

READING COMPREHENSION

WHAT IS READING COMPREHENSION

Reading Comprehension questions test your ability to understand a passage and answer questions on the basis of what is stated and implied in the passage. All questions in this section are based on the contents of a given passage and do not require any prior knowledge on the subject of the passage.

QUESTION TYPES

There are a handful of reading comprehension question types that constitute the bulk of questions you may face. The ability to recognize these question types quickly and understand the aim of the question and the common traits of correct and incorrect answers is extremely important.

- **Main Idea**
- **Supporting Idea**
- **Inference**
- **Tone and Style**
- **Passage Structure**
- **Application**
- **Logical Reasoning**

Although there is no hard-and-fast rule about the difficulty of the questions that fall into each category, questions in the main idea category tend to be easier while questions in the inference and application categories tend to be more difficult. Questions about the author's tone tend to appear less frequently than other questions, although there is no definitive and widely public rule on the number of questions from each category.

MAIN IDEA

These questions ask you to identify the "primary purpose" or "main point" of the passage. To answer these questions correctly, you must be able to identify the crux of the passage and those ideas that support this crux.

Common Question Types

- Which of the following most accurately states the main idea of the passage?
- The purpose of the passage is to
- The passage is primarily concerned with which of the following?
- The author of this passage is primarily concerned with
- The main point made by the passage is that

How to Identify The Correct Answer

Understand the crux of the author's point of view. Identify the main idea and the key aspects supporting that idea. To confuse you all the answer options given will be misleading and attractive containing ideas that are true and based upon the passage. The correct answer will always be pertaining to the main point. This is often found in the summary of the concluding section of the passage.

SUPPORTING IDEA

These questions are often prefaced by "according to the passage" or "the passage states that". Most of the questions that fit into this category could be called "find the fact", as they rely on your ability to find a specific piece of information, often contained in two or three sentences.

These questions tend to be more difficult than main idea questions because they require a more detailed understanding of the text. If necessary, you can return to the text and quickly re-read a few sentences.

Unlike main idea questions which are more generic in nature, these questions relate to an idea specific to the passage.

Common Question Statements

- According to the passage, a questionable assumption about "A" is that
- The passage states that "A" occurs because
- According to the passage, which of the following is true of "A"?
- The passage mentions each of the following EXCEPT
- According to the passage, if "A" occurs then

How to Identify The Correct Answer

In trying to identify the correct answer, it is extremely important that you stick quite close to the text. The words "according to the passage" should be taken seriously. Answers that seem logical but are not directly supported by the text should be avoided.



*If you can figure out the words in a text message
you can figure out the words in chaucer*

Inference

Inference questions are often prefaced by "the passage implies" or "the author implies", where "suggests" is at times replaced. In some ways, inference and supporting idea questions are similar. They both require you to stick closely to the text and rely on specific facts. However, inference questions tend to go a dash further and ask you to make a very small logical conclusion that is strongly implied based upon information in the passage. Answer choices that require significant assumptions or inferences will NEVER be correct. In inference questions, the answer lies directly in the text and requires a very small logical step (e.g., if the text says that "all women are mothers", an inference would be that "No women are daughters").

In other ways, inference and application questions are similar. They both require you to draw a conclusion, let it be a very small one, based upon what the passage states explicitly. However, the inference question type asks for an answer that is often a near paraphrase of a fact in the passage or a fact that the information in the passage rules out (e.g., if Cockroaches have existed for 1 million years, you can infer that they are not new to the world). On the other hand, the application question type asks you to use the information in the passage as premises and draw a conclusion that is not directly addressed in the passage. In other words, the answer to inference question is a conclusion made in the passage while the answer to application question is a conclusion that is applied outside of the passage to an idea or an action.

Common Question Types

- The passage implies that which of the following was true of x
- It can be inferred from the passage that
- The passage suggests which of the following about x?
- The author implies that x occurred because
- The author implies that all of the following statements about x are true EXCEPT

How to Identify The Correct Answer

The correct answer to these questions is usually an obvious logical consequence of a sentence in the text. The logical consequence will be extremely clear. The difficulty in these questions resides in finding the specific sentence in the passage that provides the premise for the conclusion in the correct answer. Stay away from answer choices that do not directly and closely follow from a statement in the passage, even if this statement seems plausible based upon the general idea of the passage or commonly accepted knowledge.

