

ENGLISH

Reading Comprehension - 2

For students preparing for MAH-BBCA/BBA/BMS/BBM CET 2024 for admission to BCA, BBA, BMS, BBM

DIRECTIONS (Q. Nos. 1-5) Read the following passage carefully and answer the questions given below it. Certain words/phrases are printed in bold to help you to located them while answering same of the questions.

Most of us think astrology was a fanciful misconception about the world that flourished in times of widespread superstition and ignorance, and did not, could not, survive advances in mathematics and science. Alexander Boxer is out to show how wrong that picture is, and (his book) *A Scheme of Heaven* will make you fall in

love with astrology, even as it extinguishes any niggling suspicion that it might actually work.

Boxer, a physicist and historian, kindles our admiration for the earliest astronomers. My favourite among his many jaw-dropping stories is the discovery of the precession of the equinoxes. This is the process by which the sun, each mid-spring and mid-autumn, rises at a fractionally different spot in the sky every year. It takes 26,000 years to make a full revolution of the zodiac — a tiny motion first detected by Hipparchus around 130 BC. And of course, Hipparchus, to make this observation at all, 'had to rely on the accuracy of star-gazers who would have seemed ancient even to him'.... Boxer goes much further, dubbing it 'the ancient world's most ambitious applied mathematics problem'.

For as long as lives depend on the growth cycles of plants, the stars will, in a very general sense, dictate the destiny of our species. How far can we push this idea before it tips into absurdity? The

answer is not immediately obvious, since pretty much any scheme we dream up will fit some conjunction or arrangement of the skies. As civilisations become richer and more various, the number and variety of historical events increases, as does the chance that some event will coincide with some planetary conjunction. Around the year 1400, the French Catholic cardinal Pierre d'Ailly concluded his astrological history of the world with a warning that the Antichrist could be expected to arrive in the year 1789, which of course turned out to be the year of the French Revolution. But with every spooky correlation comes an even larger horde of absurdities and fatuities. Today, using a machine-learning algorithm, Boxer shows that 'it's possible to devise a model that perfectly mimics Bitcoin's price history and that takes, as its input data, nothing more than the zodiac signs of the planets on any given day'. ... Boxer writes: "Today there's no need to root and rummage for incidental correlations. Modern machine-learning algorithms are correlation monsters. They can make pretty much any signal correlate with any other."

We are bewitched by big data, and imagine it is something new. We are ever-indulgent towards economists who cannot even spot a global crash. We docilely conform to every algorithmically justified norm. Are we as credulous, then, as those who once took astrological advice as seriously as a medical diagnosis? Oh, for sure. At least our forebears could say they were having to feel their way in the dark. The statistical tools you need to sort real correlations

from pretty patterns weren't developed until the late 19th century. What's our excuse? According to Boxer: "Those of us who are enthusiastic about the promise of numerical data to unlock the secrets of ourselves and our world would do well simply to acknowledge that others have come this way before."

1. The overall message of the passage can best be summed up as:

- A. ancient astronomy was more accurate than today's forecasting techniques
- B. the use of big data for forecasting is a vast improvement on astrological predictions
- C. much of forecasting is not scientific and can be ascribed to coincidences
- D. we are credulous of modern forecasting methods which are as flawed as ancient ones

2. "...with every spooky correlation comes an even larger horde of absurdities and fatuities."

This line is illustrated by the description of:

- A. the discovery of the precession of the equinoxes
- B. cardinal Pierre d'Ailly's warning about the year 1789
- C. economists' inability to predict a global crash
- D. Hipparchus' detection of the time taken for a full revolution of the zodiac

3. The example of the Bitcoin is used to illustrate which of the following?

- A. Users of big data are far more unethical than astronomers of the past .
- B. The past repeats itself over centuries and is doing so even today .
- C. data can be manipulated like ancient astrology to yield the desired results .
- D. Astronomy and the zodiac are still useful in predicting future trends .

4. The author's attitude towards the accuracy of modern economic forecasting is one of:

- A. Scepticism
- B. Emulation
- C. Adulation
- D. Antipathy

5. The author uses the phrase "feel their way in the dark" (last paragraph) to show that:

- A. we will always be in the dark about the secrets of the world and ourselves
- B. ancient forecasters were hampered by their lack of statistical knowledge
- C. statistics has enabled people to link patterns with correlations more accurately
- D. medical diagnoses have become more accurate with the development of statistical tools

DIRECTIONS (Q. Nos. 6-10) Read the following passage carefully and answer the questions given below it. Certain words/phrases are printed in bold to help you to located them while answering same of the questions.

