

# EAR01 — Passage Comprehension

Chapter EAR01 · CDS Reading Level

CDS Level

✦ **Passage Comprehension in CDS:** Each paper contains 2–3 unseen passages. Each passage is 150–350 words and is followed by 5–10 questions. The passages cover formal topics: military history, governance, science, environment, society, ethics, and strategic affairs. The language is formal to semi-formal; B2–C1 level. Questions test a range of skills from simple retrieval to complex inference. No passage is repeated from previous years — but the *question types* are always the same.

💡 **The Fundamental Rule:** Every answer must come FROM the passage — not from your general knowledge, not from what “sounds logical,” and not from what you already believe. An option that is factually true in the real world but not supported by the passage is **always wrong**. The passage is the only authority.

## PART A — THE 7 QUESTION TYPES

### A1 Complete List of All CDS Comprehension Question Types

#### TYPE 1

##### Central Idea / Main Theme

*How it asks: The passage is mainly about... / The central theme of the passage is... / The author's primary concern is...*

Asks what the ENTIRE passage is about — not any one paragraph or sentence. The correct answer must cover the full scope without being too broad or too narrow. It will match the opening claim AND the closing conclusion of the passage.

⚠ *Common Trap: Choosing a detail from one paragraph (too narrow) or a general statement that could fit any passage (too broad).*

**TYPE 2****Direct Information Retrieval**

*How it asks: According to the passage... / The author states that... / Which of the following is mentioned in the passage...*

Asks about information explicitly stated in the passage. The answer is a paraphrase of something actually written — not a conclusion or inference. The wrong options either contradict the passage or add information not present. Key word: 'According to' = must be directly in the text.

*△ Common Trap: Choosing an option that is factually true in real life but not mentioned in the passage. Real-world truth ≠ passage truth.*

**TYPE 3****Inference / Implication**

*How it asks: It can be inferred from the passage that... / The passage implies that... / Which conclusion can be drawn from the passage...*

The answer is NOT directly stated but can be logically derived from what IS stated. A valid inference goes one reasonable step beyond the text without contradicting it. It is supported by evidence in the passage even if not explicitly said.

*△ Common Trap: Choosing an option that requires multiple assumptions beyond the text (over-inference), or choosing what is explicitly stated (that is direct retrieval, not inference).*

**TYPE 4****Vocabulary in Context**

*How it asks: The word/phrase 'X' in the passage means... / As used in the passage, 'X' most nearly means...*

Asks the meaning of a word or phrase AS IT IS USED IN THAT SPECIFIC CONTEXT. The correct answer is the meaning that fits the passage's context — not the word's most common dictionary meaning. Replace the word with each option and read the sentence; the one that preserves the meaning is correct.

*△ Common Trap: Choosing the most common everyday meaning of the word without checking whether it fits the passage context.*

**TYPE 5****Author's Tone / Attitude**

*How it asks: The author's attitude toward X is... / The tone of the passage is... / The author's approach to the subject can best be described as...*

Asks HOW the author writes — the emotional register and stance. Look for loaded adjectives, qualifying language, and the overall evaluative direction. Tone options: objective/neutral, critical, appreciative, sarcastic, cautionary, alarmed, optimistic, cynical, analytical, persuasive.

*△ Common Trap: Choosing 'neutral/objective' when the author has a clear stance, or choosing an extreme tone (furious, elated) when the language is measured.*

**TYPE 6****Best Title / Suitable Heading**

*How it asks: The most appropriate title for the passage is... / A suitable heading for this passage would be...*

The best title captures the CENTRAL IDEA — it is neither too broad (too general) nor too narrow (captures only one paragraph). It should reflect both the topic AND the author's angle on that topic. A

purely factual title is usually less correct than one that reflects the author's perspective.