TONE AND STYLE

Tone questions ask you to identify the attitude or mood of a specific part of the passage or of the entire passage. A common characteristic of this question type is answer choices that are marked by one to three word phrases containing adjectives. Tone questions test your ability to recognize an attitude or disposition of the author, which is signaled by the use of a handful of trigger words. Never base your guess about the author's tone on a single word – this is not enough to define the tone of the entire passage.

Tone questions tend to be among the more infrequent question types.

Common Question Types

- The attitude of the author of the passage towards x is best described as one of
- The tone of the author is best described as

PASSAGE STRUCTURE

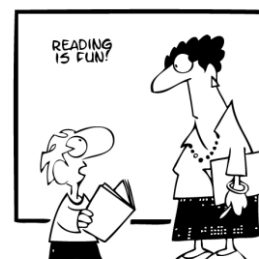
Passage structure questions ask you to determine the relationship between different parts of a passage. The key to this question type is understanding the relationship between each idea and paragraph. You must be able to separate ideas that support a thesis from the thesis idea itself. These questions are referred to by some as logical structure questions.

Common Question types

1. One function of the third paragraph of this passage is to
2. The author uses the adjective x in line y to emphasize that
3. Which of the following best describes the relation of the first paragraph to the passage as a whole?
4. The author refers to x in line y primarily to
5. In the context of the passage, the word x (line y) most closely corresponds to which of the following phrases?

APPLICATION

Application questions ask you to take information and conclusions in the passage and extrapolate them to similar situations or ideas. The key to this question type is the ability to identify the crux of an argument and see how it relates to a similar situation.



"I finished my book. How do I download more stories?"

Common Question Tasks

1. **Mirroring:** Select an information or idea not discussed in the text that most mirrors an action or idea discussed in the text
2. **Predicting:** Make a prediction based upon the information in the passage

Common Question types

1. The author of the passage would be most likely to agree with which of the following?
2. Which of the following statements would provide the most logical continuation of the final paragraph?
3. An idea or action described in the passage] is most similar to which of the following?

LOGICAL REASONING

Logical reasoning questions ask you to take information outside the passage and reason about how it will influence a point or sentence in the passage. The most common questions in this genre are those that ask which pieces of information will strengthen or weaken a point in the passage.

In some ways, these questions are similar to application questions in that both require you to understand the thesis of the passage (if one exists) and the relationship between ideas in the passage. However, logical reasoning questions ask you to take outside information and apply it to the ideas in the passage (commonly to strengthen or weaken a point in the passage). However, application questions ask you to take the information in the passage and apply it to an argument or action outside the passage. In other ways, these questions are similar to passage structure questions in that both require you to understand the relationship between different parts of the passage and both require you to identify the thesis (if one exists). However, passage structure questions simply ask you to identify the roles different sentences play in the overall passage while logical reasoning questions ask you to take outside information and apply it to the ideas in the passage while maintaining an awareness of what these outside ideas will do to the structure and thesis of the passage.

Common Question Types

1. Which of the following, if true, would best support x [where x is an idea or argument described in the passage]?
2. The author's conclusion concerning x would be most seriously undermined if
3. Which of the following, if true, would most weaken the explanation of x provided in the passage?

TECHNIQUES

Reading comprehension is in one sense simple: read the material, comprehend it, and answer the questions. However, it can seem difficult, complicated, and subjective. The following techniques are helpful in improving the performance in this section.

- Identify Question Type
- Find Evidence in the Text
- Do Not Read Too Slowly
- Identify Parallel Answers

Identify Question Types

It is essential that you quickly identify the type of question you are being asked. This enables you to enter the right mindset, attack the problem in the appropriate way, avoid common wrong answers, and pinpoint the correct answer.

Find Evidence in the Text

The text is your ally in attacking reading comprehension questions. For a majority of question types (except those that ask you to extrapolate from the passage or weaken an argument in the passage), the answer to the question is in the text. It is essential that you find evidence for the correct answer in the text (except for the aforementioned question types). You must be able to justify your answer by pointing to specific words or sentences. Common incorrect answers seem logical and appeal to common sense but are not rooted in the text.

