind – to learn to ask searching questions; to reject shoddy historical arguments; to imagine alternative possibilities from a globalizing, service and market-driven economy; to think what it might be like to be in others’ shoes. Recently, the Israeli novelist, Amos Oz, spoke about the importance of reading novels as what he calls an antidote to hate. He said, “I believe in literature as a bridge between people. I believe curiosity can be a moral quality. I believe imagining the other can be a better person. Part of the tragedy between Jew and Arab is the inability of so many of us, Jews and Arabs, to imagine each other—really imagine each other; the loves, the terrible fears, the anger, the passion. There is too much sameness, too much certainty.”

The skills and thought processes which generate the curiosity, the imagining are associated with the humanities, the arts and history but they are given little or no importance in the NCERT’s new textbooks for History and Political Science, where they are terribly neglected. Our dominant conception of worthwhile education is increasingly technical and mechanical. The thinking processes employed in the social sciences are today seen as quaint, vaguely lefty-intellectual, a kind of quixotic idealism – which has very little to do with the real business of life. It is a strange thought when we see the vision of Gandhi, Tagore and Aurobindo, where the tragedy lies for people who wish to assert a more holistic vision.

**Q13. The true purpose of education in India as inferred from the passage**

- (A) is to create a nationalist sensibility in every citizen
- (B) believes in making people earn more so that they can stand up to the challenges of a globalizing economy
- (C) has been a topic of debate since independence

(D) is to teach an individual the necessary skills to earn his livelihood

**Correct Answer:** (A) is to create a nationalist sensibility in every citizen

**Solution:** The passage begins with historical reflections on educational goals. It states that during colonial India the goal was to “create a cadre of clerks,” and post-independence, the official stance was to “create a nationalist sensibility.”

This directly supports Option (A). The others relate more to current criticisms, not the inferred historical purpose.

(A)

#### Quick Tip

Focus on words like “official answer” or “inferred purpose” when locating the author’s viewpoint in historical context.

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**Q14. In the author’s perception, our vision for educational improvement is narrow because our system**

(A) gives importance only to vocationalisation and skills development

(B) believes in making people earn more so that they can stand up to the challenges of a globalizing economy

(C) does not acknowledge the importance of humanist concepts

(D) does not support a public-private partnership in improving educational access to everyone

**Correct Answer:** (A) gives importance only to vocationalisation and skills development

**Solution:** The author critiques how public consensus is focused on skill-based education for employability — referencing quotes like “we need more biotechnologists, fitters...”

This shows the narrow vision that prioritizes \*\*utility over imagination or critical thinking\*\*, directly pointing to Option (A).

(A)

Quick Tip

When the author criticizes a system, note what is being \*excluded\* — that often leads to the correct inference.

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**Q15. Amos Oz believes that the world will become a peaceful place, if people**

- (A) become less hostile
- (B) become less fanatic
- (C) become less narrow minded
- (D) imagine each other's realities

**Correct Answer:** (D) imagine each other's realities

**Solution:** Amos Oz emphasizes “imagining the other” as a moral act and a bridge between hostile groups.

He states: “Imagining the other will make you not only a better businessperson or parent, but even a better person.”

This aligns perfectly with Option (D).

(D)

Quick Tip

When the passage includes direct quotes, those often hold the key to fact-based answers.

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**Q16. The Indian concept of worthwhile education is that which**

- (A) I and V

- (B) II and III
- (C) I, III and IV
- (D) II, III and IV

**Correct Answer:** (C) I, III and IV

**Solution:** From the passage: - I: *gives technical training* — clearly mentioned.

- III: *has a measurable outcome* — implied through focus on employability.

- IV: *kindles curiosity/imagination* — this is what the **\*\*Indian model lacks\*\***, as per author.

Since question asks what the Indian concept is (not what it should be), the right choices are I, III, and IV.

(C)

**Quick Tip**

Be careful if the question refers to “what is” vs. “what should be.” Context matters!

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**Q17. Which of the following is not an attribute of a good citizen in a democracy?**

- (A) Learning to ask searching questions
- (B) Not accepting inadequate reasons from history
- (C) Thinking out of the box
- (D) Learning to negotiate with people

**Correct Answer:** (D) Learning to negotiate with people

**Solution:** The author lists qualities like:

- asking searching questions,
- rejecting shoddy historical reasoning,
- imagining alternatives, etc.

These directly match options (A), (B), and (C).

Option (D) — while a good skill — is **not mentioned** in the context of a democratic citizen.