*△ Common Trap: Choosing a catchy but inaccurate title, or one that only covers the first paragraph. A good title covers the whole passage.*

#### TYPE 7

### Assumption / What the Passage Assumes

*How it asks: The author assumes that... / The argument in the passage rests on the assumption that... / Which of the following is an underlying assumption of the passage...*

An assumption is an unstated premise that must be true for the author's argument to hold. It is not stated but is taken for granted. To find it: identify the author's main claim, then ask 'what must be true for this claim to make sense?' The assumption is the hidden bridge.

*△ Common Trap: Confusing an assumption with a stated fact (assumptions are NOT stated) or confusing it with an inference (inferences are conclusions; assumptions are hidden premises).*

### △ The Three Hardest Question Types – Why Students Lose Marks:

**Inference vs Direct Retrieval:** Students often choose what is directly stated when the question says 'inferred', or they over-infer beyond what the passage supports. The right inference is one step beyond the text, no more.

**Tone:** Students choose 'neutral' because the language is formal. But formal language can still be critical or cautionary. Read the evaluative adjectives and the direction of the argument.

**Assumption:** Students confuse assumptions with stated facts. If you can find the statement in the passage, it is not an assumption – it is stated. An assumption is never written; it is taken for granted.

## PART B – THE 8-STEP READING METHOD

### B1 How to Read and Answer a CDS Comprehension

#### 1 Read the questions FIRST (not the passage)

Before reading the passage, scan all questions. Identify what question types they are. Note any specific phrases, names, or terms being asked about. This tells you what to look for when you read the passage.

*If Q3 asks about 'the economic impact', you know to slow down and read that section carefully. If Q5 asks for the author's tone, you know to watch evaluative language throughout.*

#### 2 Read the passage ONCE – actively, not passively

Read for structure, not just content. Ask: What is the opening claim? What evidence does the author give? Is there a turning point (however/but/yet)? What is the conclusion? Map the thought flow as you read.

Paragraph 1: Introduces the topic (discipline in modern armies). Paragraph 2: Evidence/examples.  
Paragraph 3: Qualification or opposing view. Paragraph 4: Author's conclusion.

3

### Identify the THOUGHT FLOW – the paragraph-by-paragraph arc

Every CDS passage follows one of four structures: (1) Claim → Evidence → Conclusion, (2) Problem → Analysis → Solution, (3) Historical Context → Development → Current Significance, (4) Contrast of two positions → Author's verdict.

*Identifying the structure in step 3 makes central idea, tone, and title questions easy – the conclusion paragraph almost always contains the central idea.*

4

### Mark the CENTRAL IDEA sentence

The central idea is usually in: the first or last sentence of the first paragraph, OR the first sentence of the last paragraph. This sentence states what the whole passage is about. Underline it mentally.

*If the passage opening says 'Discipline is not merely a military virtue but the foundation of all organised human achievement' and the conclusion reinforces this – this is the central idea.*

5

### Answer DIRECT RETRIEVAL questions first (they are fastest)

Questions that say 'According to the passage' or 'The author states that' can be answered quickly by returning to the relevant paragraph. Find the sentence, paraphrase it, match to the option.

*Eliminate options that are NOT in the passage. Among those that ARE in the passage, choose the one that most accurately paraphrases the text – beware of options that change a key word.*

6

### Answer INFERENCE questions by finding the SUPPORT in the passage

For each inference option, ask: Is there evidence in the passage that supports this? An inference with no supporting evidence is speculation, not inference. An inference that contradicts the passage is clearly wrong.

*Option: 'The author believes technology will replace human judgment in warfare.' Check: does the passage say or imply this? If the passage only discusses current technology, this is over-inference.*

7

### Identify TONE by looking at evaluative language

Collect all adjectives, adverbs, and evaluative phrases the author uses. Are they positive (innovative, essential, remarkable) or negative (dangerous, misguided, alarming)? Does the author qualify (arguably, perhaps, may) or assert (clearly, certainly, must)? The pattern tells you the tone.