Do Not Read Too Slowly

A common approach to reading comprehension questions is to read every sentence extremely closely, paying attention to every detail. Although this may sound like good advice, the difficulty is that it will take far too long (especially on more difficult passages that are longer). The bottom line is that you cannot absorb all the information you need to answer the questions on your first-time through. Instead, you should read quite quickly, gathering the main idea and learning where specific topics are discussed. Using this approach, you can quickly return to the appropriate part of the passage in order to answer a question.

Identify Parallel Answers

If you are absolutely unsure about what the correct answer is, look closely at the options and try to find parallel answer choices – that is, answer choices that say very similar things in different ways. These parallel answers are almost certainly not correct, so eliminate them and narrow down your choices.



SMART Tips

- Pay attention to the point the author is trying to make
- Identify the following points in each passage
Structure
Main idea
Summary
- For questions related to facts go back to the passage - read the facts along with two lines above and below the facts



"Your brain is like a sponge that absorbs knowledge, but that's not exactly how it's done."

WORD HELP in Reading Comprehension

These words will give you a fair idea on the transition of author's thoughts.

Continuity Words

- Similarly
- Moreover
- Additionally
- In the same way
- Likewise

Conclusion Words

Thus
Therefore
Hence
So
In summary
In conclusion

Contradiction or Contrast Words

Nevertheless
Nonetheless
However
But
Although
Though
Even though
Notwithstanding
Yet
Despite
In spite of
On the one hand...on the other hand
While
Unlike

CLASS WORK

Directions for Q1 to Q25: Read the following passage and answer the correct option.

Passage 1

Dear Katharine:

I have read the Nabokov stories, and I think they both are perfect. Not a word should be changed. From the way you talked about "Signs and Symbols", I had imagined something like the work of the French naturalists at their most malodorous and ghoulish; but the details in Nabokov's story are of the most commonplace kind. The point is that the parents of the boy are getting "ideas of reference", too, and without these details the story would have no meaning. I don't see how anybody could misunderstand the story as you people seem to have done or could object to the details in themselves, and the fact that any doubt should have been felt about them suggests a truly alarming condition of editor's daze. If The New Yorker had suggested to me that the story had been written as a parody, I should have been just as angry as you say he was (I'm surprised that he has not challenged somebody to a duel), and as I should be every time I get a New Yorker proof one of my literary articles, if I thought I was obliged to take seriously the ridiculous criticisms made in the office and did not know, having once been an editor myself, that they were the result of having read so much copy that the editors could no longer pay attention to what was being said.

Besides this, there is, however, the whole question of The New Yorker fiction about which I hear more complaint than about anything else in the magazine. It is appalling that Nabokov's little story, so gentle and everyday, should take on the aspect for The New Yorker editors of an overdone psychiatric study. (How can you people say it is overwritten?) It could only appear so in contrast with the pointless and inane little anecdotes that are turned out by The New Yorker's processing mill and that the reader forgets two minutes after he has read them — if, indeed, he has even paid attention, at the time his eye was slipping down the column, to what he was reading about. The New Yorker has got to the age when magazines get hardening of the arteries; it thinks it is obliged to supply something that it thinks its public likes and is continually afraid of jarring that public, though the only thing that any public wants is to be interested. It is also, as a humorous magazine specializing in comic newsbreaks, morbidly afraid of printing anything that could possibly seem unintentionally funny.

I am speaking mainly of the fiction; the non-fiction side, it seems to me, has been lately a little bolder. But, I have a personal interest in the fiction side, too, stories in both my last two books that might perfectly well have appeared in The New Yorker and that the only thing that kept them out was that they were done from a sharp point of view, that they were not pale and empty and silly enough.

I have written this out at length so that you could show it to anybody who objected to the Nabokov story and use it perhaps, in your anti-editing campaign.

