

Q No. 3

(i) ~~Jubilant~~ ————— Blissful

(i) a

(ii) d

(iii) c

(iv) b

(v) b

(vi) d

(vii) c

(viii) b

(ix) c

(x) d

Q No. 2

Q No. 1

The author proposes that the concept of intelligence is subjective across different eras. ~~At~~ ^{In} the pre-industrial era, intelligence was linked with wisdom that was obtained through observation, experience and reasoning. It was a slow process and required deeper understanding. In the industrial era intelligence was

associated with one's efficiency in calculation, planning and execution of the planning. In the present era, reaction is more important than the deeper understanding of concepts. An intelligent person is the one that types, reads or adapts to new information at a hastened pace.

Q No. 2

The danger that the author associates with valuing speed over reflection is that a person can get confused between reaction and understanding. The modern devices incline people to gain superficial knowledge so they can ~~make time~~ ^{obtain more} to read more information in a short period of time. This way a person who can instantly respond to ten text messages may appear smart, but he cannot generate a sustained and independent idea

Q No. 3

According to the passage, the modern technology has altered the relationship between wisdom and knowledge is because they make us scroll through an abundant amount of information. Today, the person who has more information is more intelligent even if he does not have a deeper understanding of the concepts of the information. Individuals are inclined to superficial reading rather than slow learning which is essential to gain wisdom. Wisdom is acquired through interpretation, reflection and insight which requires time and stillness.

Q No. 4

The author believes that the intelligence that is more valuable in the future is the one in which people have a deeper understanding of the information rather than

just retaining myriad superficial facts. In order to attain wisdom, a person has to develop a habit of thinking deep slowly, clearly and independantly in the fast accelerating world. Otherwise, a generation will rise that knows everything but understands nothing.

Q No. 1

Title: Human Instincts For Certainty in an Uncertain World

The ~~human~~ Physics teacher always started ~~by~~^{her} class by dropping two objects of variable masses. Last Tuesday, she dropped a hammer and a feather in a vaccum chamber. The children paused before understanding because of the unconventional results. This revealed a profound reality of human minds, that establishes facts on half cooked knowledge. These facts

remain steadfast till the reality is exposed. The teacher's experiment not only revealed the true nature of gravity, but also explained that conventional ideas can crumble under scrutiny. Unfortunately, the schools dampen the natural curiosity of children systematically and as adults they become uncomfortable with scientific uncertainty. The public becomes frustrated when a medical journal replaces the previous findings with inspection. Science does not give a definitive answer because it is adding pieces to the puzzle of the vast and uncertain universe. The public education does not present the malleable nature of science and present orthodox information as universal facts to be memorised. When the newspaper changes the dietary recommendations that people religiously follow, a state of bewilderment is created. The problem does not lie in the scientific innovation but in the human's quest for certainty in an uncertain world.