Reading Comprehensions

Directions : Two paragraphs are given based on a certain topic. We need to read the paragraphs first and identify the common theme between them.

Question 1:

Paragraph 1:

Cryptocurrency's decentralized architecture challenges traditional fiscal hegemony, yet its volatility and energy-intensive mining protocols provoke regulatory ambivalence. Policymakers must balance financial innovation with systemic stability.

Paragraph 2:

Non-fungible tokens (NFTs) democratize digital ownership but exacerbate intellectual property disputes and environmental costs. This paradox epitomizes the duality of blockchain's disruptive potential.

(a) The inexorable decline of fiat currencies in hyper-digitalized economies.
(b) Juxtaposing technological disruption in finance with its socioeconomic externalities.
(c) Blockchain's epistemic rigidity precludes adaptive financial ecosystems.
(d) Cryptographic anonymity absolves transactional accountability.
(e) None of the above

Direction : Read the following passage, and based on your understanding, identify the most likely consequence that can occur or be determined.

Question 2:

Passage: The Ministry of New and Renewable Energy announced a nationwide push to install 50,000 solar microgrids in remote villages by 2025. The project targets regions with erratic grid connectivity, emphasizing decentralized energy solutions. However, the plan necessitates collaboration with local governments to navigate terrain-specific logistical constraints and ensure equitable resource allocation amid varying technical expertise and funding disparities.

(a) Solar panel costs will plummet due to economies of scale, enabling global market dominance.
(b) Villages may experience reduced dependency on fossil fuels, mitigating ecological degradation.
(c) Disparate geographies and inconsistent local governance could impede timely deployment.
(d) Private corporations will monopolize renewable energy contracts, marginalizing community interests.
(e) None of the above

Question 3: Passage: To bridge the urban-rural digital divide, the Central Education Authority has mandated compulsory coding and cybersecurity modules in all public schools. The curriculum overhaul, slated for rollout in 12,000 institutions, hinges on equipping educators with advanced pedagogical training and upgrading outdated IT infrastructure. However, analysts caution that disparities in internet penetration and electricity access could skew program efficacy.

(a) A surge in tech startups led by rural youth will disrupt traditional industries.
(b) Socioeconomic dichotomies in infrastructure may exacerbate existing educational inequities.
(c) Cybersecurity threats will decline due to heightened public awareness.
(d) Teachers' unions will oppose the initiative, citing excessive workload without commensurate pay.
(e) None of the above

Question 4:

Passage: A metropolitan government has launched a three-year pilot guaranteeing free public transit, healthcare, and childcare to all residents, funded by progressive taxation. Preliminary data indicates a 22% reduction in household poverty rates and a surge in workforce participation, particularly among single parents. The model prioritizes equitable access to essential services, with planners advocating for nationwide replication.

(a) Tax evasion among high-income earners will precipitate fiscal deficits.
(b) Population density in pilot cities will strain infrastructure beyond capacity.
(c) Private service providers will lobby to dismantle the program, citing revenue losses.
(d) Enhanced socioeconomic mobility may catalyze broader systemic inequality reforms.
(e) None of the above

Directions: A passage is provided, wherein [A] features a highlighted word, [B] contains an underlined segment, [C] includes a filler, and [D] harbours an additional error. Carefully read the passage and respond to the questions accordingly.

Causal understanding is the cognitive capacity that enables you to think about how things affect and influence each other. It is your concept of making, doing, generating and producing – of causing – that allows you to grasp how the Moon causes the tides, how a virus makes you sick, why tariffs change international trade, the social consequences of a faux pas, and the way each event in a story leads to what happens next. Causal understanding is the foundation of all thoughts why, how, because, and what if. When you plan for tomorrow, wonder how things could have turned out differently, or imagine something impossible (What would it be like to fly?), your causal understanding is at work.

In daily life, causal understanding **[A] imbues** your observations of changes in the world with a kind of generativity and necessity. If you hear a sound, you assume something made it. If there's a dent on the car, you know that something – or someone – must have done it. You know that the downpour will make you wet, so you push the umbrella handle to open it and avoid getting soaked.

You watch as an acorn falls from a tree, producing ripples in a puddle.**[B]** The human power to viewed cause-and-effect as part of objective reality are so basic, so automatic, that it's difficult to imagine our experience without it. Just as it's nearly impossible to see letters and words as mere shapes on a page or a screen (try it!), it is terrifically challenging to observe changes in the world as not involving causation. We do not see: a key disappearing into a keyhole; hands moving; door swinging open. We see someone unlocking the door. We don't see the puddle, then the puddle with ripples-plus-acorn. We see the acorn making a splash.

Most people don't realise that any of this is a cognitive achievement. **[C]** __, in fact, it is highly unusual. No other animal thinks about causation in the hyper-objective, hyper-general way that we do. Only we – adult humans – see the world suffused with causality. As a result, we have unparalleled power to change and control it. Our causal understanding is a superpower.