I have just read "My English Education", and it, too, seems to me perfect for The New Yorker. I can't imagine what doubts you would have about it. It doesn't get anywhere, it is just a little reminiscence, but in this respect it doesn't differ from Mencken's childhood memories, of which The New Yorker printed any number. If it's a question of writing, as I thought you implied, I am not sure what is meant by the word raiser in the fourth line of page 5, but otherwise I don't see anything to which exception could possibly be taken. And, since I have become aroused, I might go on, in this connection, to protest against The New Yorker's idea of style. The editors are so afraid of anything that is unusual, that is not expected, that they put a premium on insipidity and banality. I find in the case of my own articles, that if I ever coin a phrase or strike off a picturesque metaphor, somebody always objects. Every first-rate writer invents and renews the language; and many of the best writers have highly idiosyncratic styles; but almost no idiosyncratic writer ever gets into The New Yorker. Who can imagine Henry James or Bernard Shaw — or Dos Passos or Faulkner — in The New Yorker? The object here is as far as possible to iron all the writing out so that there will be nothing vivid or startling or original or personal in it. Sid Perelman is almost the sole exception, and I have never understood how he got by.

1. Edmund Wilson's chief contention in this letter is that:
 - (a) Nabokov deserves more than a brush-off on account of eccentricities in his writing.
 - (b) Literary writing is beyond the scope of the ordinary in any case.
 - (c) The New Yorker is blind to superior writing as seen in their treatment of Nabokov.
 - (d) The art of writing and the art of editing are always at logger heads.
2. Which of the following best describes why Wilson compares Henry James, Bernard Shaw and Dos Passos with Nabokov?
 - (a) to outline the varied influences on Nabokov as a writer
 - (b) to express the intractability of literary genius
 - (c) to show the tradition of mediocrity The New Yorker has sustained
 - (d) to imply that none of the great literary figures would want to be published in The New Yorker
3. Which of the following best serves as a substitute for 'malodorous' as used in the context of the passage?
 - (a) morbid
 - (b) stale and hackneyed
 - (c) scandalous
 - (d) offensive and indigestible
4. From the letter it appears that the editorial team at The New Yorker objected to the stories because they found them to be too:

(a) literary	(b) conventional
(c) humorous	(d) convoluted
5. Wilson's attitude to The New Yorker can be summed up as:
 - (a) extremely displeased and highly critical of their judgment.
 - (b) critical and arrogant about their bad decisions.
 - (c) disgusted at their narrow vision.
 - (d) pleading for a better atmosphere of literary journalism.
6. Which of the following can be inferred from the letter?
 - I. Wilson is an author and a critic.
 - II. The readers of The New Yorker are a high-brow literacy audience.
 - III. Sid Perleman is not as celebrated a writer as compared to Don Passos of Faulkner.

(a) II and III	(b) Only I
(c) I and III	(d) I, II and III

Passage 2

An accident scene. EMTs are shouting various medical terms; we hear walkie-talkies and sirens, etc. Jimmy is standing by the driver's-side door of a truck and Max and Kenny are by the back.



JIMMY: Hold it. Kenny, hold it. You okay?

DAVID: I'm fine. Just get me out, please?

JIMMY: Alright, just ease up cause you're going to make this truck roll.

DAVID: Just get me out.

JIMMY: We'll get you out in a minute.

DAVID: Just get me out.

JIMMY: We'll get you out in a minute.

DAVID: Can you believe this stuff?

We go to the back of the truck now and see Max and Kenny.

KENNY: Hold on to it and get a flatbed. Must have hit a patch of ice. The back door starts shaking.

MAX: Kenny, be careful. You don't want it sliding on top of you.

KENNY: I got it.

MAX: Kenny, don't stand back there.

KENNY: If I don't steady it, it might slide.

The doors open and a dead cow slides out. It lands on Kenny, sending him to the ground and in pain. He's lying on the ground in the mud, pinned down by a dead cow.

KENNY: Ow!

MAX: Oh!

KENNY: Ow!

MAX: Oh! What the hell?

KENNY: Get it off!

MAX: I can't! What's he doing with a dead cow?

JIMMY: What the hell is this all about?

MAX: Somebody do something please!

KENNY: Someone get it off!

Theme song

In the Sheriff's office, Max, Jimmy and Kenny are discussing the case.

MAX: He still claims he was just driving it to the other side of the property to bury it.

JIMMY: At night?

KENNY: Why was the stomach cut open and how did the cow die?

MAX: Well, I don't know but what do you want to do, investigate a dead cow?

Carter bursts in, excited.

CARTER: Alien DNA.

JIMMY: Beg your pardon?

CARTER: They injected it in the cows. It's going on at David Pastor's farm, I know it.

MAX: What are you talking about?