*Passage uses: 'alarming deterioration', 'reckless disregard', 'urgent need for reform' → tone is Critical/Cautionary, not Neutral.*

8

### Check VOCABULARY questions by replacement

For vocabulary-in-context questions, substitute each option into the original sentence. The correct option preserves the sentence's meaning. A word with a more technical or specific meaning in context is usually correct over the common everyday meaning.

*'The regime maintained an iron grip on all communications.' 'Regime' here means: (a) diet (b) government (c) system (d) schedule. In this context → government/ruling power = (b).*

# How Thought Flow Works — Reading the Paragraph Arc

## Structure 1: Argument (Most Common in CDS)

- **Para 1:** Author's central claim / thesis statement

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- **Para 2:** Evidence, examples, or data supporting the claim

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- **Para 3:** Counterargument or qualification (however/but)

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- **Para 4:** Author's conclusion reinforcing the claim

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- Central idea = Para 1 claim restated in Para 4

## Structure 2: Problem → Solution

- **Para 1:** Problem or challenge introduced

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- **Para 2:** Scale/impact of the problem

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- **Para 3:** Proposed solution(s)

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- **Para 4:** Why the solution matters / call to action

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- Central idea = the problem AND the need for the specific solution

## Structure 3: Historical / Contextual Narrative

- **Para 1:** Historical context or background

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- **Para 2:** Key development / turning point

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- **Para 3:** Consequences or legacy

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- **Para 4:** Significance for the present

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- Central idea = the significance/lesson from the historical event

## Structure 4: Contrast → Verdict

- **Para 1:** Position A (one view or approach)

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- **Para 2:** Position B (the contrasting view)

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- **Para 3:** Evaluation of both positions

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- **Para 4:** Author's verdict (which is better/right)

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- Central idea = the author's verdict, not just the contrast

### PART C — FULL PASSAGES WITH ALL QUESTION TYPES

## Passage 1 — Military & Ethics Theme

### PASSAGE 1 — READ CAREFULLY

The relationship between military force and moral authority has been debated by strategists and philosophers for centuries. Those who advocate a purely instrumental view of military power argue that force is neither moral nor immoral in itself; it is simply a tool, and its ethical character depends entirely on the ends it serves. A soldier who kills

in the line of duty is not a murderer; the institution he represents, not the individual, bears the moral weight of the decision. This position, however, ignores a fundamental aspect of military culture – the internal code of honour that soldiers themselves have historically maintained. In virtually every armed force in history, soldiers have distinguished between legitimate combat and atrocity, between the enemy combatant and the civilian, between courage and brutality. These distinctions did not arise from external legal codes alone; they emerged from within the institution itself, from a genuine commitment to values that transcend the immediate order. The modern laws of war, codified in the Geneva Conventions, represent an attempt to universalise and enforce what soldiers had long practised informally. That these laws are sometimes violated does not diminish their importance; it only demonstrates that the formal machinery of accountability must constantly be reinforced by the informal culture of honour within military institutions. Ultimately, a military that is powerful but has abandoned its moral compass is not merely dangerous to its enemies – it becomes a threat to the society it was created to protect. The strength of an armed force, therefore, lies not only in its weaponry and training but in the integrity of its values.

#### EXAM Q

#### Passage 1 – All Question Types

##### CENTRAL IDEA

Q1. The central idea of the passage is:

- (a) Military force is always morally neutral and depends only on the ends it serves
- (b) The Geneva Conventions are the primary source of military ethics
- (c) A military force's true strength lies in the integrity of its moral values, not only its power**
- (d) Individual soldiers bear no personal moral responsibility for their actions in combat

**Answer: (c) A military's true strength lies in the integrity of its moral values**

The central idea must cover the WHOLE passage. (a) is the opposing view the author introduces and then rejects – not the author's own position. (b) is a specific detail from paragraph 3, not the overall theme. (d) is stated as one position in paragraph 1, but the author immediately qualifies it in paragraph 2. (c) is confirmed by both the opening argument AND the final sentence of the passage: 'the strength of an armed force lies... in the integrity of its values.' This is the author's conclusion that the entire passage builds toward.

