

MBR 22**PART - I**

For the past two years, Bennett Joseph, head of the regional firm R and S Packing Company, had been seriously considering the use of U.S. government grade labeling for its high-quality canned fruits and vegetables. Having enjoyed an excellent reputation with the public under the trademark "Delish" for more than 30 years, these canned goods were known throughout the area by distributors and consumers alike as among the best.

The grade-labeling problems had come to the force as the result of a new food super-market chain called *Gaynes*. The new chain, a national organization, was making a depth penetration in the region by spending a sizeable portion of its large advertising and promotion budget for pushing its own private brands of frozen and canned fruits and vegetables. Its advertising emphasized that the public could find both grade and descriptive labeling on each package and can. The descriptive labels listed the type of food, the can size, the number of servings per can, the net contents, and the name and address of the chain.

Joseph had always paid careful attention to the descriptive labeling on R and S products but had been most reluctant to commit the company to the use of grade labeling. Joseph's reluctance was supported by the company's advertising and promotion manager and the production boss, who believed with him that grade labeling could hardly bring out the fresh flavor and taste upon which the company prided itself and had been able to capture through its own special heating, processing and canning techniques.

A factor that seriously concerned Joseph in the use of grade labels on canned fruits and vegetables was the possible use of a high grade on one of the grading characteristics to offset a low score on another. This method could hardly help R and S, whose pack was known by distributors and consumers alike to be much better even than the highest grades of its competitors.

While Joseph was pondering this problem, he mulled over what he had read about grade labeling. In the first place, grading and labeling of canned foods had been developed to protect and help the consumer. Through the Department of Agriculture, federal standards had been set up for standardization, grading and inspection work. To encourage voluntary use of these standards, the Department of Agriculture hired inspectors who carried out the federal inspection program at production periods. For canned fruits and vegetables, the grades were A, B and C, which were based on such criteria as uniformity, succulence and color - not flavor or food value.

Joseph certainly agreed that grade labeling could provide additional information for the consumer. R and S could also use it in company advertisements to supplement its own descriptive labels. But didn't everyone know about the taste and quality of R and S products? He also wondered what happened when a company using grade labeling saw the qualities of fruits and vegetables change from year to year. At one period, that quality might be high for most growers; it might also be low during another. Too, some factors that were very important in their effect on consumer choice could not be subjected to a grading discipline. For example, the range of individual tastes was impossible to standardize. Certainly taste, Joseph felt, should be at least as important as the other, more tangible criteria used to grade canned goods.

Joseph's legal advisor pointed out that there was another aspect to the problem of grade labeling. He had been informed by colleagues employed at the Department of Commerce that while present use of standards was voluntary, such use might become mandatory in the not-too-distant future. His contacts explained that their information was based not on present government plans, but on possible Congressional legislation. The scenario went like this. Several consumer organizations were active in promoting "truth in labeling" legislation. Their objective was the provision of more information on packaging so that consumers could make better decisions on what products to buy. Simply put, it was argued that consumers could not distinguish between competing products on the basis of present labeling requirements. Present labels contained only the manufacturer's name and address, the fact that the contents conformed to Federal Drug and Agriculture food standards, and net weight. No mandatory criteria existed for grade standards. Consumers could judge quality only on the basis of trial-and-error, by trying the product or by reading the advertised claims of competing brands. Government officials believed that if several of the larger consumer organizations combined efforts to lobby in Congress for passage of consumer legislation, there was an even chance that a "truth in labeling" law could be passed within a year.

Joseph weighed the findings of his legal advisor. He realized that, while taste was the ultimate criterion for choosing one brand over another, the *initial* choice of a particular brand could be influenced by product grade. Moreover, since R and S products were of the highest quality, they would undoubtedly carry the highest possible federal grades. Joseph was most concerned about the timing of a decision to accept product grading, which was at the present time still voluntary. Would it be to R and S's advantage to adopt a voluntary labeling program, or would it be better to wait until grading became mandatory for all processors? What advantages and disadvantages would result from taking a wait-and-see attitude, rather than immediately commencing a voluntary grading program?

Before Joseph completed his study of the problem, one of his leading competitors, Taam Foods, commenced a voluntary label standardization program. Joseph was worried about the possibility that some of Taam Foods' products might be designated grade A quality. Taam Food could quickly exploit this advantage at the expense of R and S. Thus, grading had now become a competitive issue. Joseph felt that he had to make a quick decision one way or the other.

DIRECTIONS: The questions that follow relate to the preceding passage. Evaluate, in terms of the passage, each of the items given. Then select your answer from one of the following classifications.