Political education may be defined as the preparation of a citizen to take well informed, responsible and sustained action for participation in the national struggle for the realization of the socio-economic objectives' of the country. The overriding socio-economic objectives in India are the abolition of poverty and the creation of a modern democratic, secular and socialist society in 'place of the present traditional, feudal, hierarchical and in egalitarian one. Under the British rule, the Congress leaders argued that political education was an important part of education and 'refused to accept the official view that education and politics should not be mixed with one another. But when they came to power -in 1947 they almost adopted the British policy and began to talk of education being defiled by politics. 'Hands off education' was the call to political parties. But inspite of it,' political infiltration into the educational system has greatly increased in the sense that different political parties vie with each other to capture the minds of teachers and students. The wise academicians wanted political support, without political interference. What we have actually received is infinite 'political interference with little genuine political support. This interference with the educational system by political parties for their own ulterior motives is no political education at all; and with the all round growth of elitism, it is hardly a matter for surprise that real political

education within the school system (which really means the creation of a commitment to social transformation) has been even weaker than in the pre-independence period. At the same time, the freedom struggle came to an end' and the major non-formal agency of political education disappeared. The press could and did provide some political education. But it did not utilize the opportunity to the full and the strangle hold of vested interests continued to dominate it. The same can be said of political parties as well as of other institutions and agencies outside the school system which can be expected to provide political education. All things considered, it appears that we have made no progress in genuine political education in the post-independence period and have even sided back in some respects. For instance, the education system has become even more elite-oriented. Patriotism has become the first casualty. Gandhiji gave us the courage to oppose government when it was wrong, in a disciplined fashion and on basic principles. (he believed the means to be as important as the ends) and taught us to work among the poor people for mobilizing and organizing them. Today, we have even lost the courage to fight on basic issues in a disciplined manner because agitation and anarchic politics for individual, group or party aggrandizement has become common. The education system of today continues to support domination of the privileged groups and domestication of the under-privileged ones. The situation will not change unless we take vigorous steps to provide genuine political education on an adequate scale. This is one of the major educational reforms we need; and if it is not carried out, mere linear expansion of the existing system of formal education will only support the status quo and hamper radical social transformation.

6. How has politics been related to educational institutions after independence?

- A. They got political support devoid of political interference.
- B. They got almost no political support as well as political interference
- C. They got political support at the cost of political interference.

D. There was substantial interference without political support.

7. Which is the most opposite in meaning to the word "hamper" as used in the passage?

- A. Expedite
- B. Enhance
- C. Foster
- D. Oppose

8. Which is the major pitfall of the present education system?

- A. It is mainly represented by the downtrodden masses.
- B. It perpetuates the domination of the privileged few.
- C. It is based on the British model of education.
- D. It is highly hierarchical and in egalitarian in nature.

9. Which word is nearly same in meaning as 'defile' as used in the passage?

- A. Disparage
- B. Tarnish
- C. Degenerate
- D. Contaminate

10. According to the passage, what is the main contribution of Mahatma Gandhi to the field of political education?

- A. He spread 'political literacy' among the people through non-formal political education.
- B. He emphasized the need of keeping education free from political interference
- C. He taught us agitation and anarchic politics in a disciplined manner.
- D. He made us believe that our political end should be compatible with the means.

DIRECTIONS (Q. Nos. 11-15) Read the following passage carefully and answer the questions given below it. Certain words/phrases are printed in bold to help you to locate them while answering some of the questions.

Read not to contradict and confuse, nor to believe and take for granted, nor to find talk and

discourse, but to weigh and consider. Some books are to be tasted, others to be swallowed and some few to be chewed and digested. That is some books are to be read only in parts; others to be read, but not curiously and some few to be read wholly and with diligence, and attention. Some books may also be read by deputy and extracts made of them by others but that would be only in the less important arguments and the meaner sort of books; else distilled books are like common distilled waters, flashy things. Reading maketh a full man, conference a ready man and writing an exact man.