(D)

### Quick Tip

Pay attention to what the passage explicitly mentions when choosing “not an attribute” type questions.

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**Directions (Q. Nos. 52–55):** *Read the following information carefully and answer the questions based on that.*

Two families are planning to go on a canoe trip together. The families consist of the following people: Robert and Mary Henderson and their three sons Tommy, Don and William; Jerome and Ellen Penick and their two daughters Kate and Susan.

There will be three canoes with three people in each canoe. At least one of the four parents must be in each canoe. At least one person from each family must be in each canoe.

**18. If the two mothers ride together in the same canoe and the three brothers each ride in a different canoe, which of the following must be true?**

- (A) Each canoe has both males and females in it
- (B) One of the canoes has only females in it
- (C) One of the canoes has only males in it
- (D) The sisters ride in the same canoe

**Correct Answer:** (B) One of the canoes has only females in it

**Solution:** The two families are: **Hendersons:** Robert, Mary, Tommy, Don, William

**Penicks:** Jerome, Ellen, Kate, Susan

There are 3 canoes, 3 people in each, total 9 people.

Given: - The two mothers (Mary and Ellen) ride in the same canoe.

- The three brothers (Tommy, Don, William) each ride in separate canoes.

Let's analyze:

**Canoe 1:** Mary, Ellen, X → This canoe already has 2 females. To satisfy the "at least one person from each family" rule, X must be someone from Hendersons (if Ellen is Penick), so perhaps Kate or Susan.

That makes Canoe 1: Mary, Ellen, Kate/Susan (All females)

**Canoe 2:** Tommy, ?, ?

**Canoe 3:** Don, ?, ?

**Canoe 4:** William, ?, ?

Each brother must ride separately. That leaves only 4 more people to fill the other two canoes: Robert, Jerome, Kate, Susan.

So: - One canoe will be Tommy + Robert + Susan

- Another will be Don + Jerome + Kate

- Third will be Mary + Ellen + the remaining girl

But crucially, the canoe with Mary and Ellen must be all female (Mary, Ellen, one of the daughters). So:

(B) One of the canoes has only females in it

#### Quick Tip

Use constraints like "each in a separate canoe" and parent-child balance to infer gender composition of each group.

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**19. If Ellen and Susan are together in one of the canoes, which of the following could be a list of the people together in another canoe?**

(A) Dan, Jerome, Kate

(B) Dan, Jerome, William

(C) Dan, Kate, Tommy

(D) Jerome, Kate, Mary

**Correct Answer:** (C) Dan, Kate, Tommy

**Solution:** Given: - Ellen and Susan are in one canoe (Penick mother and daughter)

- Total 3 canoes, 3 people each

- Each canoe must have at least one parent and one person from each family

If Ellen and Susan are together, then their canoe must include one more person — likely from Henderson family to satisfy the constraint.

Now analyze the options:

**Option (A)** – Dan, Jerome, Kate: No parent in this group.

**Option (B)** – Dan, Jerome, William: No female. Also questionable parent mix.

**Option (C)** – Dan, Kate, Tommy: Dan (Henderson child), Kate (Penick daughter), Tommy (Henderson child). Two families . Could work if parent is in third canoe.

**Option (D)** – Jerome, Kate, Mary: Two parents (Jerome and Mary) in one canoe? Possibly, but makes satisfying other canoes harder.

Best working configuration is in Option (C).

(C)

#### Quick Tip

Always ensure the canoe satisfies: one parent + members from both families.

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**20. If Jerome and Mary are together in one of the canoes, each of the following could be a list of the people together in another canoe except:**

(A) Dan, Ellen, Susan

(B) Ellen, Robert, Tommy

(C) Ellen, Susan, William

(D) Ellen, Tommy, William

**Correct Answer:** (D) Ellen, Tommy, William

**Solution:** Jerome (Penick father) and Mary (Henderson mother) are in one canoe. That canoe already has a parent from each family.

So, remaining 6 people must be split into 2 canoes satisfying: - Each must still have a parent and both families represented.

Check: **Option (A)** – Dan, Ellen, Susan: Dan (Henderson child), Ellen (Penick mother), Susan (Penick daughter). Both families, 1 parent.

**Option (B)** – Ellen, Robert, Tommy: Ellen (Penick), Robert (Henderson parent), Tommy (Henderson child). 2 parents.

**Option (C)** – Ellen, Susan, William: Ellen and Susan (Penick), William (Henderson).

**Option (D)** – Ellen, Tommy, William: Ellen (Penick), Tommy + William (Henderson children). No Penick child other than Ellen, no Penick child parent to balance.