**DIRECT INFO**

**Q2. According to the passage, the distinction between legitimate combat and atrocity:**

- (a) Was first introduced by the Geneva Conventions in the modern era
- (b) Has always been enforced by external legal codes in military history
- (c) Existed informally within military culture long before formal legal codes**
- (d) Is irrelevant to modern warfare given the complexity of contemporary conflict

**Answer: (c) Existed informally within military culture long before formal legal codes**

(a) Wrong: the passage says the Geneva Conventions ‘universalise and enforce what soldiers had long practised informally’ – the distinction preceded the Conventions, not the other way around. (b) Wrong: the passage explicitly says these distinctions ‘did not arise from external legal codes alone’ – they came from within. (d) Wrong: the passage makes no such claim about modern warfare complexity. **(c) Correct:** Paragraph 2 states directly that distinctions between legitimate combat and atrocity ‘emerged from within the institution itself’ – long before formal codification.

**INFERENCE**

**Q3. It can be inferred from the passage that the author believes:**

- (a) Legal codes alone are sufficient to ensure ethical military behaviour
- (b) A purely instrumental view of military power is the most realistic approach
- (c) The internal culture of military institutions is as important as formal laws in maintaining ethical standards**
- (d) Soldiers who commit atrocities are solely responsible as individuals for their actions

**Answer: (c) Internal military culture is as important as formal laws for ethical standards**

(a) Wrong: the passage explicitly states that formal accountability ‘must constantly be reinforced by the informal culture of honour’ – laws alone are insufficient. (b) Wrong: the author argues against the purely instrumental view in paragraphs 2–4. (d) Wrong: paragraph 1 says ‘the institution, not the individual, bears the moral weight’ – the opposite is implied. **(c) Correct:** Paragraph 3 says the formal laws must be ‘reinforced by informal culture’ – this logically implies that informal culture (internal values) is just as important as formal laws. This is a valid one-step inference from paragraph 3.

**VOCABULARY**

**Q4. The word ‘instrumental’ as used in the passage most nearly means:**

(a) Relating to musical instruments

**(b) Treating something as a tool or means to an end rather than as having intrinsic value**

(c) Extremely important and decisive

(d) Carefully planned and strategic

**Answer: (b) Treating something as a tool or means to an end**

(a) Wrong: this is the everyday meaning of 'instrumental' in a musical context — entirely wrong in this passage. (c) Wrong: this is another common use of 'instrumental' (as in 'he was instrumental in the victory') but the passage context is about an 'instrumental view of military power'. (d) Wrong: this adds a meaning not present. **(b) Correct:** The passage uses 'a purely instrumental view of military power' in the context of force being 'a tool' whose 'ethical character depends entirely on the ends it serves' — confirming that instrumental = treating something as a tool/means.

**AUTHOR'S TONE**

**Q5. The tone of the passage can best be described as:**

(a) Neutral and purely descriptive, presenting both sides equally

(b) Alarmed and urgent, calling for immediate military reform

**(c) Analytical and persuasive, arguing for the primacy of moral values in military institutions**

(d) Critical and dismissive of all institutional military culture

**Answer: (c) Analytical and persuasive, arguing for moral values in military institutions**

(a) Wrong: the author is NOT neutral — paragraph 2 begins 'This position, however, ignores' showing the author rejects one view; paragraph 4 presents the author's own verdict. (b) Wrong: while the topic is serious, the language is measured and analytical, not alarmed or urgent. (d) Wrong: the author is SUPPORTIVE of military culture's internal code of honour, not dismissive. **(c) Correct:** The author examines both positions (paragraphs 1–2), provides evidence (paragraph 3), and builds to a clear conclusion (paragraph 4). The language is reasoned, formal, and argumentative — analytical and persuasive.