- (a) A MAJOR OBJECTIVE in making the decision: one of the goals sought by the decision maker.
 - (b) A MAJOR FACTOR in making the decision: an aspect of the problem, specifically mentioned in the passage, that fundamentally affects and/or determines the decisions.
 - (c) A MINOR FACTOR in making the decision: a less important element bearing on or affecting a Major Factor, rather than a Major Objective directly.
 - (d) A MAJOR ASSUMPTION in making the decision: a projection or supposition arrived at by the decision maker before considering the factors and alternatives.
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- 1. Establishment of a new supermarket chain.
 - 2. Mandatory standardization of food labeling practices.
 - 3. Grade labeling's effects on sales of R and S products.
 - 4. The fresh flavour and taste are more important for the customers.

5. Maintaining the R and S brand image.
6. Likelihood that grade labeling would become mandatory.
7. Chance that a "truth in labelling" law could be passed within a year.
8. Influence of consumer groups on government actions.
9. The possible use of a high grade on one of the grading characteristics to offset a low score on another.
10. The cost of adopting voluntary labeling program.
11. Superior taste of R and S products.
12. Quality of R and S products.
13. Variability of grade scores.
14. Adoption of grade labeling by *Gaynes*.
15. Retaining market share of R and S products.
16. Likelihood that R and S products would get highest possible grades.
17. Grade labeling used in advertising.
18. Advantages and disadvantages of not adopting grade labeling.
19. Taam Foods' labels.
20. The federal grades that R and S products are likely to get

PART - II
PASSAGE - 1

When another old cave is discovered in the south of France, it is not usually news. Rather, it is an ordinary event. Such discoveries are so frequent these days that hardly anybody pays heed to them. However, when the Lascaux cave complex was discovered in 1940, the world was amazed. Painted directly on its walls were hundreds of scenes showing how people lived thousands of years ago. The scenes show people hunting animals, such as bison or wild cats. Other images depict birds and, most noticeably, horses, which appear in more than 300 wall images, by far outnumbering all other animals. Early artists drawing these animals accomplished a monumental and difficult task. They did not limit themselves to the easily accessible walls but carried their painting materials to spaces that required climbing steep walls or crawling into narrow passages in the Lascaux complex. Unfortunately, the paintings have been exposed to the destructive action of water and temperature changes, which easily wear the images away. Because the Lascaux caves have many entrances, air movement has also damaged the images inside. Although they are not out in the open air, where natural light would have destroyed them long ago, many of the images have deteriorated and are barely recognizable. To prevent further damage, the site was closed to tourists in 1963, 23 years after it was discovered.

21. Which title best summarizes the main idea of the passage?
- Wild Animals in Art
 - Hidden Prehistoric Paintings
 - Exploring Caves Respectfully
 - Determining the Age of French Caves
22. According to the passage, the words pays heed to are closest in meaning to _____.
- discovers
 - watches
 - notices
 - buys
23. Based on the passage, what is probably true about the South of France?
- It is home to rare animals
 - It has a large number of caves
 - It is known for horse-racing events
 - It has attracted many famous artists

24. According to the passage, which animals appear most often on the cave walls?
- Birds
 - Bison
 - Horses
 - Wild cats
25. According to the passage, the word depict is closest in meaning to _____.
- show
 - hunt
 - count
 - draw
26. Why was painting inside the Lascaux complex a difficult task?
- It was completely dark inside
 - The caves were full of wild animals
 - Painting materials were hard to find
 - Many painting spaces were difficult to reach
27. According to the passage, the word They refers to _____.
- walls
 - artists
 - animals
 - materials
28. According to the passage, all of the following have caused damage to the paintings except _____.
- temperature changes
 - air movement
 - water
 - light
29. What does the passage say happened at the Lascaux caves in 1963?
- Visitors were prohibited from entering
 - A new lighting system was installed
 - Another part was discovered
 - A new entrance was created

PASSAGE – 2

Philosophy of Education is a label applied to the study of the purpose, process, nature and ideals of education. It can be considered a branch of both philosophy and education. Education can be defined as the teaching and learning of specific skills, and the imparting of knowledge, judgment and wisdom, and is something broader than the societal institution of education we often speak of. Many educationalists consider it a weak and woolly field, too far removed from the practical applications of the real world to be useful. But philosophers dating back to Plato and the Ancient Greeks have given the area much thought and emphasis, and there is little doubt that their work has helped shape the practice of education over the millennia.

