

Similar Meaning

- | | |
|----------------|----------------|
| 1) Jubilant | a) Blissful |
| 2) Latent | a) Mysterious |
| 3) Ruse | d) Stratagem |
| 4) Quagmire | c) Quandary |
| 5) Panacea | c) Symptomatic |
| 6) Magnanimous | c) Brusque |
| 7) Languid | a) Hackneyed |
| 8) Modicum | a) Obsequious |
| 9) Neophyte | a) Black |
| 10) Hapless | b) Unlucky |

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Q NO 2

Comprehension

Q NO 1:

The author traces the evolution of the concept of intelligence across different eras such as, ^{ancient era} where it was linked to the insight and wisdom. Later, in industrial era where it was measured by precision and productivity. Now, in digital era where it is judged by a person's swiftness to response instead of deep thinking.

Q NO 2:

The danger author associates with valuing speed over reflection is that people confuse fast reaction with comprehension which is not safe. Moreover, people are very used to of modern devices that they skim and scroll instead of read and think. Ultimately, this makes people unable to have their own thoughts and ideas.

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Q NO 3:

According to the passage, technology has altered the relationship between knowledge and wisdom in such a way that the people are unable to convert the knowledge provided by technology into wisdom. This is because, the machines provide data not the meaning. For meaning, calmness is important to reflect the information.

Q NO 4:

The author believes that the kind of intelligence which will be most valuable in the future is probably ^{does} not belong to people who have has more information, but to those who can process the information clearly on their own. The author emphasizes that the future generation will have knowledge without understanding, if intelligence did not regain its moral and meaningful dimension.

(QNO1)

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Scientific Reality Versus Public Expectations

Peoples understanding of world is based on their own flawed intuitions unless they get challenged by scientific evidence. The reliance on accepted truth is because of schools that mostly encourage memorization instead of questioning. That's why, the students do not get curious and question things. Ultimately, when they become adults, they do not feel comfortable with scientific uncertainties. Because of this, public expects easy explanations over difficult realities. This creates a fundamental misunderstanding of the scientific method. The public becomes confused by conflicting reports like health because they expect distinct, permanent facts. They have not been taught that science in its nature is messy. It is the process of slowly evolving through evidences, revision

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of theories, and constant questioning. That's why, there is gap between uncertainty of science and humans' nature and desire of certainty.