

**Directions (Q.1-Q.24):** Read the following passage carefully and answer the questions that follow.

**Passage (Q.1 – Q.5):** The octopus has long been a source of fascination and intrigue for humans, with its complex nervous system, extraordinary intelligence, and incredible ability to change its shape, color, and texture to blend in with its surroundings. But what can this fascinating creature teach us about time and the way we experience it?

One of the key features of the octopus is its ability to move in a fluid and almost liquid way, constantly adapting to its environment and responding to the changing currents of the ocean. This fluidity of movement and adaptation is something that we as humans could learn from, particularly in our understanding of time. For the octopus, time is not a fixed or rigid concept, but something that is constantly changing and adapting to the environment. This fluidity of time is reflected in the octopus's movements, which are always in a state of flux, responding to the currents and tides of the ocean. As humans, we often think of time as something that is fixed and linear, moving inexorably forward in a straight line. But the octopus challenges this notion, reminding us that time is not a fixed or rigid concept, but something that is constantly changing and adapting to the environment.

In many ways, the octopus can be seen as a kind of ambassador for a new way of thinking about time. By embracing the fluidity and adaptability of the octopus, we can begin to challenge our own fixed ideas about time and open ourselves up to new ways of experiencing the world around us. In recent years, there has been growing interest in the idea of 'liquid time', a concept that sees time as fluid and adaptable rather than fixed and linear. This idea of liquid time is closely linked to the octopus, which has been described as a 'liquid animal' due to its fluid movements and shape-shifting abilities.

One of the key proponents of the idea of liquid time is the French philosopher and sociologist Henri Bergson, who argued that time is not a fixed or objective reality, but something that is experienced subjectively by each individual. Bergson believed that time is more like a stream or a river than a fixed point, and that our experience of time is shaped by our interactions with the world around us. This idea of liquid time is particularly relevant in today's fast-paced, constantly changing world, where traditional notions of time and space are being challenged and reimagined. The COVID-19 pandemic, for example, has forced us to rethink our relationship with time and space, as many of us have been forced to work from home and adapt to new ways of living and working. In this context, the octopus offers us a powerful reminder of the importance of flexibility and adaptability in our understanding of time. Its fluid movements and constant adaptations to its environment challenge our fixed ideas about time and invite us to embrace a more flexible and open-minded approach to the world around us. Thus, the octopus offers us a powerful reminder of the fluidity and adaptability of time. Its liquid movements and constant adaptations to its environment challenge our fixed ideas about time and invite us to embrace a more flexible and open-minded approach to the world around us. By learning from the octopus and embracing its fluidity of movement and time, we can begin to unlock new possibilities for ourselves and for the world at large. Reference: Bowden-Jones, H. (2022, March 16). Can the liquid motion of the octopus radicalise our ideas about time? Aeon. <https://aeon.co/essays/can-the-liquid-motion-of-the-octopus-radicalise-our-ideas-about-time>.

1. Which of the following arguments describes the "liquid time" and how is it related to the octopus?
  - (a) Liquid time is a concept that sees time as fixed and linear, moving inexorably forward in a straight line.
  - (b) Liquid time is a concept that sees time as fluid and adaptable rather than fixed and linear, closely linked to the octopus.
  - (c) Liquid time is a concept that sees time as a fixed or rigid concept, similar to the way humans often think about time.
  - (d) Liquid time is a term used to describe the octopus's ability to change its shape, color, and texture to blend in with its surroundings.

2. The type of writing author is using is  
(a) Narrative storytelling (b) Scientific analysis  
(c) Persuasive argumentation (d) Philosophical exploration
3. Which of the following is true in the context of the passage?  
(a) The octopus is a fixed and rigid creature that does not adapt to its environment.  
(b) Liquid time sees time as a fixed and linear concept that moves inexorably forward in a straight line.  
(c) The author uses the octopus as a symbol for a new way of thinking about time, challenging traditional notions of time as fixed and linear.  
(d) The concept of "liquid time" is widely accepted and understood in mainstream scientific circles.
4. From the passage it can be inferred that the COVID-19 pandemic  
(a) The pandemic has not impacted our understanding of time and space  
(b) The pandemic has emphasized the importance of maintaining a fixed and linear perception of time  
(c) The pandemic has highlighted the need for flexibility and adaptability in our understanding of time and space  
(d) The pandemic has had little to a less impact on the way we live and work
5. "As humans, we often think of time as something that is fixed and linear, moving (\_\_\_\_\_) forward in a straight line." Which of the following words will fill in the blank to make the sentence coherent?  
(a) Unstoppably (b) Indolently (c) Effortlessly (d) Haphazardly

**Passage (Q.6 – Q.10):** Academia has often been criticised for being disconnected from the concerns of everyday life. Many people see it as an ivory tower where scholars indulge in abstract debates and theories, without any relevance to the real world. However, this perception is not entirely accurate. Academics can play an important role in addressing social and political issues and making their research more accessible and relevant to the general public. One way to achieve this is by using clear and accessible language. Academic writing often uses complex **jargon** and technical terms that can be confusing and intimidating to non-specialists. By using language that is clear and easy to understand, academics can make their research more accessible to a wider audience.