The scientific story of how our causal minds develop features another superpower: human sociality. ***[D]*** *Its our unique sensitivity to other people (p)/ that lets us to acquire our special causal (q)/ understanding. The story also (r)/ rises questions about 'other minds' (s).* If our causal understanding is the exception, rather than the rule, then how does the world show up for other animals? If we try to suspend the causal necessity that structures so much of our experience, what's left over?

I'm going to suggest that what remains is our experience of doing – a value-laden, first-personal and inherently interactive perspective. It is in this involved, participatory 'point of do' – as opposed to a detached, objective point of view – that the seeds of higher cognition take root.

Appreciating that our original perspective is action-oriented and goal-directed can also help us understand our own shortcomings – and how to change them.

Question 5:

In daily life, causal understanding **[A] imbues** your observations of changes in the world with a kind of generativity and necessity. If you hear a sound, you assume something made it.

In the following question, a bolded word is provided, followed by four options, each presenting a pair of words. Select the option that includes a **synonym** and **antonym** of the highlighted word, respectively. Mark **"E"** if none of the options corresponds to the context.

(a) endows, ejects

(b) unleashes, besets

(c) permeates, strips

(d) amplifies, plods

(e) None of the above

Question 6:

[B] The human power to viewed cause-and-effect as part of objective reality are so basic, so automatic, that it's difficult to imagine our experience without it.

Select the appropriate replacement for the underlined segment of the sentence to ensure both grammatical accuracy and contextual coherence.

(a) The human powers to view cause-and-effect as part of objective reality is so basic

(b) The human power to viewed cause-and-effect as part of objective reality is so basic

(c) The human power to view cause-and-affect as part of objective reality is so basic

(d) The human power to view cause-and-effect as part of objective reality is so basic

(e) No improvement is required.

Question 7:

Most people don’t realise that any of this is a cognitive achievement. **[C]** _____, in fact, it is highly unusual.

Choose the most suitable sentence that should be filled in the given **blank [C]** to make the sentence grammatically and contextually correct.

(a) Furthermore

(b) But

(c) Similarly

(d) Since

(e) None of the above

Question 8:

[D] *Its our unique sensitivity to other people (p)/ that lets us to acquire our special causal (q)/ understanding. The story also (r)/ rises questions about 'other minds' (s).*

The given sentence is divided into four parts: **'(p)', '(q)', '(r)',** and **'(s)'** respectively; there may be errors in one, two, three or all four parts. You have to select the number of errors in the above sentences, mark the number as your answer.

(a) Only one

(b) Only two

(c) Only three

(d) All four

(e) All are correct.

Question 9:

Which of the following is/are **True** statement(s) as per the given passage?

I. Causal understanding is a uniquely human cognitive faculty absent in other animals.

II. The development of human causal cognition is inextricably linked to our social proclivities.

III. The "point of do" is characterized by a detached, objective observation of events.

(a) Only I

(b) Both I and II

(c) Both II and III

(d) Only II

(e) All of I, II, and III.

Question 10:

What can be **conveyed** from the given passage?

I. Suspending causal perception would reveal a solipsistic worldview in humans.

II. Humans innately attribute causes to events, even without direct evidence, reflecting an automatic cognitive bias.

III. Recognizing the action-oriented roots of human cognition can help address cognitive limitations and improve decision-making.

(a) Only II

(b) Both I and III

(c) Only III

(d) Both II and III

(e) None of the above

Question 11:

Which of the following best **summarizes** the passage?

(a) The passage highlights how causal reasoning is primarily used in scientific thinking and problem-solving rather than in everyday experiences.

(b) The passage focuses on the limitations of human cognition and suggests that causal understanding is an illusion rather than a reality.

(c) The passage explains how social interactions are the primary factor behind human intelligence and cognitive achievements.

(d) Causal understanding is a fundamental human ability that allows us to perceive cause-and-effect relationships, shaping our cognition and ability to control the world.

(e) None of the above

Question 12:

Which of the following best represents the **concluding statement** of the passage?

(a) Human cognition thrives through detached analysis, allowing us to passively observe and rationally refine our understanding of the world.

(b) Our ability to interpret causal relationships hinges on social collaboration, which shapes how we collectively navigate challenges.

(c) By grounding our thinking in this participatory ‘point of action,’ we do more than just interpret the world; we actively shape it and ourselves through our engagement.

(d) By prioritizing creativity over causality, humans unlock innovative solutions to overcome their limitations.

(e) None of the above

Question 13:

The author’s tone in the passage can be best described as:

I. Polemical

II. Didactic

III. Speculative

(a) Only II

(b) Both I and III

(c) Both II and III

(d) Only III

(e) All I, II, III