Plato is the earliest important educational thinker, and education is an essential element in "The Republic" (his most important work on philosophy and political theory, written around 360 B.C.). In it, he advocates some rather extreme methods: removing children from their mothers' care and raising them as wards of the state, and differentiating children suitable to the various castes, the highest receiving the most education, so that they could act as guardians of the city and care for the less able. He believed that education should be holistic, including facts, skills, physical discipline, music and art. Plato believed that talent and intelligence is not distributed genetically and thus is to be found in children born to all classes, although his proposed system of selective public education for an educated minority of the population does not really follow a democratic model.

Aristotle considered human nature, habit and reason to be equally important forces to be cultivated in education, the ultimate aim of which should be to produce good and virtuous citizens. He proposed that teachers lead their students systematically, and that repetition be used as a key tool to develop good habits, unlike Socrates' emphasis on questioning his listeners to bring out

their own ideas. He emphasized the balancing of the theoretical and practical aspects of subjects taught, among which he explicitly mentions reading, writing, mathematics, music, physical education, literature, history, and a wide range of sciences, as well as play, which he also considered important.

During the Medieval period, the idea of Perennialism was first formulated by St. Thomas Aquinas in his work "De Magistro". Perennialism holds that one should teach those things deemed to be of everlasting importance to all people everywhere, namely principles and reasoning, not just facts (which are apt to change over time), and that one should teach first about people, not machines or techniques. It was originally religious in nature, and it was only much later that a theory of secular perennialism developed.

During the Renaissance, the French skeptic Michel de Montaigne (1533 - 1592) was one of the first to critically look at education. Unusually for his time, Montaigne was willing to question the conventional wisdom of the period, calling into question the whole edifice of the educational system, and the implicit assumption that university-educated philosophers were necessarily wiser than uneducated farm workers, for example.

30. What is the difference between the approaches of Socrates and Aristotle?
- a. Aristotle felt the need for repetition to develop good habits in students; Socrates felt that students need to be constantly questioned
 - b. Aristotle felt the need for rote-learning; Socrates emphasized on dialogic learning
 - c. Here was no difference
 - d. Aristotle emphasized on the importance of paying attention to human nature; Socrates emphasized upon science

31. Why do educationists consider philosophy a 'weak and woolly' field?
- a. It is not practically applicable
 - b. Its theoretical concepts are easily understood
 - c. It is irrelevant for education
 - d. None of the above
32. What do you understand by the term 'Perennialism', in the context of the given comprehension passage?
- a. It refers to something which is of ceaseless importance
 - b. It refers to something which is quite unnecessary
 - c. It refers to something which is abstract and theoretical
 - d. It refers to something which existed in the past and no longer exists now
33. Were Plato's beliefs about education democratic?
- a. He believed that only the rich have the right to acquire education
 - b. Yes
 - c. He believed that only a select few are meant to attend schools
 - d. He believed that all pupils are not talented
34. Why did Aquinas propose a model of education which did not lay much emphasis on facts?
- a. Facts are not important
 - b. Facts do not lead to holistic education
 - c. Facts change with the changing times
 - d. Facts are frozen in time

PASSAGE – 3

Marie was born in 1867 in Warsaw, Poland, where her father was a Professor of Physics. At an early age, she displayed a brilliant mind and a blithe personality. Her great exuberance for learning prompted her to continue with her studies after high school. She became disgruntled, however, when she learned that the university in Warsaw was closed to women. Determined to receive a higher education, she defiantly left Poland and in 1891 entered the Sorbonne, a French University, where she earned her Master's degree and Doctorate in physics.

Marie was fortunate to have studied at the Sorbonne with some of the greatest scientists of her day, one of whom was Pierre Curie. Marie and Pierre were married in 1895 and spent many productive years working together in the physics laboratory. A short time after they discovered radium, Pierre was killed by a horse-drawn wagon in 1906. Marie was stunned by this horrible misfortune and endured heartbreaking anguish. Despondently she recalled their close relationship and the joy that they had shared in scientific research. The fact that she had two young daughters to raise by herself greatly increased her distress.

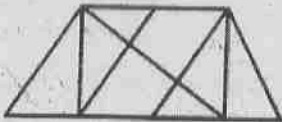
Curie's feeling of desolation finally began to fade when she was asked to succeed her husband as a physics professor at the Sorbonne. She was the first woman to be given a professorship at the world-famous university. In 1911 she received the Nobel Prize in Chemistry for isolating radium. Although Marie Curie eventually suffered a fatal illness from her long exposure to radium, she never became disillusioned about her work. Regardless of the consequences, she had dedicated herself to science and to revealing the mysteries of the physical world.

35. Marie had a bright mind and a _____ personality.
- a. Strong
 - b. Light hearted
 - c. Humorous
 - d. Strange

36. When she learned that she could not attend the university in Warsaw, she felt
- Hopeless
 - Annoyed
 - Depressed
 - Worried
37. Marie _____ by leaving Poland and travelling to France to enter the Sorbonne.
- Challenged authority
 - Showed intelligence
 - Behaved
 - Was distressed
38. _____ she remembered their joy together.
- Dejectedly
 - Worried
 - Tearfully
 - Happily
39. Her _____ began to fade when she returned to the Sorbonne to succeed her husband.
- Misfortune
 - Anger
 - Wretchedness
 - Disappointment
40. Even though she became fatally ill from working with radium, Marie Curie was never _____.
- Troubled
 - Worried
 - Disappointed
 - Sorrowful

PART - III

41. Find the number of triangles in the figure given.



- a. 8

b. 10
- c. 12

d. 14

42. Sita travelled from one point and then straight to Y at a distance of 90 m. She turned right and walked 40 m, then again turned right and walked 70 m. Finally, she turned right and walked 40 m. How far is she from the starting point?

- a. 70

b. 10
- c. 20

d. 30

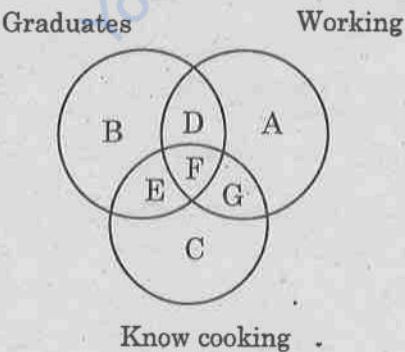
43. 0, 7, 26, 63, ?

- a. 124

b. 98
- c. 125

d. 126

44. Three circles representing Graduates, Working and Know Cooking are intersecting one another. The intersections are marked A, B, C, D, E, F and G. Which part represents Graduates, Knowing Cooking and are not Working?



- a. A

b. E
- c. F

d. C

45. P is the brother of N. O is the daughter of N. R is the sister of P and Q is the brother of O. Who is the uncle of Q?
- | | |
|------|------|
| a. P | b. O |
| c. N | d. R |

46. Six persons A, B, C, D, E and F are standing in a circle. B is standing between F and C. A is standing between E and D. F is standing to the left of D. Who is standing between A and F?

- | | |
|------|------|
| a. B | b. C |
| c. D | d. E |

DIRECTIONS: For Questions 47 to 50, study the following information carefully to answer these questions.

Eight persons A, B, C, D, E, F, G and H are sitting around a circle facing the centre. F is third to the right of C and second to the left of H. D is not an immediate neighbour of C or H. E is to the immediate right of A, who is second to the right of G.

47. Who sits between G and D?

- | | |
|------|------|
| a. H | b. D |
| c. F | d. E |

48. Which of the following is the correct position of B with respect to H?

- I Second to the right
- II Fourth to the right
- III Fourth to the left
- IV Second to the left

- | | |
|-------------|--------------------|
| a. Only I | b. Only II |
| c. Only III | d. Both II and III |

49. Which of the following pairs of persons has the first person sitting to the right of the second person?
- | | |
|-------|-------|
| a. CB | b. DB |
| c. FG | d. HA |
50. Who is to the immediate right of C?
- | | |
|------|-----------|
| a. E | b. B |
| c. D | d. B or D |
51. There are 8 houses in a line and in each house only one boy lives with the conditions as given below:
- Jack is not the neighbour Simon.
- Harry is just next to the left of Larry.
- There is at least one to the left of Larry.
- Paul lives in one of the two houses in the middle.
- Mike lives in between Paul and Larry.
- If at least one lives to the right of Robert, and Harry is not between Taud and Larry, then which one of the following statements is not correct?
- | |
|---|
| a. Robert is not at the left end |
| b. Robert is in between Simon and Taud |
| c. Taud is in between Paul and Jack |
| d. There are three persons to the right of Paul |
52. Four sisters- Suvarna, Tara, Uma and Vibha are playing a game such that the loser doubles the money of each of the other players from her share. They played four games and each sister lost one game in alphabetical order. At the end of fourth game, each sister has Rs. 32. How many rupees did Suvarna start with?
- | | |
|-----------|-----------|
| a. Rs. 60 | b. Rs. 34 |
| c. Rs. 66 | d. Rs. 28 |

PASSAGE FOR QUESTIONS 53 and 54

Seven piano students — T, U, V, W, X, Y, and Z — are to give a recital, and their instructor is deciding the order in which they will perform. Each student will play exactly one piece, a piano solo. In deciding the order of performance, the instructor must observe the following restrictions:

1. X cannot play first or second.
2. W cannot play until X has played.
3. Neither T nor Y can play seventh.
4. Either Y or Z must play immediately after W plays.
5. V must play either immediately after or immediately before U plays.

53. If V plays first, which one of the following must be true?
- a. T plays sixth
 - b. X plays third
 - c. Z plays seventh
 - d. T plays immediately after Y
54. If U plays third, what is the latest position in which Y can play?
- a. first
 - b. second
 - c. fifth
 - d. sixth
55. If white is called black; black is called red; red is called yellow; yellow is called green; green is called blue; blue is called violet and violet is called orange, what would be the colour of human blood?
- a. Green
 - b. Black
 - c. Red
 - d. Yellow
56. Statements: Some actors are singers
 All the singers are dancers
- Conclusions: (1) Some actors are dancers.
 (2) No singer is actor.
- a. Only (1) conclusion follows
 - b. Only (2) conclusion follows
 - c. Either (1) or (2) follows
 - d. Neither (1) nor (2) follows

57. Answer the following

The seven basic symbols in a certain numeral system and their respective values are as follows:

I = 1, V = 5, X = 10, L = 50, C = 100, D = 500 and M = 1000

In general, the symbols in the numeral system are read from left to right, starting with the symbol representing the largest value; the same symbol cannot occur contiguously more than three times; the value of the numeral is the sum of the values of the symbols. For example, XXVII = $10 + 10 + 5 + 1 + 1 = 27$. An exception to the left to right reading occurs when a symbol is followed immediately by a symbol of greater value; then, the smaller value is subtracted from the larger. For example, XLVI = $(50 - 10) + 5 + 1 = 46$.

Which of the following can represent the numeral for 1995?

(i) MCMLXXV

(ii) MCMXCV

(iii) MVD

(iv) MVM

a. Only (i) and (ii)

b. Only (iii) and (iv)

c. Only (ii) and (iv)

d. Only (iv)

58. Answer the questions

Seven university basketball players A, B, C, D, E, F and G are to be honoured at a special luncheon. The players will be seated on the dais in a row. A and G have to leave the luncheon early and so must be seated at the extreme right. B will receive the most valuable player's trophy and so must be in the centre to facilitate presentation. C and D are bitter rivals and therefore, must be seated as far apart as possible.

Which of the following cannot be seated at either end?

a. C

b. D

c. F

d. G

- ## PART - IV

- If the question can be answered with the help of statement I alone,
- If the question can be answered with the help of statement II alone,
- If both, statement I and statement II are needed to answer the question, and
- If the question cannot be answered even with the help of both the statements.

- 18

63. How many cakes does the Baker sell on Sunday?
- I. On Sunday he sold 15 more cakes than he sold the previous day
 - II. He sold 30 cakes each on Friday and Saturday
64. Is Mohan taller than Suresh?
- I. Sankar is of the same height as Mohan and Suresh.
 - II. Suresh is not shorter than Sankar.
65. How many boy students are there in the class?
- I. 65% girl students are there in the class
 - II. The no. of boy students is half that of girls
66. If x , y and z are different integers, is x divisible by 11?
- I. xyz is divisible by 22 and 33
 - II. yz is divisible by 72
67. What is the length of a running train?
- I. The train crosses a man in 9 seconds
 - II. The train crosses a 240 metre long platform in 24 seconds
68. By selling a product with 20% profit, how much profit was earned?
- I. The difference between cost and selling price is Rs. 40
 - II. The selling price is 120 percent of the cost price
69. What is the rate of simple interest?
- I. The total interest earned was Rs. 4000
 - II. The sum was invested for 4 years

70. Two cars pass each other in opposite direction. How long would they take to be 500 km apart?
- I. The sum of their speeds is 135 km/hr
 - II. The difference of their speed is 25 km/hr
71. What is the two-digit number?
- I. The difference between the two digits is 9
 - II. The sum of the digits is equal to the difference between the two digits
72. Ram, Guru and Nirmal are running a business firm in partnership. What is Guru's share in the profit earned by them?
- I. Ram, Guru, and Nirmal invested the amounts in the ratio of 2 : 4 : 7
 - II. Nirmal's share in the profit is Rs. 8,750
73. What is the speed of the boat in still water?
- I. It takes 2 hours to cover the distance between A and B downstream
 - II. It takes 4 hours to cover the distance between A and B upstream
74. Which of the following means 'very' in a certain code language?
- I. 'pit jo ha' means 'very good boy' in that code language.
 - II. 'jo na pa' means 'she is good' in that code language
75. Which village is to the South-West of village Q?
- I. Village P is to the west of village N, which is to the east of village Q.
 - II. Village W is to the south of village N, which is to the west of village Q.

