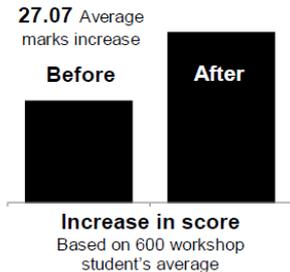


Speedy • Verbal Workbook



**Increase your score
by 25 marks**

Cetking workshops

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- Introduction •
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Homework before the Cetking workshops:

Dear Student,

Thanks for your interest in Cetking Workshops. In this workshop we will increase your score by 20 marks!

- Do 20 questions on each of the following types of Verbal Ability questions from any material you already have – any book (Cetking notes, Arun Sharma, RS Agrawal or other coaching institute material) on each of the following topics.
- Start Word power made easy. there are 44 chapters, do 4 chapters a day to finish book in 11 days
- Front page, Editorial page and Business page
- Practice RC daily one set. If you already have joined any coaching then complete their material first before starting with any other book.
- Importance of Verbal topics

Topic	Importance
Fill in blanks	*****
Jumbled Paragraph	*****
Sentence Correction	*****
Reading Comprehension	*****
Grammar	****
Vocab based	****
Direct/Indirect Speech	***
Cloze Passage	**
Phrases	**
Analogies	*
Insert the missing sentence	*

- If you are weak in Verbal then start practicing more of Verbal questions daily without fail.

We basically believe that you will learn the shortcuts only if you know the long cuts or normal method of doing things. We will send the class handouts before the class as homework to be solved by any method you know. In the workshops we will solve them with shortcuts.

Even If you are unable to join the workshops please feel free to contact us for any guidance regarding exams.

Cheers

Rahul

Director CETking

1. Grammar & Critical Reasoning

Directions for questions 1 to 4: In each of the following questions there are sentences that form a paragraph. Identify the sentence(s) or part(s) of sentence(s) that is/are correct in terms of grammar and usage (including spelling, punctuation and logical consistency). Then, choose the most appropriate option.

1. A. In 1849, a poor Bavarian immigrant named Levi Strauss
 B. landed in San Francisco, California,
 C. at the invitation of his brother-in-law David Stern
 D. owner of dry goods business.
 E. This dry goods business would later become known as Levi Strauss & Company.

- | | |
|----------------|-------------|
| (1) B only | (2) B and C |
| (3) A and B | (4) A only |
| (5) A, B and D | |

2. A. In response to the allegations and condemnation pouring in,
 B. Nike implemented comprehensive changes in their labour policy.
 C. Perhaps sensing the rising tide of global labour concerns,
 D. from the public would become a prominent media issue,
 E. Nike sought to be a industry leader in employee relations.

- | | | |
|-------------|-------------|----------------|
| (1) D and E | (2) D only | |
| (3) A and E | (4) A and D | (5) B, C and E |

3. A. Charges and counter charges mean nothing
 B. to the few million who have lost their home.
 C. The nightmare is far from over, for the government
 D. is still unable to reach hundreds who are marooned.
 E. The death count have just begun.

- | | | |
|-------------|----------------|------------|
| (1) A only | (2) C only | |
| (3) A and C | (4) A, C and D | (5) D only |

2. Para Completion

Directions for questions 1 to 4: Each of the following questions has a paragraph from which the last sentence has been deleted. From the given options, choose the sentence that completes the paragraph in the most appropriate way.

1. Most people at their first consultation take a furtive look at the surgeon's hands in the hope of reassurance. Prospective patients look for delicacy, sensitivity, steadiness, perhaps unblemished pallor. On this basis, Henry Perowne loses a number of cases each year. Generally, he knows it's about to happen before the patient does: the downward glance repeated, the prepared questions beginning to falter, the overemphatic thanks during the retreat to the door.

- (1) Other people do not communicate due to their poor observation.
- (2) Other patients don't like what they see but are ignorant of their right to go elsewhere.
- (3) But Perowne himself is not concerned.
- (4) But others will take their place, he thought.
- (5) These hands are steady enough, but they are large.