CARTER: I'm talking about cows being experimented on with DNA from aliens. It happens! I think it happened here! That's why David Pastor was trying to bury that animal at night – so people wouldn't find out!

JIMMY: DNA. From alien creatures?

CARTER: Don't look at me like that. I'm not a nut. The FBI's been all over Delta Glen, for the last week. They first thought the cows were being injected with some bovine growth hormone, turns out it's something else.

MAX: what?

CARTER: Well, I don't know what for sure. But I play table hockey with Bernie Totes, the Delta Glen coroner? He told me there's talk of alien DNA.

MAX: There were two murders up there last week.

CARTER: Plus a mysterious plane crash with the doctor who was injecting kids with some mysterious vitamin drug, which turned some of them into teenage rapists?

MAX: What does this have to do with David Pastor's cows?

CARTER: Last year I went out there on an emergency, okay? Grant Savage was out of town, David knew I'd done some vet work and he called me. It was very strange. He had this laboratory – remember Jean La Vanchy and the methane gas chamber? Well this facility made that look like a 4H project. It

was a mini-hospital. And there were technicians and they were very, very mysterious. They didn't want me asking questions, mmm-mmm.

MAX: Why didn't you say anything sooner?

CARTER: I didn't know what to say. But now it makes sense. They're doing the same thing that this Dr. Larson was doing over in Delta Glen. Those cows are being injected with something.

MAX: Something is strange about that farm, Jimmy. He's got a lot of high-tech security, I don't know what his produce is, and David Pastor's been pretty flush. How's he making all this money?

JIMMY: Call the FBI. Test that dead cow.

MAX: What?

JIMMY: You know where it's buried?

KENNY: I do. I helped him take it to the grave site.

JIMMY: Dig it up.

Kenny and Carter are at the burial site. They're lifting a dead cow with a crane.

CRANE: Almost got it now.

CARTER: I've never exhumed livestock before. This is excellent! Ooh, she's a biggie!

KENNY: This is crazy.

CARTER: Just get it back to my office, I'll test it there. This is big, Kenny! This is big. Ooh, serious rigor mortis. Nice and easy. Let her down easy, no bruising.

Headquarter (the area just outside the Sheriff's office). Agent Morrell enters and runs into Max.

MORRELL: I promised myself I'd never come back to this town...

MAX: Agent Morrell!

MORRELL: AH, Bovine injection. You called the FBI because the local farmer's giving his cow flu shots.

MAX: It's not flu shots, we've been informed that some cows in Delta Glen have been injected with some kind of alien DNA.

MORRELL: You're mistaken.

Carter bursts in, gets up close and personal to Morrell. At his first comment Morrell groans, annoyed.

CARTER: Well then what was the FBI doing in Delta Glen? What about the teenage rapists and the plane crash and the people in Red Prox who won't eat meat? I want answers. Max pulls him back roughly by the jacket.

MAX: You remener Carter Pike?

CARTER: Tests turned up negative but that cow's been dead more than a week. I need a live sample. What happened to the Delta Glen cows?

MORRELL: There was no finding of any alien DNA with any Delta Glen cow.

MAX: Well, Carter said that there's a mysterious laboratory here in Rome where there's something going on.

CARTER: David Pastor. He doesn't sell milk, he doesn't sell beef, his cows stay indoors most of the time, and there's a high-tech lab.

7. Which of the following descriptions best sums up this except?
 - (a) It is a form of a documentary cum soap where the camera and viewer are mere observers of individuals caught in a high impact drama.
 - (b) It belongs to reality television where the lives of "real people" are followed and we witness encounters with a staged situation.
 - (c) It belongs to the sci-fi genre, which involves dangerous and sinister nature of knowledge which poses potential threat to the characters involved.
 - (d) It is a kind of investigative drama, where broader issues are developed in a small-town setting.
8. What can one infer from the script about carter?
 - (a) Carter is a medical examiner
 - (b) Carter is a layperson with excellent investigative skills.
 - (c) Carter is deputized with the police force.
 - (d) Carter is the head of the police force.
9. Who can you infer, is the Sheriff?
 - (a) Max is, since Max meets the new agent first.
 - (b) Jimmy is, since he receives information and gives orders.
 - (c) Kenny is, since he has all the information in hand.
 - (d) Carter is, since he enters the case only after the assistants have things under control
10. When Carter exclaims: "This is big, Kenny! This is big", which of the following does he not imply?
 - (a) The cow has been genetically altered to be unnaturally large in size.
 - (b) The likelihood of gene tampering suggests that his scientific evaluation will reveal great news.
 - (c) It is exciting for him to be involved in this exhumation.
 - (d) The DNA racket that he has suspected for a long time may now be uncovered.
11. Which of the following interpretations of character are not suggested in the script?
 - (a) Kenny is a partner to Max and has great personal regard for Max.
 - (b) Agent Morrell is a big-league cop who conjectures that nothing worthwhile is going on here.