**BEST TITLE**

**Q6. The most appropriate title for this passage is:**

(a) The History of the Geneva Conventions

**(b) Beyond Firepower: The Moral Dimension of Military Strength**

(c) Soldiers and the Law: An International Perspective

(d) Why Armies Must Be Powerful to Be Effective

**Answer: (b) Beyond Firepower: The Moral Dimension of Military Strength**

(a) Wrong: the Geneva Conventions are mentioned in only one paragraph as a supporting detail — making them the title would make the passage too narrow. (c) Wrong: captures only the legal aspect, not the core argument about internal moral culture. (d) Wrong: this contradicts the author’s argument; the author says effectiveness is NOT just about power. **(b) Correct:** ‘Beyond Firepower’ captures the author’s argument that strength is more than weapons. ‘The Moral Dimension of Military Strength’ matches the central idea exactly. A good title covers the FULL scope: military power + moral values + why both matter.

**C2 Passage 2 — Strategic Affairs / Governance Theme**

**PASSAGE 2 — READ CAREFULLY**

The proliferation of information technology has fundamentally altered the nature of warfare, creating what military theorists now call “information-age conflict.” In this new paradigm, the side that controls the information environment — not merely the physical terrain — holds the decisive advantage. Battles are won or lost in the realm of perception as much as on the battlefield itself, and this reality demands a fundamental rethinking of military strategy. The most visible manifestation of this shift is the emergence of cyberwarfare and electronic warfare as mainstream military capabilities. State actors now routinely deploy sophisticated tools to disrupt enemy communications, compromise weapons systems, and manipulate the information reaching civilian populations. The distinction between wartime and peacetime operations has become dangerously blurred; nations may find themselves under sustained cyber attack without any formal declaration of war. Yet it would be an error to conclude that conventional military power has become obsolete. Physical force retains its decisive importance in determining territorial control and projecting state authority. The most effective military doctrines of the contemporary era combine traditional kinetic capabilities with information-age tools, creating what strategists describe as “multi-domain operations.” What emerges from this analysis is that the future of military power will be defined not by a nation’s ability to field the largest army or the most advanced aircraft, but by its capacity to integrate diverse capabilities across domains — physical, cyber, informational, and cognitive — in a coherent and adaptive strategy.

## CENTRAL IDEA

Q7. Which of the following best states the central idea of the passage?

- (a) Cyberwarfare has completely replaced conventional military force in modern conflict
- (b) Information technology has made large armies and advanced aircraft unnecessary
- (c) The future of military power lies in the integration of conventional and information-age capabilities across multiple domains**
- (d) Nations at war must declare hostilities formally before engaging in cyber operations

**Answer: (c) Future military power lies in integrating conventional and information-age capabilities**

(a) Wrong: paragraph 3 explicitly says conventional power has NOT become obsolete — this option contradicts the passage. (b) Wrong: the passage says future power is NOT defined by ‘the largest army or most advanced aircraft’ alone, but does not say these are unnecessary. (d) Wrong: the passage says the distinction between wartime and peacetime has ‘become dangerously blurred’ implying formal declarations are NOT the norm — this option contradicts the passage. **(c) Correct:** Paragraph 3 introduces the key qualification (conventional power still matters), and paragraph 4 synthesises both: integration of diverse capabilities across domains. This covers the FULL argument: information-age conflict + conventional power + multi-domain integration.

## INFERENCE

Q8. Which of the following can be inferred from the passage?