So (D) violates the parent-from-each-family rule.

(D)

#### Quick Tip

Watch out for canoe combinations missing a parent or failing to represent both families.

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**21. If each of the Henderson children rides in a different canoe, which of the following must be true?**

- I. The Penick children do not ride together.
- II. The Penick parents do not ride together.
- III. The Henderson parents do not ride together.

- (a) Only I
- (b) Only II
- (c) I and II

**Correct Answer:** (A) Only I

**Solution:** The Henderson children are Tommy, Don, and William. If they are all riding in different canoes, it takes up 3 canoes (one each).

Only 3 canoes exist. Therefore: - No two of them can be together.

Now, since each canoe must have a member from each family, and there are only 3 Penick children (Kate, Susan) and parents (Jerome, Ellen), they have to be distributed carefully.

Let's test the statements:

**I. The Penick children do not ride together.** Correct: if they did, they'd take 2 seats in one canoe, violating the one-from-each-family rule somewhere.

**II. The Penick parents do not ride together.** Not necessarily true. If Ellen and Jerome are in same canoe, other 2 canoes can have one Penick daughter each. So not a must.

**III. The Henderson parents do not ride together.** Also not a necessity. One of them could be with one child, another with different child.

Only Statement I must be true.

(A)

#### Quick Tip

Use seating constraints and total canoe count to force distribution logic.

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**Directions (Q. Nos. 56–57):** *Each question gives a sentence with a part of the sentence underlined that may contain an error. Four alternative substitutes are given for the underlined portion. Identify the choice that replaces the underlined part to form a logically and grammatically correct statement and mark its number as your answer.*

**Q22. Feminism is not simply a movement to ensure that women will have equal rights with men but that a commitment for eradicating the ideology of domination that permeates Indian culture at various levels.**

(A) that is a commitment to eradicate the ideology to dominate that

(B) it is a commitment to eradicating the ideology of domination that

(C) whose commitment to eradicating the ideology of domination which

(D) but that a commitment for eradicating the ideology of domination that

**Correct Answer:** (B) it is a commitment to eradicating the ideology of domination that

**Solution:** We need to ensure the sentence is both grammatically sound and logically coherent in structure and meaning. The original sentence structure is awkward and incorrect in its use of “but that a commitment for.” Let’s examine the options:

- **Option (A)** is ungrammatical — “to dominate that” is awkward and alters the intended meaning.
- **Option (B)** is clear and correct. It smoothly continues the clause from “Feminism is not simply a movement... it is a commitment to eradicating...” This construction is parallel and properly structured.
- **Option (C)** is a fragment. “Whose commitment...” does not fit as a continuation and lacks a clear antecedent or main verb.
- **Option (D)** repeats the original error — “but that a commitment for...” is incorrect usage. It should be “a commitment to” and not “for.”

Hence, the most grammatically and semantically appropriate choice is **B**.

#### Quick Tip

Use “commitment to” followed by a gerund (e.g., “eradicating”), and ensure subject-verb agreement when joining independent clauses with coordinating conjunctions.

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**Q23. It is unfortunate that the lure of visiting foreign countries still draws a very large number of our people, who do not seem to be realizing what their own country is and how much can be seen and learnt from it**

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- (A) Who do not seem to realize their country and see and learn from it
- (B) Who are not realizing what their own country is and how much there is in it to see and learn from
- (C) Who do not seem to realize what their own country is and how much there is in it to see and learn from it

(D) Who do not seem to realize what their own country is and how much there is in it to see and learn from

**Correct Answer:** (C) Who do not seem to realize what their own country is and how much there is in it to see and learn from it

**Solution:** We need a grammatically correct and logically coherent phrase that continues smoothly from the relative pronoun "who."

- **Option (A)** uses "realize their country," which is awkward and unidiomatic English. One does not "realize" a country; the verb is mismatched.
- **Option (B)** uses "are not realizing," which is incorrect as "realize" is a stative verb and not normally used in the progressive tense.
- **Option (C)** is the best and most natural phrasing. It uses the correct verb tense ("do not seem to realize") and flows smoothly, ending with "learn from it" which correctly refers to "their own country."
- **Option (D)** is incomplete; it ends abruptly at "learn from," leaving the object of the preposition undefined.

Therefore, option  C is the most grammatically and logically accurate substitute.

#### Quick Tip

When checking sentence correction, avoid progressive tenses with stative verbs like "realize," and ensure complete prepositional phrases.