(c) Jimmy is not excitable by nature, and is somewhat reserved with his colleagues.

(d) Max is of the opinion that Carter can be over-enthusiastic at times.

Passage 3

In 1974, I began work as Chair of the Economics Department at Chittagong University in the newly independent country of Bangladesh. I was a young and idealistic economist, and my head was filled with all of the elegant models and theories of development very much in vogue at the time. I was caught up in the euphoria of a hard-won liberation struggle and supremely optimistic about our young nation's ability to transcend its poverty-ridden past.

The 1974 famine violently shattered this naïve confidence. While I lectured my students on optimal strategies for economic development, just outside the classroom I could witness poor villagers dying of hunger. The great distance that exists between the lives of the poor and the abstract world of economic theory had never before been so clearly illustrated for me. I was devastated.

I left my textbooks and went to the villages to learn about poverty from the people. There, in Jobra, a village just adjacent to Chittagong University, I came to realize the gaping deficiencies in assumptions about the poor. One assumption is that the poor lack skills. The reality is that they possess extraordinary survival skills. A poor person must work hard just to stay alive in a country that provides no safety net. Unfortunately, these survival skills are often undercapitalized, with the consequence that the poor do not receive the full fruits of their labor. A survey of 42 villagers revealed that \$27 was the total amount necessary to release them from the clutches of the moneylender. The need of the poor was clear: credit. Grameen Bank (Grameen means village, or of the village) originated then and there, in Jobra, where I loaned \$27 to the 42 villagers.

Since then, more than 2.3 million Bangladeshis, spread over 37,000 villages, have borrowed from Grameen Bank. Cumulatively, the bank, a financially sustainable, profit-making venture with 12,000 employees, has loaned \$2 billion, and virtually every cent has been repaid. It is not a charity, not a program based on good will or political favors. It does not subsidize the poor; they are its borrowers and its shareholders. The bank makes small loans that average about \$60 each, thereby proving microcredit to be an effective tool. By any criterion, Grameen is a successful bank.

What is even more exciting is Grameen's success as a poverty-alleviation project. Bangladesh remains one of the world's poorest, most densely populated, and least developed nations, despite sustained domestic and international efforts to improve its economic and demographic prospects. Grameen Bank deals with the poorest of the poor, people who are often ignored, or simply forgotten altogether, when major development projects are planned. Ninety-four percent of Grameen Bank borrowers are

landless rural women who have made great strides as a consequence of these loans. Studies have cited improvements in nutritional status, sanitation, access to food, health, pure drinking water, and housing. In fact, a recent World Bank study estimates that more than one-third of all Grameen Bank borrowers have risen above the poverty line, and another third are close to doing so.

What has all of this to do with science and society, the subject of this series of essays? Grameen has begun to provide opportunities for its borrowers to take advantage of scientific and technological innovations, particularly in energy, communications, and information technology. By building on its extensive network of borrowers, the organization has a unique opportunity to empower the poor and contribute to broad-based economic development in Bangladesh. In addition, there are Grameen programs replicated in 58 different countries on 4 continents. In all there are 241 international programs in countries as diverse as Nigeria, Tanzania, Kenya, China, Nepal, Indonesia,

Sri Lanka, Papua New Guinea, France, Norway, Jamaica, Mexico, Colombia, Canada, and the United States. Thus there now exists the potential to empower the poor to attain sustenance through credit and self-employment in nearly all parts of the globe, and to link this global network of microcredit borrowers, we have found no better tool than the Internet. The superhighway that conducts information and services across the globe can, if properly used, solve many problems that a small start-up business might have when dealing with logistics and communications. To begin to fully realize the potential help that information technology may provide to solve global poverty, Grameen has begun to seek international partnerships with companies such as Hewlett-Packard, which has discussed donating thousands of computers to Grameen programs around the world so as to link these microcredit programs through the Internet.