11. What should be the purpose of reading a book?

- A. To contradict
- B. To weigh and consider
- C. To take it for granted
- D. To understand the contents

12. Why are some books to be tasted?

- A. To be read with great care
- B. To be read with great attention
- C. To be read only in parts
- D. To be read for fun

13. How is man's character influenced by the art of writing?

- A. It makes him a great writer
- B. It makes him a ready man
- C. It makes him a full man
- D. It makes him an exact man

14. What kind of books is to be read by the deputy?

- A. Extraordinary books
- B. Ordinary books
- C. Interesting books
- D. Meaner sort of books

15. What is meant by 'chewed and digested'?

- A. Thoroughly read and understood
- B. Partly read and understood
- C. Understood without any effort
- D. None of the above

DIRECTIONS (Q. Nos. 16-20) Read the following passage carefully and answer the questions given below it. Certain words/phrases are printed in bold to help

you to located them while answering same of the questions.

All of us have enormous capabilities. In many of us however, our achievement fail to correlate with our potential, because of lack of self-discipline the effort needed to channel our energy for productive uses. To maximize your effectiveness you must "learn to put your nose to the grindstone", work against boredom and learn to take the long, hard way in life rather than the short, easy way.

Here are a few suggestions that focus on "How to do what you want to do." Take risks. It is important to realise that nothing in life is achieved unless you risk something. That's how self-confidence develops. Every chance you take, offers you valuable spin offs in terms of learning. Earn a reward something back I had to face the rather unenviable task of preparing for two examinations simultaneously. I had to be ruthless in driving myself from one goal to another. Hardnosed attitude saw me sail through the courses. I rewarded myself at the end of this indulging in my favourite pastime and taking a short holiday.

16. Why do our achievements fail to correlate with our potential?

- A. because of lack of intelligence.
- B. because of lack of discipline.
- C. because of lack of external help.
- D. because of lack of self-discipline.

17. How does the author reward him after his success-

- A. by taking a short holiday.
- B. by visiting friend.
- C. by thanking God.
- D. by doing more work.

18. How does one's self-confidence develop-

- A. by taking risks.
- B. by always meeting with success.
- C. by thinking.
- D. by grabbing the opportunities.

19. What does every chance in. our life teach us?

- A. It helps us to become philosophical
- B. It helps us to become idealistic

- C. It helps us to learn.
- D. It shows us our limitation.

20. What does the author try to convey?

- A. One has to be complacent about his present say.
- B. One has to work hard and learn at least from failures.
- C. Only inborn genius brings success in life.
- D. One has to believe in luck.

DIRECTIONS (Q. Nos. 21-25) Read the following passage carefully and answer the questions given below it. Certain words/phrases are printed in bold to help you to locate them while answering some of the questions.

The crowd surged forward through the narrow, streets of Paris, There was a clatter of shutters being closed hastily by trembling hands?- the citizens of Paris that once the fury of the people was excited there was no telling what they might do. They came to an old house which had a work shop on the ground floor. A head popped out of the door to see what it was all about. Get him! Get Thornier! Smash his devilish machines!?, yelled the crowd. They found the workshop without its owner. M, Thornier had escaped by the back door. Now that fury of the demonstrators turned against the machines that were standing in the shop, ready to be delivered to buyers. They were systematically broken, up and destroyed dozens of them. Only when the last wheel and spindle had been trampled underfoot did the infuriated crowd recover their senses. 'That is the end of M' sieur Thimonier and his sewing machines', they said to one another and went home satisfied. Perhaps now they would find work, for they were all unemployed tailors and seamstresses who believed that their livelihood was threatened by that new invention.

The passage throws light on

- A. why inventions should be avoided altogether
- B. how a well-meant invention can be misunderstood
- C. what mischief an inventor can do to ordinary people

- D. how dangerous an invention can prove to be

22. The crowd was protesting against

- A. the closing of workshops
- B. the misdoings of Thimonier
- C. the newly invented sewing machine
- D. Thimonier keeping the invention a secret

23. The aim of the crowd was to

- A. kill Thimonier
- B. drive Thimonier away
- C. bring discredit to Thimonier
- D. destroy the sewing machines

24. The people thought that

- A. their lives were in danger
- B. Thimornier was mad
- C. the sewing machine was dangerous
- D. Thimonier was depriving them of their livelihood

25. Shutters were being closed hastily because the shopkeepers

- A. wanted to attack the crowd
- B. wanted to protect Thimonier
- C. feared their shops would be invaded
- D. wanted to show their solidarity with the crowd

Answer Key

1. C	2. B	3. C	4. A	5. B	6. D	7. C	8. B	9. D	10. D
11. B	12. C	13. D	14. D	15. A	16. D	17. A	18. A	19. C	20.
21. B	22. C	23. A	24. D	25. C					