- (a) A nation with superior conventional military forces will always win a modern conflict
- (b) Nations may be engaged in effective military operations against each other without a formal state of war**
- (c) The Geneva Conventions are insufficient to govern the new realities of information-age conflict
- (d) Civilian populations are now the primary targets of modern military strategy

**Answer: (b) Nations may be in effective conflict without a formal state of war**

(a) Wrong: the passage says the information environment is the new decisive domain — implying conventional superiority alone is insufficient. (c) Wrong: the Geneva Conventions are not mentioned anywhere in this passage; this is an inference from general knowledge, not from the passage. (d) Wrong: the passage says nations

'manipulate the information reaching civilian populations' but this does not imply civilians are the primary targets. **(b) Correct:** Paragraph 2 states that 'nations may find themselves under sustained cyber attack without any formal declaration of war.' This directly implies that effective military operations (cyber attacks) can occur without formal hostility declarations — a one-step, well-supported inference.

**VOCABULARY**

**Q9. The term 'kinetic capabilities' as used in the passage refers to:**

- (a) Energy-generating military technology
- (b) The speed and mobility of armoured units
- (c) Traditional physical military force involving weapons, troops, and direct combat**
- (d) Satellite-based surveillance and communication systems

**Answer: (c) Traditional physical military force involving weapons, troops, and direct combat**

(a) Wrong: 'kinetic' comes from the physics term for motion/energy, but in military context this specific meaning does not apply. (b) Wrong: mobility is a component, not the whole meaning. (d) Wrong: satellite systems are part of information-age tools, not kinetic capabilities. **(c) Correct:** The passage uses 'kinetic capabilities' in contrast to 'information-age tools' — meaning physical, conventional military force (weapons fired, soldiers deployed, aircraft used). In military doctrine, 'kinetic' is standard terminology for physical/conventional force, and the passage context confirms this: it is paired with 'traditional' and contrasted with cyber/information tools.

**AUTHOR'S TONE**

**Q10. The author's attitude toward conventional military power can best be described as:**

- (a) Dismissive — believing it has been rendered obsolete by technology
- (b) Balanced — acknowledging its continued relevance while recognising the rise of new domains**
- (c) Enthusiastic — arguing for massive investment in conventional military forces
- (d) Uncertain — unable to determine its role in future conflicts

**Answer: (b) Balanced — acknowledging continued relevance while recognising new domains**

(a) Wrong: paragraph 3 explicitly states 'it would be an error to conclude that conventional military power has become obsolete' — the author directly rejects this view. (c) Wrong: the author does not advocate for massive conventional investment;

the conclusion is about integration, not preference for either type. (d) Wrong: the author is clear and confident in paragraph 4. **(b) Correct:** The author acknowledges the shift to information-age conflict (paragraphs 1–2) but explicitly defends conventional power (paragraph 3) before concluding that integration of both is the answer. This balanced, measured position is confirmed by the tone throughout.

**ASSUMPTION**

**Q11. The argument in the final paragraph rests on the assumption that:**

- (a) Nations currently have unlimited resources to develop all military capabilities simultaneously
- (b) A coherent strategy can effectively coordinate diverse capabilities across physical, cyber, informational, and cognitive domains**
- (c) Information warfare will eventually eliminate the need for military personnel entirely
- (d) Only large nations can afford to develop multi-domain military capabilities

**Answer: (b) A coherent strategy can coordinate diverse capabilities across multiple domains**

(a) Wrong: the passage makes no claim about unlimited resources; this is an external assumption not needed by the argument. (c) Wrong: the passage explicitly says conventional forces remain relevant — this directly contradicts the argument. (d) Wrong: the passage is about the nature of future military power, not about which nations can access it. **(b) Correct:** The final paragraph argues that future power lies in ‘integrating diverse capabilities in a coherent and adaptive strategy.’ For this conclusion to be valid, it must be assumed that such integration is POSSIBLE — that a coherent strategy CAN in fact coordinate physical, cyber, informational, and cognitive domains. Without this assumption, the whole argument collapses. This is the hidden premise.

