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~ (Question #2) ~

Q#01 How does the author trace the evolution of the concept of intelligence across different eras?

3 Ans The author traces the evolution of the concept of intelligence across different eras. Traditionally, intelligence was often associated with one's logical reasoning and reflective understanding from observation and experiences. After industrial age, rationality became the new measure of intelligence. Today, intelligence seems to be associated with valuing speed over reflection. In this digital age, a person is considered more intelligence if he is able to adapt to new information quickly. This shows that intelligence was redefined in different eras.

Q#02 What danger does the author associate with valuing speed over

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over reflection?

^{x/}(In this digital age, intelligence is often associated with valuing speed over reflection) The author

Ans

✓

fears that in valuing speed over reflection in this digital age, the ability to process data and, forming a sustained and coherent judgement based on

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the available data may diminish. Technology has taken one's ability to think clearly. Thinking feels unnecessary as every* information is available at one's fingertips.

Q#03

According to the passage, how has technology altered the relationship between knowledge and wisdom.

Ans

Technology has altered the relationship between knowledge and wisdom according to the given passage. Historically, a

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person's capacity to turn his knowledge into wisdom was maximum. He was able to make informed decisions based on observation and moral reasoning. But, with time, a person's ability to turn his knowledge into wisdom is slowly diminishing. Because of time continuously changing fast adapting world, logical reasoning, reflection and thinking seems unimportant.

Q#04

What kind of intelligence does the author believe will be most valuable in the future.

Ans

The author believes that future will belong to those who will be able to think clearly, rationally and independently. In this fast paced world, intelligence will belong to those a person will be considered intelligent if he is able to

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form a well informed decision independently.

~(Q#01)~

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Man and Scientific Discovery

The author tells us about a physics teacher who explains various concepts by demonstrating different experiments. According to the author, most people form half-formed judgement, so when these judgements are met with conflicting evidences, the accepted truth crumbles easily. Children ask endless questions, but their curiosity slowly dampens as they grow as schools reward cramming over questioning. They prefer simple explanations and feel conflicted when they are faced with scientific uncertainties. The problem lies in their expectations and not in science because

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science @ it is in the nature of science that it continuously evolves through questioning of existing realities. Scientific method is an intricate process and ~~concl~~ conclusions shift quickly as new information emerges. Schools rarely teaches the evolving nature of scientific discovering rather tea put emphasizes on ^{only} teaching the well established facts as the single objective reality. Real research involve challenging the established truths and devising new hypothesis after every failed experiment. The author concludes the maybe the real issue lies in the human nature and his desire for certainty in this

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(1)

(a) ✓

(2)

(d) ✓

(3)

(a) ×

(4)

(d) ×

(5)

(a) ×

3

(6)

(d) ×

(7)

(b) ×

(8)

(a) ×

(9)

(c) ✓

(10)

(a) ×