2. Trade protectionism, disguised as concern for the climate, is raising its head. Citing competitiveness concerns, powerful industrialized countries are holding out threats of a levy on imports of energy-intensive products from developing countries that refuse to accept their demands. The actual source of protectionist sentiment in the OECD countries is, of course, their current lackluster economic performance, combined with the challenges posed by the rapid economic rise of China and India – in that order.

- (1) Climate change is evoked to bring trade protectionism through the back door.
- (2) OECD countries are taking refuge in climate change issues to erect trade barriers against these two countries.
- (3) Climate change concerns have come as a convenient stick to beat the rising trade power of China and India.
- (4) Defenders of the global economic status quo are posing as climate change champions.
- (5) Today's climate change champions are the perpetrators of global economic inequity.

3. Para Jumbled

In each question, there are five sentences/paragraphs. The sentence/ paragraph labelled A is in its correct place. The four that follow are labelled B, C, D and E, and need to be arranged in the logical order to form a coherent paragraph/passage. From the given options, choose the **most appropriate** option.

1. A. In America, highly educated women, who are in stronger position in the labour market than less qualified ones, have higher rates of marriage than other groups.
- B. Some works supports the Becker thesis, and some appears to contradict it.
- C. And, as with crime, it is equally inconclusive.
- D. But regardless of the conclusion of any particular piece of work, it is hard to establish convincing connections between family changes and economic factors using conventional approaches.
- E. Indeed, just as with crime, an enormous academic literature exists on the validity of the pure economic approach to the evolution of family structures.

(1) BCDE

(2) DBEC

(3) BDCE

(4) ECBD

(5) EDCD

2. A. Personal experience of mothering and motherhood are largely framed in relation to two discernible or “official” discourses; the “medical discourse and natural childbirth discourse”. Both of these tend to focus on the “optimistic stories” of birth and mothering and underpin stereotypes of the “godmother”.
- B. At the same time, the need for medical expert guidance is also a feature for contemporary reproduction and motherhood. But constructions of good mothering have not always been so conceived and in different contexts may exist in parallel to other equally dominant discourses.
- C. Similarly, historical work has shown how what are now taken for granted aspects of reproduction and mothering practices result from contemporary “pseudoscientific directives” and “managed constructs”. These changes have led to a reframing of modern discourses that pattern pregnancy and motherhood leading to an acceptance of the need for greater expert management.
- D. The contrasting, overlapping and ambiguous strands with in these frameworks focus to varying degrees on a woman’s biological tie to her child and predisposition to instinctively know and be able to care for her child.
- E. In addition, a third, “unofficial popular discourse” comprising “old wives” tales and based on maternal experiences of childbirth has also been noted. These discourses have also been acknowledged in work exploring the experiences of those who apparently do not “conform” to conventional stereotypes of the “good mother”?

(1) EDBC

(2) BCED

(3) DBCE

(4) BCDE

4. Para Summary

1. Some decisions will be fairly obvious -- "no-brainers." Your bank account is low, but you have a two-week vacation coming up and you want to get away to some place warm to relax with your family. Will you accept your in-laws' offer of free use of their Florida beachfront condo? Sure. You like your employer and feel ready to move forward in your career. Will you step in for your boss for three weeks while she attends a professional development course? Of course.

A. Some decisions are obvious under certain circumstances. You may, for example, readily accept a relative's offer of free holiday accommodation. Or step in for your boss when she is away.

B. Some decisions are no-brainers. You need not think when making them. Examples are condo offers from in-laws and job offers from bosses when your bank account is low or boss is away.

C. Easy decisions are called "no-brainers" because they do not require any cerebral activity. Examples such as accepting free holiday accommodation abound in our lives.

D. Accepting an offer from in-laws when you are short on funds and want a holiday is a no-brainer. Another no-brainer is taking the boss's job when she is away.

- | | |
|------|------|
| 1. A | 2. B |
| 3. C | 4. D |

2. Physically, inertia is a feeling that you just can't move; mentally, it is a sluggish mind. Even if you try to be sensitive, if your mind is sluggish, you just don't feel anything intensely. You may even see a tragedy enacted in front of your eyes and not be able to respond meaningfully. You may see one person exploiting another, one group persecuting another, and not be able to get angry. Your energy is frozen. You are not deliberately refusing to act; you just don't have the capacity.