What is surprising is the ease with which this shift to technology can be accomplished. Usually one only needs to create a program and then find a testing ground for it. With only minor modifications for local conditions, programs can be replicated in almost any of the villages with Grameen branches. With this extensive network, any project that benefits the poor and is self-sustainable can readily be piggy-backed onto the Grameen system and replicated across Bangladesh and around the world.

For instance in March 1997, Grameen Telecom, a nonprofit company, was established to launch cellular telephone operations in rural areas. Telephones are greatly needed in Bangladesh, where the telephone density is one of the lowest in the world. Telephones provide the kind of access to information—whether it be the market price for a farmer's crop or news that a relative is ill—that most readers of Science might take for granted. Twenty-eight Grameen Bank borrowers became

pioneers as providers of telephone service for their villages. These women, chosen by their fellow Grameen borrowers, were given loans of approximately \$350 each, which covered the cost of the telephone, the hook-up, training, and repair services. As the “wireless women” of their villages, they purchase air time at wholesale prices from Grameen Telecom and sell the telephone service to their neighbors at the market rate. Basically, they act as human pay phones in places where there are no land lines and no one has even seen a telephone or made a phone call.

The telephone operators have thus far been earning net profits of approximately \$2 a day, more than \$700 a year. This is significantly more than the \$250 average annual per capita income in Bangladesh. One important lesson to come out of the Grameen programs is that helping the poor involves more than simply providing technology. They must be owners of that technology, not just its passive consumers, and ownership of technology is catching on, as more and more borrowers become telephone vendors. In just a few months the original 28 pioneers have more than doubled to become 60, and with additional funding for the program, the quality and quantity of services in rural areas will rapidly increase.

12. Which of these best describes the narrator's attitude towards poverty in his nation?
 - (a) The narrator, though sympathetic, prefers complacency to action.
 - (b) The narrator is apathetic towards the issue.
 - (c) The narrator, adopts a caring and proactive attitude towards the issue.
 - (d) The narrator, like most educated people, rushes to exploit the fact to derive monetary gains.
13. Which of these affected the narrator's confidence adversely?
 - (a) The futility of economic theories and their adverse repercussions on the already harsh realities on his home soil.
 - (b) The famine that struck his nation in 1974.
 - (c) The egregious and inhumane manner in which the government of the day handled the 1974 crisis.
 - (d) All of the above
14. Which of these illustrates the success of the Grameen Bank in Bangladesh?
 - (a) Bangladesh's GDP has risen thanks to the micro credit issued by the bank.
 - (b) One-third of all borrowers of the Bank have risen out of poverty.
 - (c) There is an increase in the number of bank subscriptions in Bangladesh ever since Grameen started operations.
 - (d) None of these

15. According to the author, which of these ensures the success of technologies amongst the poor:
 - (a) The technology must be easy to grasp.
 - (b) The poor must be owners instead of passive consumers of the technology.
 - (c) Technology, must be financially rewarding to its consumers.
 - (d) All of the above
16. Select a suitable title for the passage.
 - (a) My philanthropy
 - (b) The 'Grameen' Experience
 - (c) The poor of Bangladesh
 - (d) Technology and its Role in Poverty Alleviation
17. Grameen intends to leverage the internet to
 - (a) start educational initiatives in far-flung areas of Bangladesh.
 - (b) create an information highway for all microcredit programs.
 - (c) utilize technology to aid rural development in Bangladesh.
 - (d) serve as a pivot for its organization-Grameen Telecom.
18. Which of the following is untrue, according to the passage:
 - (a) Grameen Bank extends micro credit to poor people across the globe.
 - (b) Grameen Bank extends micro credit only upto a maximum of \$60 each.
 - (c) The Grameen does not have any permanent workforce and depends solely on volunteers.
 - (d) All of the above
19. According to the author, which of the following is only a myth:
 - (a) Technology is only elitist in nature.
 - (b) The poor lack skills.
 - (c) The shift to technology is cumbersome and difficult to accomplish.
 - (d) All of the above



"When I asked you to read a book, I didn't mean Facebook"

Passage 4

Jean Bodin a leading political thinker taught that the state is founded upon a contract which the people make with their ruler. The fundamental article of this contract is one which gives over to the ruler all authority and which permits the people under no circumstances to take it back.