Another way is by making sure that academic research is relevant to the concerns of everyday life. Often, academic research can seem irrelevant to the concerns of ordinary people, focusing on topics that are esoteric and removed from their daily experiences. By making sure that research is relevant to the concerns of everyday life, academics can make their work more accessible and engaging to a wider audience. In today's world, there are many pressing social and political issues that need to be addressed. From climate change to income inequality to the ongoing COVID-19 pandemic, there is a wealth of important issues that academics can help to shed light on. By making their research more accessible and relevant to these concerns, academics can play a crucial role in shaping public opinion and policy.

Economics is one field where academics can have a significant impact. For too long, economics has been seen as a dry and technical field, disconnected from the concerns of everyday life. But this need not be the case. By focusing on issues such as income inequality, job insecurity, and the impact of globalization on local communities, economists can help to make their research more relevant and accessible to the general public. Engaging with the media is another important way that academics can make their research more accessible to the general public. By sharing their research through interviews, op-eds, or social media, academics can help to shape public opinion and policy. It is important to communicate research findings in a way that is clear and engaging, and to explain the implications of research in a way that is relevant to the concerns of everyday people. Academics can also engage with community organizations and other groups that are working on the ground to address social and political issues. By collaborating with these groups, academics can help to ensure that their research is relevant to the concerns of everyday people, and that it is being used to make a real difference in the world. Thus the academics have an important role to play in shaping public opinion and policy. By making academic research more accessible and relevant to the concerns of everyday life, academics can help to bridge

the gap between the world of academia and the wider society. Whether it be through clear and accessible language, relevant research topics, or engagement with the media and community organizations, there are many different ways that academics can make their work more accessible and engaging to the general public.

Reference: Azad, R. (2022, January 3). By academia, for the general public. The Hindu.

<https://www.thehindu.com/opinion/op-ed/by-academia-for-the-general-public/article66786131.ece>

6. The main idea of the passage is that
  - (a) The language used in academic writing should be complex and technical, as this is necessary to accurately convey the research being conducted.
  - (b) The role of academics in society has been overstated, and they should focus solely on their research without worrying about making it accessible to the general public.
  - (c) Academics can play an important role in addressing social and political issues by making their research more accessible and relevant to the general public.
  - (d) Community organizations and other groups working on social and political issues should not collaborate with academics, as their research is often irrelevant to the concerns of everyday people.
7. The tone of the passage towards the potential impact of academic research on society is
  - (a) Insignificant and unimportant
  - (b) Limited and restricted
  - (c) Far-reaching and transformative
  - (d) Negligible and trivial
8. Based on the above passage, which of the following argument is true?
  - (a) Academics should only focus on research that is directly relevant to the concerns of everyday people.
  - (b) Academic research is always disconnected from everyday life.
  - (c) Making academic research more accessible can involve engaging with the media and community organizations.
  - (d) The author suggests that academics should not engage with the public or media to make their research more accessible.
9. "One way to achieve this is by using clear and accessible language. Academic writing often uses complex jargon and technical terms that can be confusing and intimidating to non-specialists." Which of the following is the most appropriate synonym for "jargon" in the above sentence?
  - (a) Lexicon
  - (b) Colloquialism
  - (c) Argot
  - (d) Patois
10. From the passage it can be inferred that
  - (a) Interdisciplinary research is not effective in addressing complex problems.
  - (b) Collaboration between experts from different fields can lead to more comprehensive and effective solutions to complex problems.
  - (c) Experts from a single field are sufficient to address complex problems.
  - (d) Collaboration between experts from different fields is not necessary to address complex problems.

**Passage (Q.11 – Q.15):** The Supreme Court of India has issued a landmark order directing the immediate registration of First Information Reports (FIRs) in cases of hate speech. This decision is a crucial step towards addressing the growing problem of hate speech in the country and protecting the rights of marginalized communities. However, while the Supreme Court's directive is a welcome move, India needs a more comprehensive legal and political framework to combat the spread of hate speech. Hate speech has become an increasingly pervasive problem in India, with numerous instances of hate speech being used to target religious and ethnic minorities, Dalits, and women. The rise of social media has only amplified this issue, with individuals using platforms like Twitter and Facebook to spread hate speech and target vulnerable communities. The Supreme Court's order is a significant development, as it emphasizes the importance of punishing those who engage in hate speech. However, India needs more comprehensive political and legal solutions to tackle this problem. One of the main challenges in combatting hate speech is the lack of a clear legal definition. While the Supreme Court has acknowledged that hate speech is harmful, there is no clear legal framework in place to define

what constitutes hate speech. This lack of clarity makes it difficult for law enforcement officials to take action against those who engage in hate speech. Furthermore, there is often a lack of political will to tackle the problem of hate speech, particularly when it is used by powerful politicians or leaders.