A. Inertia makes your body and mind sluggish. They become insensitive to tragedies, exploitation, and persecution because it freezes your energy and decapitates it.

B. When you have inertia you don't act although you see one person exploiting another or one group persecuting another. You don't get angry because you are incapable.

C. Inertia is of two types -- physical and mental. Physical inertia restricts bodily movements. Mental inertia prevents mental response to events enacted in front of your eyes.

D. Physical inertia stops your body from moving; mental inertia freezes your energy, and stops your mind from responding meaningfully to events, even tragedies, in front of you..

- | | |
|------|------|
| 1. A | 2. B |
| 3. C | 4. D |

5. Vocab based

In each question, there are four sentences. Each sentence has pairs of words/phrases that are italicized and highlighted. From the italicized and highlighted word(s)/phrase(s), select the **most appropriate** word(s)/phrase(s) to form correct sentences. Then, from the options given, choose the best one.

1. The cricket council that *was [A] / were [B]* elected last March *is [A] / are [B]* at sixes and sevens over new rules. The critics *censored [a] / censured [B]* the new movie because of its social inaccessibility. Amit's explanation for missing the meeting was *credulous [A] / credible [B]*. She coughed *discreetly [A] / discretely [B]* to announce her presence.

- | | | |
|-----------|-----------|-----------|
| (1) BBAAA | (2) AAABA | |
| (3) BBBBA | (4) AABBA | (5) BBBAA |

2. The further [A] / farther [B] he pushed himself, the more disillusioned he grew. For the crowds it was more of a *historical [A] / historic [B]* event; for their leader, it was just another day. The old man has a healthy *distrust [A] / mistrust [B]* for all new technology. This film is based on a *real [A] / true [B]* story.

- One suspects that the *compliment [A] / complement [B]* was backhanded
- | | | |
|-----------|-----------|-----------|
| (1) BABAB | (2) ABBBA | |
| (3) BAABA | (4) BBAAB | (5) ABABA |

3. *Regrettably [A] / Regretfully [B]* I have to decline your invitation. I am drawn to the poetic, *sensual [A] / sensuous [B]* quality of her paintings. He was *besides [A] / beside [B]* himself with rage when I told him what I had done. After brushing against a *stationary [A] / stationery [B]* truck my car turned turtle. As the water began to rise *over [A] / above [B]* the danger mark, the signs of an imminent flood were clear.

- | | | |
|-----------|-----------|-----------|
| (1) BAABA | (2) BBBAB | |
| (3) AAABA | (4) BBAAB | (5) BABAB |

6. Reading Comprehension

The passage given below is followed by a set of three questions. Choose the **most appropriate** answer to each question.

To discover the relation between rules, paradigms, and normal science, consider first how the historian isolates the particular loci of commitment that have been described as accepted rules. Close historical investigation of a given specialty at a given time discloses a set of recurrent and quasi-standard illustrations of various theories in their conceptual, observational, and instrumental applications. These are the community's paradigms, revealed in its textbooks, lectures, and laboratory exercises. By studying them and by practicing with them, the members of the corresponding community learn their trade. The historian, of course, will discover in addition a penumbral area occupied by achievements whose status is still in doubt, but the core of solved problems and techniques will usually be clear. Despite occasional ambiguities, the paradigms of a mature scientific community can be determined with relative ease.

That demands a second step and one of a somewhat different kind. When undertaking it, the historian must compare the community's paradigms with each other and with its current research reports. In doing so, his object is to discover what isolable elements, explicit or implicit, the members of that community may have abstracted from their more global paradigms and deploy it as rules in their research. Anyone who has attempted to describe or analyze the evolution of a particular scientific tradition will necessarily have sought accepted principles and rules of this sort. Almost certainly, he will have met with at least partial success. But, if his experience has been at all like my own, he will have found the search for rules both more difficult and less satisfying than the search for paradigms. Some of the generalizations he employs to describe the community's shared beliefs will present more problems. Others, however, will seem a shade too strong. Phrased in just that way, or in any other way he can imagine, they would almost certainly have been rejected by some members of the group he studies. Nevertheless, if the coherence of the research tradition is to be understood in terms of rules, some specification of common ground in the corresponding area is needed. As a result, the search for a body of rules competent to constitute a given normal research tradition becomes a source of continual and deep frustration.