Johannes Althusius attacked this position, holding that the people could never give away their authority. Rather, he argued the contract which the people make with their ruler lasts only so long as the ruler fulfils his part of the bargain. When he violates the contract, he may be dethroned and executed and another ruler set up in his place by the people.

Hugo Grotius, a leader of the aristocratic party in Holland, developed the theory of absolutism in great details and with many cogent arguments. He taught that man has certain natural rights which are rooted in his very nature and which even God cannot change or destroy. But, these natural rights may be limited, and indeed are limited by the positive law which results from man's voluntary agreement to live in groups. We give up the privilege to exercise certain natural rights in order that we may live together as members of a state. Thus the state is a result of the free agreement among its members. Consequently, at no time can man give up his natural rights unconditionally. But, he may delegate these rights to a ruler forever. Therefore during this early modern period, the tendency was toward absolutism. The ruler had power which, though originally given to him by the people was more or less absolute from then on. Of course, there was opposition to this point of view. When the practice of more or less absolute sovereignty reached its climax in the reign of Louis XIV in France, a climax expressed in his famous saying, "I am the state", there was sufficient opposition to effect an overthrow of the whole positions and to begin building the more modern idea of democracy. But, that is getting ahead of our story.

The materialist Thomas Hobbes based his theory of the state upon the fundamental principle that man has the natural right to do anything which he pleases. The most primitive urge of all men is that of self preservation. To accomplish this end, man may use any means he deems necessary. In this state of nature, many may invade the rights of others with the result that chaos reigns.

Man is, then, fundamentally a ferocious animal one who engages in war and pillage, seeking always his own gain. But, in such a state no man can be strong enough to preserve himself for long. Each man will destroy the others and he in turn will be destroyed by others. Thus, to escape from this inevitable end, man creates a society in which he voluntarily gives up his rights in many matters. This is a contract which men make with each other by which they give up certain rights in order to obtain others which they desire. To insure this mutual contract, men transfer power to one ruler or an assembly. After the ruler has been set up and given power. Men must obey.

It is true. Hobbes recognizes, that at times the ruler will be unjust and will wreak hardships upon men. But they have no right to rebel. Hobbes justifies this position by holding that even at their worst, the injustices of a ruler are never so bad as the original state of man before power was given to the ruler. Hobbes believes that absolute monarchy is the best form of government. But there are certain things that even the king cannot force men to do. Among these are suicide, murder, or the confession of crime. The king has no right to impose upon any man.

Hobbes argued further that the king was God's representative on earth and that God spoke through him. Thus, freedom of religion cannot be tolerated. The religion of the king must be the religion of all the people.

20. The theory of absolutism states that
- (a) man has many natural rights.
 - (b) state is a result of the true agreement of its members.
 - (c) God can change and destroy.
 - (d) We give up certain natural rights to live in a state.
21. Which of the following can be inferred from the passage?
- A. The principle stated by Bodin makes a king's subjects into bonded slaves.
 - B. A ruler enjoys power and support of his people as long as he does justice to his part, according to Althusius.
 - C. According to Hobbes, the only religion prevailing in a state would be that of its king's.
 - D. All the theories stated in the passage do not recognize man's dignity as in important need.
- (a) A only (b) C and D
(c) B and C (d) A, B and C
22. Who believed that "men had no right to rebel"?
- (a) Grotius (b) Bodin
(c) Hobbes (d) Althusius
23. The theory proposed by Jean Bodin was criticized by
- (a) Hobbes (b) Althusius
(c) Bodin (d) Louis XIV
24. What is the "inevitable end" mentioned in the passage?
- (a) Social contract (b) Murder
(c) Death (d) Exploitation
25. According to the passage, Thomas Hobbes
- A supported materialism.
 - B. believed that only absolute monarchy could preserve the sanity of the society.
 - C. encouraged people to rebel.
 - D. accorded demi-God status to kings.
- (a) A and B are true. (b) A and C are true.
(c) B, C and D are true. (d) A, B and D are true.