To effectively combat hate speech, India needs a more comprehensive legal and political framework. The government should work towards defining hate speech and establishing clear guidelines for law enforcement officials to follow. In addition, there should be strict penalties in place for those who engage in hate speech, regardless of their position or power. The government should also work towards promoting greater tolerance and understanding between different communities, through education and awareness-raising campaigns. However, the fight against hate speech requires a collective effort from all members of society. It is not just the responsibility of the government, but also of individuals and civil society organizations. There needs to be a concerted effort to promote greater empathy and understanding between different communities, and to challenge the narratives of hate that are often used to stigmatize and marginalize certain groups.

In conclusion, while the Supreme Court's directive is an important step towards protecting the rights of marginalized communities, India needs more comprehensive legal and political solutions to combat the menace of hate speech. The government should work towards defining hate speech, establishing clear guidelines for law enforcement officials, and promoting greater tolerance and understanding between different communities. Ultimately, the fight against hate speech requires a collective effort from all members of society, and it is up to us to work towards creating a more just and equitable society where hate speech has no place.

Reference: Supreme Court orders immediate registration of FIRs in hate speech cases, but India needs political and legal solutions to fight hate speech. Hindustan Times.

Retrieved from <https://www.hindustantimes.com/editorials/supreme-court-orders-immediate-registration-of-firs-in-hate-speech-cases-but-india-needs-political-and-legal-solutions-to-fight-hate-speech-101682691283010.html>

11. It can be inferred that the social media
  - (a) Social media has a minimal impact on the spread of hate speech in India.
  - (b) Hate speech is more prevalent offline than online in India.
  - (c) Social media has made it easier for individuals to target vulnerable communities with hate speech in India.
  - (d) Social media companies in India have taken effective measures to prevent the spread of hate speech.
12. The overall tone of the author is
  - (a) Concerned yet hopeful
  - (b) Dismissive yet optimistic
  - (c) Pessimistic yet supportive
  - (d) Cautious yet indifferent
13. Which of the following statements is true based on the information in the passage except?
  - (a) The Supreme Court's order emphasizes the importance of punishing those who engage in hate speech.
  - (b) Hate speech is a growing problem in India that particularly affects marginalized communities.
  - (c) There is a clear legal framework in place to define hate speech in India.
  - (d) India needs more comprehensive legal and political solutions to combat hate speech.
14. Which of the following can be concluded about the penalties for hate speech?
  - (a) Penalties for hate speech should be lenient to protect free speech.
  - (b) Penalties for hate speech should only be imposed on individuals who target specific communities.
  - (c) Penalties for hate speech should be based on the intentions of the speaker.
  - (d) There should be strict penalties in place for those who engage in hate speech, regardless of the circumstances.
15. The word marginalized is antonym of
  - (a) Disenfranchised
  - (b) Privileged
  - (c) Alienated
  - (d) Oppressed

**Passage (Q.16 – Q.19):** "As Gregor Samsa awoke one morning from uneasy dreams he found himself transformed in his bed into a gigantic insect. He was lying on his hard, as it were armor-plated, back and when he lifted his head a little he could see his domelike brown belly divided into stiff arched segments on top of which the bed quilt could hardly keep in position and was about to slide off completely. His numerous legs, which were pitifully thin compared to the rest of his bulk, waved helplessly before his eyes.

"What's happened to me?" he thought. It was no dream. His room, a proper human room although a little too small, lay peacefully between its four familiar walls. A collection of textile samples lay spread out on the table – Samsa was a traveling salesman – and above it there hung a picture that he had recently cut out of an illustrated magazine and housed in a nice, gilded frame. It showed a lady fitted out with a fur hat and fur boa who sat upright, raising a heavy fur muff that covered the whole of her lower arm towards the viewer.

Gregor then turned to look out the window at the dull weather. Drops of rain could be heard hitting the pane, which made him feel quite sad. "How about if I sleep a little bit longer and forget all this nonsense", he thought, but that was something he was unable to do because he was used to sleeping on his right, and in his present state couldn't get into that position. However hard he threw himself onto his right, he always rolled back to where he was.

