

Musical instruments and their categories

flute : wind :: drum : percussion
guitar : strum :: harp : pluck

Case relationship

he : him :: I : me
she : hers :: it : its

Gender relationship

fox : vixen :: bull : cow
goose : gander :: pea-hen : peacock

Singular, plural relationship

medium : media :: syllabus : syllabi
horse : horses :: volcano : volcanoes

Parts of the day

dawn : morning :: dusk : evening
noon : midnight :: day : night

Latent reasoning

(This is based on certain implied relationships as in proverbs or idiomatic expressions)

run : hare :: hunt : hound
flog : dead horse :: plough : sand

REVERSE ANALOGIES

Reverse Analogies may be considered the farthest relationship while three of the given alternatives may have any one or more of the relationships discussed above. One of them may have no such relationship at all.

Example

He : Him ::

- (a) I : me (b) she : her
(c) It : its (d) They : them

a, b, and d have the nominative accusative relationship while (c) has no such relationship. Hence the answer is (c).

God : Pantheon ::

- (a) member : parliament (b) player : team
(c) bead : necklace (d) pendant : chain

While a, b and c express the relationship between part and whole pendant is not integral to the chain. Hence (d) is the answer.

COMPLETION TEST

The blanks in sentences have to be filled in with one of the alternatives provided. The blanks may be two in a sentence or one and each may have to be filled in either with a word or a phrase or an idiom. Here again a careful and judicious choice is to be made. Apart from the denotative and connotative property, the euphony of the word should not be overlooked.

WRITING ABILITY

Sentences with a mistake in each are given. The mistake has to be identified or in the event of the sentence being correct the answer may be indicated by the appropriate choice. Sentences without error are not usually given. They were in vogue when the five choice pattern was used.

Example**FOUR CHOICE PATTERN**

Every one of them were given a book each
A B C D

(The error is in segment B. It must be 'was given' as the subject is 'Everyone'. So the answer is B).

FIVE CHOICE PATTERN

Everyone of them were given a book each No error.
A B C D E

(Here again the error is in B. However if the sentence has no mistake the answer should be E. An innovation in this area of testing, is the introduction of the choice of correct sentences. Two sentences numbered 1 and 2 are given. After studying the sentences the student should mark his answer as (a) if sentence 1 alone is correct, (b) if sentence (2) alone is correct, (c) if both (1) and (2) are correct and (d) if neither of them is correct. The instructions, as it is apparent, must be carefully studied.

Multiple Mistake Pattern

In CAT a new type of question was introduced a year ago. A sentence with one or more than one error is given. You are asked to mark (a) if there is one error, (b) if there are two errors, and so on. The different kinds of errors, how to identify them and where to look for them are all discussed in detail in the next chapter, *Grammar for CAT*.

LOGICAL REASONING

This test is to assess the ability of the student to comprehend, dissect and evaluate arguments. Fallacies, assumptions and inferences in the given statement will have to be understood before the question can be answered. The choice given may, at times, be a pointer. No knowledge of formal logic is expected except that of an intelligent layman.

Another variety of logical reasoning appears in the garb of comprehension and is familiarly known as **critical reasoning**. A statement is given and a question/questions are asked on it. They may take one of the forms: