



IIM KOZHICODE BMS AT 2025 SAMPLE QUESTIONS – VERBAL ABILITY

1. "After a long day at work, I just want to ____ and relax"
 - a. Turn off
 - b. Wind down
 - c. Break up
 - d. Pull through

2. "Its time to _____ the Christmas decorations"
 - a. Put up
 - b. Call off
 - c. Run out
 - d. Fall through

3. Choose the option which has the incorrect or inappropriate usage of the word "prevalent":
 - a. Malnutrition is prevalent in many developing countries.
 - b. The flu virus was prevalent in the community during the winter months.
 - c. Prevalent studies have shown the benefits of regular exercise.
 - d. Stress is prevalent among college students during exam season.

4. A few brands tailor their pants in such a way that it is easy for people with prosthetic legs to put them on. This is how they_____.
 - a. go to the extra level
 - b. go to the extreme level
 - c. go the extra mile
 - d. go the entire mile

5. The investigators have _____ that he had leaked confidential _____ information about the acquisition, thereby allowing associates to profit _____ from the deal.
- a. announced; financial; treacherously
 - b. discovered; internal; enormously
 - c. alleged; insider; illicitly
 - d. Accused ; important; dramatically
6. Each sentence among the questions has pairs of words that are italicized and highlighted. Among the italicized and highlighted words, select the most appropriate word to form a correct sentence.
- A. The streets, once busy with chatter and footsteps, now *echoed* [A] / *evoked* [B] in silence.
- B. But now, boarded windows and faded signs marked the slow *replete* [A] / *retreat* [B] of life.
- C. Years ago, this town *thrived* [A] / *strived* [B] with markets, music, and festivals.
- D. It *stood* [A] / *should* [B] as a quiet reminder of how quickly time could erase vibrancy.
- E. Nature had begun to *restrain* [A] / *reclaim* [B] corners of the square, with vines curling over forgotten benches.
- a. BBAAB
 - b. ABAAB
 - c. AABBA
 - d. BABBA

7. She noticed a man ___ quietly in the corner, sketching the cathedral.

- a. sat
- b. *sitting*
- c. sit
- d. seated

8. She finally *threw her hat in the ring*.

- a. Resigned
- b. Accepted defeat
- c. Announced her participation
- d. Avoided responsibility

9. *Each of the questions below has a set of sentences. Can you identify the grammatically incorrect sentence from each set?*

- a. *They have been knowing each other since college.*
- b. By the end of the week, we'll have finished the proposal.
- c. Hardly had she spoken when the phone rang.
- d. He said he had been waiting for hours.

10. *Identify the appropriate conclusion based on the premises in each question.*

Premise 1: If a plant gets sunlight, it grows.

Premise 2: This plant did not grow.

Conclusion: _____ .

- a. The plant got sunlight.
- b. *The plant did not get sunlight.*
- c. All plants grow.
- d. Sunlight is harmful.

READING COMPREHENSION

Management involves processes that ensure a complex system of people and technology operates smoothly, with key activities like scheduling, organising, staffing, and problem-solving. In contrast, leadership focuses on establishing and adapting organisations in response to changing circumstances, articulating a vision, and inspiring people to achieve it. Successful transformation relies on 70 to 90 per cent on leadership and only 10 to 30 per cent on management. However, many organisations lack strong leadership, often viewing change as a management problem.

Historically, the growth of large organisations created a demand for managers, leading to extensive management training, while leadership development was largely neglected. This emphasis on management contributed to corporate cultures that discourage leadership learning. As organisations achieve success and market dominance, they often become inward-focused, prioritising management skills over leadership. This can foster arrogance among managers, hinder responsiveness to external changes, and create bureaucratic cultures that stifle innovation and adaptability. Ultimately, the absence of leadership complicates navigating challenges and opportunities.

11. How is management different from leadership, as per the passage?

- a. Leadership is proactive, management is reactive
- b. Leadership is reactive, management is proactive
- c. Both are proactive
- d. Both are reactive

12. Why must we identify the distinction between leadership and management?

- a. Leaders and managers are critical.
- b. Organisations are not getting good managers.
- c. Organisations are pursuing the status quo strategy.
- d. Organisations need leaders much more than managers to transform them.

13. Why did companies and universities embark on managerial training?

- a. Companies and universities sought to produce funds through these programmes.
- b. Many organisations were created, and they needed managers in good numbers.
- c. Organisations did not want to spend their scarce resources on training managers.
- d. Organisations wanted to create a communication network through trained managers.

14. Which of the following statements is NOT TRUE in the context of the passage?

- I. Bureaucratic culture hinders innovation.
- II. Leadership centres on essential functions such as planning and problem-solving.

- a. Only I
- b. Only II
- c. Both I and II
- d. Neither I nor II

15. Which of the following statements is/are true in the context of the passage?

- (A) Bureaucracy fosters a strong and arrogant culture.
- (B) Leadership competencies are nurtured in large organisations.
- (C) Successful organisational transformation is 70 to 90 per cent leadership.

- (a) Only A and B
- (b) Only A and C
- (c) Only B and C
- (d) Only B