**BEST TITLE**

**Q12. The most suitable title for this passage would be:**

- (a) Cyberwarfare: The New Face of Terrorism
- (b) The Decline of Traditional Armed Forces
- (c) Multi-Domain Warfare: Integrating Conventional and Information-Age Military Power**
- (d) How Technology Has Made Warfare Safer and More Precise

**Answer: (c) Multi-Domain Warfare: Integrating Conventional and Information-Age Military Power**

(a) Wrong: the passage is not about terrorism; it is about state-level military strategy. (b) Wrong: the passage explicitly says traditional forces have NOT declined in

importance — this title contradicts the passage. (d) Wrong: the passage makes no claim about safety or precision; this is irrelevant to the argument. **(c) Correct:** 'Multi-Domain Warfare' is actually used in paragraph 3 ('what strategists describe as multi-domain operations'). The subtitle 'Integrating Conventional and Information-Age Military Power' matches the conclusion of paragraph 4 exactly. A title using the passage's own key terminology, covering the full argument, is always the strongest candidate.



## Quick Reference — Passage Comprehension

### ① 7 Question Types

- Central Idea: what the **WHOLE** passage argues
- Direct Info: 'According to the passage' = text only
- Inference: one reasonable step beyond text
- Vocabulary in Context: substitute and check
- Author's Tone: evaluative language pattern
- Best Title: covers full scope + author's angle
- Assumption: unstated premise behind argument

### ② 8-Step Method

1. Read questions **FIRST**
2. Read passage once — actively
3. Identify paragraph structure/arc
4. Mark the central idea sentence
5. Answer direct retrieval first
6. Verify inference with passage evidence
7. Collect evaluative words for tone
8. Substitute options for vocabulary

### ③ Central Idea Rules

- Must cover the **ENTIRE** passage (not one paragraph)
- Check: opening claim + closing conclusion
- Too narrow = describes only one paragraph
- Too broad = could describe any passage
- Correct answer = paraphrase of final paragraph

### ④ Inference Rules

- Must be **SUPPORTED** by passage evidence
- Cannot contradict anything in the

### ⑤ Tone Signals

- Positive adjectives (innovative/essential) = appreciative
- Negative adjectives (alarming/reckless) =

### ⑥ Assumption Rule

- **NEVER** stated in the passage (if stated = fact, not assumption)
- Must be true for the

passage

- Goes ONE step beyond text — no more
- Does not require outside knowledge
- Real-world truth without passage support = WRONG

critical

- Hedge words (perhaps/arguably/may) = cautious
- Strong assertions (clearly/must/certainly) = persuasive
- Both sides presented + verdict = analytical

argument to hold

- Fills the logical gap between evidence and conclusion
- Negation test: if assumption is false, does argument collapse? Yes → it is the assumption

## ⑦ Vocabulary-in-Context

- Replace the word with each option in the sentence
- Choose the option that preserves meaning in context
- Common everyday meaning is often the wrong answer
- Technical/specific meaning in context usually correct
- Multiple meanings? Context decides which applies

## ⑧ Best Title Rules

- Covers the WHOLE passage, not one section
- Reflects the author's angle, not just the topic
- Passage's own key terms in title = strong signal
- Too general = wrong; too specific = wrong
- Must match both topic AND author's conclusion

## ⚠ The 5 Traps

- Choosing a real-world truth not in the passage
- Choosing a detail from one para as central idea
- Choosing 'neutral' tone when author has a clear stance
- Confusing what is stated with an inference
- Confusing an assumption with a stated fact

## 💡 Paragraph Arc Types

- Claim → Evidence → Conclusion (most common)
- Problem → Analysis → Solution
- Historical Context → Development → Significance
- Contrast of views → Author's verdict
- Central idea = conclusion para, not

## 💡 Direct Info vs Inference

- Direct Info: 'According to passage' → find exact sentence
- Inference: 'It can be inferred' → go one step beyond
- Stated in text = direct info, NOT inference
- Not stated but logically follows = inference

intro para

- Not stated and not logically followed = wrong



**Mock Tests**



**Subject Quiz**



**Telegram**

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