Recognizing that frustration, however, makes it possible to diagnose its source. Scientists can agree that a Newton, Lavoisier, Maxwell, or Einstein has produced an apparently permanent solution to a group of outstanding problems and still disagree, sometimes without being aware of it, about the particular abstract characteristics that make those solutions permanent. They can, that is, agree in their identification of a paradigm without agreeing on, or even attempting to produce, a full interpretation or rationalization of it.

Lack of a standard interpretation or of an agreed reduction to rules will not prevent a paradigm from guiding research. Normal science can be determined in part by the direct inspection of paradigms, a process that is often aided by but does not depend upon the formulation of rules and assumption. Indeed, the existence of a paradigm need not even imply that any full set of rules exists.

1. What is the author attempting to illustrate through this passage?

- (1) Relationships between rules, paradigms, and normal science
- (2) How a historian would isolate a particular 'loci of commitment'
- (3) How a set of shared beliefs evolve in to a paradigm.
- (4) Ways of understanding a scientific tradition
- (5) The frustrations of attempting to define a paradigm of a tradition

2. The term 'loci of commitment' as used in the passage would most likely correspond with which of the following?

- (1) Loyalty between a group of scientists in a research laboratory
- (2) Loyalty between groups of scientists across research laboratories
- (3) Loyalty to a certain paradigm of scientific inquiry
- (4) Loyalty to global patterns of scientific inquiry
- (5) Loyalty to evolving trends of scientific inquiry

3. The author of this passage is likely to agree with which of the following?

- (1) Paradigms almost entirely define a scientific tradition.
- (2) A group of scientists investigating a phenomenon would benefit by defining a set of rules.
- (3) Acceptance by the giants of a tradition is a sine qua non for a paradigm to emerge.
- (4) Choice of isolation mechanism determines the types of paradigm that may emerge from a tradition.
- (5) Paradigms are a general representation of rules and beliefs of a scientific tradition.

The passage given below is followed by a set of three questions. Choose the **most appropriate** answer to each question.

The difficulties historians face in establishing cause-and-effect relations in the history of human societies are broadly similar to the difficulties facing astronomers, climatologists, ecologists, evolutionary biologists, geologists, and palaeontologists. To varying degrees each of these fields is plagued by the impossibility of performing replicated, controlled experimental interventions, the complexity arising from enormous numbers of variables, the resulting uniqueness of each system, the consequent impossibility of formulating universal laws, and the difficulties of predicting emergent properties and future behaviour. Prediction in history, as in other historical sciences, is most feasible on large spatial scales and over long times, when the unique features of millions of small-scale brief events become averaged out. Just as I could predict the sex ratio of the next 1,000 newborns but not the sexes of my own two children, the historian can recognize factors that made inevitable the broad outcome of the collision between American and Eurasian societies after 13,000 years of separate developments, but not the outcome of the 1960 U.S. presidential election. The details of which candidate said what during a single televised debate in October 1960 Could have given the electoral victory to Nixon instead of to Kennedy, but no details of who said what could have blocked the European conquest of Native Americans.

How can students of human history profit from the experience of scientists in other historical sciences? A methodology that has proved useful involves the comparative method and so-called natural experiments. While neither astronomers studying galaxy formation nor human historians can manipulate their systems in controlled laboratory experiments, they both can take advantage of natural experiments, by comparing systems differing in the presence or absence (or in the strong or weak effect) of some putative causative factor. For example, epidemiologists, forbidden to feed large amounts of salt to people experimentally, have still been able to identify effects of high salt intake by comparing groups of humans who already differ greatly in their salt intake; and cultural anthropologists, unable to provide human groups experimentally with varying resource abundances for many centuries, still study long-term effects of resource abundance on human societies by comparing recent Polynesian populations living on islands differing naturally in resource abundance.