76. What is the height of the triangle?
- The area of the triangle is 20 times its base
 - The perimeter of the triangle is equal to the perimeter of a square of side 10 cm
77. What will be the cost of painting the inner walls of a room if the rate of painting is Rs. 20 per square feet?
- Circumference of the floor is 44 feet
 - The height of the wall of the room is 12 feet
78. What is the average age of children in the class?
- The age of the teacher is as many years as the number of children
 - Average age is increased by 1 year if the teacher's age is also included
79. How long will Machine Y, working alone, take to produce 'm' candles?
- Machine X produces 'm' candles in 5 minutes.
 - Machine X and Machine Y working at the same time produce 'm' candles in 2 minutes
80. How many employees of bank 'X' opted for VRS?
- 18% of the 950 officer cadre employees and 6% of the 1100 of all other cadre employees opted for VRS.
 - 28% of the employees in the age group of 51 to 56 and 17% of the employees in all other age groups opted for VRS.

PART - V

81. The Ganges is one of the major rivers in India but the runoff is not constant which means that large dams have to be built _____ store water for use.
- so as to
 - with the aim of
 - regardless of
 - notwithstanding
82. Had I known the carpenter was going to take three days to show up, I _____ the materials and done the work myself. It would have been finished by now.
- will get
 - would have gotten
 - might got
 - will have gotten
83. A good supervisor _____ with people who attempt too much than with those who try too little because hard-working staff contributes much to all aspects of work.
- should not work
 - would rather work
 - had better not work
 - can not work
84. _____ oranges are grown in Nagpur.
- The
 - A
 - An
 - No article

85. He went on _____ foolishly.

- a. to speak
- b. spoke
- c. speaking
- d. to do speaking

86. Sir.C.V.Raman was _____ by Queen Elizabeth.

- a. Knighted
- b. Nighted
- c. Knitted
- d. Nitted

87. Identify the type of sentence - 'If it rains, the match will be postponed'.

- a. simple
- b. negative
- c. compound
- d. complex

88. With this comprehensive international report, the country's position in the regional and global arena _____ with measurable criteria.

- a. is going to identify
- b. identify
- c. identifies
- d. will be identified

89. She always gets away with _____. The boss loves her.
- a. late
 - b. getting late
 - c. being late
 - d. late comer
90. If your invitations are met with repeated _____, you should just leave him alone.
- a. negatives
 - b. rebuffs
 - c. blunts
 - d. negations
91. Spot the error in the given sentence:
It was him/who came/running /into the classroom
- a. It was him
 - b. who came
 - c. running
 - d. into the classroom
92. Spot the error in the given sentence:
The capital of Yemen /is situating/2195 metres/above the sea level
- a. The capital of Yemen
 - b. is situating
 - c. 2195 metres
 - d. above the sea level

93. Spot the error in the given sentence

What/ you will think/if a small girl/makes fun of you?

- a. What
- b. you will think
- c. if a small girl
- d. makes fun of you?

94. "Can I borrow your car for this evening?"

"Sure, but Nora's using it right now. If she _____ it back in time, you're welcome to borrow it."

- a. brought
- b. would bring
- c. had brought
- d. brings

95. According to the recent election's results, the Democrats are _____ of the four main political parties.

- a. smallest
- b. the smallest
- c. the smaller
- d. smaller

96. _____ the Oscar Reward, the Cannes Film Festival is the biggest event which takes place in May in the South of France.

- a. Except for
- b. Unless
- c. Lest
- d. Such as

97. The economy in China is booming; _____ many foreign investors are planning to enter China's market.
- a. so as to
 - b. in addition to
 - c. that's why
 - d. even if
98. He's too _____ person to say no.
- a. nice
 - b. a nice
 - c. nice a
 - d. so nice
99. Can I count _____ your help?
- a. on
 - b. with
 - c. for
 - d. in
100. We are pleased _____ your visit.
- a. by
 - b. with
 - c. at
 - d. for
-