The student of human history can draw on many more natural experiments than just comparisons among the five inhabited continents. Comparisons can also utilize large islands that have developed complex societies in a considerable degree of isolation (such as Japan, Madagascar, Native American Hispaniola, New Guinea, Hawaii, and many others), as well as societies on hundreds of smaller islands and regional societies within each of the continents. Natural experiments in any field, whether in ecology or human history, are inherently open to potential methodological criticisms. Those include confounding effects of natural variation in additional variables besides the one of interest, as well as problems in inferring chains of causation from observed correlations between variables. Such methodological problems have been discussed in great detail for some of the historical sciences. In particular, epidemiology, the science of drawing inferences about human diseases by comparing groups of

people (often by retrospective historical studies), has for a long time successfully employed formalized procedures for dealing with problems similar to those facing historians of human societies.

In short, I acknowledge that it is much more difficult to understand human history than to understand problems in fields of science where history is unimportant and where fewer individual variables operate. Nevertheless, successful methodologies for analysing historical problems have been worked out in several fields. As a result, the histories of dinosaurs, nebulae, and glaciers are generally acknowledged to belong to fields of science rather than to the humanities.

4. Why do islands with considerable degree of isolation provide valuable insights into human history?

- (1) Isolated islands may evolve differently and this difference is of interest to us.
- (2) Isolated islands increase the number of observations available to historians.
- (3) Isolated islands, differing in their endowments and size may evolve differently and this difference can be attributed to their endowments and size.
- (4) Isolated islands, differing in their endowments and size, provide a good comparison to large islands such as Eurasia, Africa, Americas and Australia.
- (5) Isolated islands, in so far as they are inhabited, arouse curiosity about how human beings evolved there.

5. According to the author, why is prediction difficult in history?

- (1) Historical explanations are usually broad so that no prediction is possible.
- (2) Historical outcomes depend upon a large number of factors and hence predictions are difficult for each case.
- (3) Historical sciences, by their very nature, are not interested in a multitude of minor factors, which might be important in a specific historical outcome.
- (4) Historians are interested in evolution of human history and hence are only interested in long term predictions.
- (5) Historical sciences suffer from the inability to conduct controlled experiments and therefore have explanations based on a few long term factors.

6. According to the author, which of the following statements would be true?

- (1) Students of history are missing significant opportunities by not conducting any natural experiments.
- (2) Complex societies inhabiting large islands provide great opportunities for natural experiments.
- (3) Students of history are missing significant opportunities by not studying an adequate variety of natural experiments.
- (4) A unique problem faced by historians is their inability to establish cause and effect relationships.
- (5) Cultural anthropologists have overcome the problem of confounding variables through natural experiments

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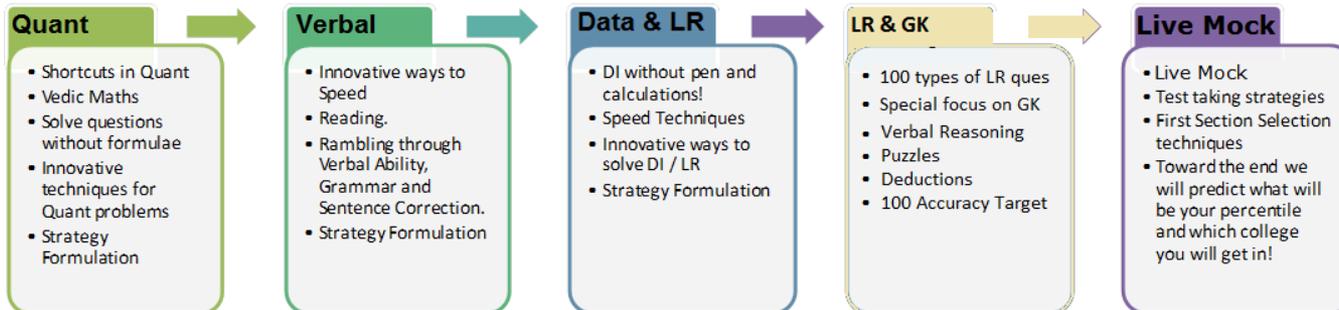
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Bhavik S	132	155	23
Ajay Ag	89	105	16
Bhakti S	92	110	18
Anirban	110	122	12
Pooja J	97	120	23
Sanju M	105	120	15
Deep P	60	85	25
Bharati	76	90	14
Taniya C	82	105	23
Sagar S	146	180	34

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