He must have tried it a hundred times, shut his eyes so that he wouldn't have to look at the floundering legs, and only stopped when he began to feel a mild, dull pain there that he had never felt before.

"Oh, God", he thought, "what a strenuous career it is that I've chosen! Traveling day in and day out. Doing business like this takes much more effort than doing your own business at home, and on top of that there's the curse of traveling, worries about making train connections, bad and irregular food, contact with different people all the time so that you can never get to know anyone or become friendly with them. It can all go to Hell!" He felt a slight itch up on his belly; pushed himself slowly up on his back towards the headboard so that he could lift his head better; found where the itch was, and saw that it was covered with lots of little white spots which he didn't know what to make of; and when he tried to feel the place with one of his legs he drew it quickly back because as soon as he touched it he was overcome by a cold shudder."

Reference: Kafka, F. (1915). The Metamorphosis. Leipzig, Germany: Kurt Wolff Verlag

<https://www.gutenberg.org/files/5200/5200-h/5200-h.htm>

16. "A collection of textile samples lay spread out on the table". The figure of speech used in the given statement is  
a  
(a) Metaphor                      (b) Hyperbole                      (c) Personification                      (d) Simile
17. ( ) caused Gregor Samsa's transformation into an insect  
(a) A curse from a witch                      (b) An experiment gone wrong  
(c) A virus or disease                      (d) Reason is unknown
18. It can be inferred that the Gregor Samsa's understanding of his own body after his transformation is  
(a) He is completely unfamiliar with his new body and its functions.  
(b) He has some understanding of his new body, but is still discovering new features.  
(c) He is fully aware of his new body and its functions.  
(d) He is fully aware of his new body but not of the features
19. "When he tried to feel the place with one of his legs he drew it quickly back because as soon as he touched it he was overcome by a cold shudder." The synonym of the word shudder is:  
(a) Tremor                      (b) Languor                      (c) Quiescence                      (d) Oscillation

**Passage (Q.20 – Q.24):** Santiago rowed steadily, slowly, and the boat moved sensibly through the water. The sun was now up, and the rays shone on the water in the wake of the boat and threw a long shadow ahead. There were only two ways to sleep on the boat—one was curled up, like a cat; the other was to face the bow, your head on your arms, with the sea under you and the sky above you. Santiago chose the latter way and slept with his head on his left arm. All the time he slept he dreamed of the lions.

They played like young cats in the dusk and he loved them like brothers. It was no sin to kill them. They fed him and he had to do it. But, though, he had no fear of a man in a war who had come to kill him, he could feel his stomach tightening. It was a kind of a strange nausea. "Galanos," he said aloud. "I wish I had the boy."

Again he dreamed of the lions. They were not the same lions, he knew, that had taken him with the princess in the palace of the king of Béotia, for he had been too young then to know much and the lions had come like large yellow nightmares and the princess had picked him up in her arms and carried him and kissed him and he had stayed with her that night while the lions roared against the doors of the palace. "I am not afraid of them," he said to himself. At that moment he felt the gentle touch on the line and he was happy.

"God help me to have the cramp go," he said. "It is hard on a man."

He had been on the point of feeling a cramp coming when he had stopped rowing the night before. Now he felt it coming again. As the sun rose he felt it come, sharp and unavoidable, and he rowed with his left hand and his shoulders to hold it off as long as he could. The water was clear and a slight breeze came up and the old man looked ahead, his hands gripping the gunwale, and saw the lovely curve of the beach and decided to take a rest. "I will rest awhile," he said.

He turned the boat and pulled the skiff up beside the stern. He stepped out onto the little platform of the stern, and unsteadily worked his way to the bow and rested on one of the bitts. The line lay across his shoulders and the weight of the fish was heavy across his neck, but he lifted it as he rose up to step onto the bow. He received no answer from the bitts and, being too tired to hold the lash of the tiller, he allowed the boat to lie beam-on to the sea. The current was gentle and he drifted now with the boat, his head and shoulders emerging from the water.

He looked back at the lights of the city, which hung like a blanket over the water-front to the eastward, and he knew that in an hour the light house would be there. A bottle nosed dolphin came out of the dusk, catching the light of the sun on the water, and he turned on his back with the sound of the water in his ears and watched the flight of the fish in the air.

He loved to watch them flying with their backs shining in the sun, and their long flights through the air. They were the fastest of all the fishes, and he loved them for that, and also because they were so brightly coloured and so easy to see in the water.

Reference:

Hemingway, Ernest. *The Old Man and the Sea*. Scribner, 1952

20. The main theme of the passage is
- (a) The joys of fishing and the beauty of the ocean
  - (b) The fear and danger of encountering wild animals
  - (c) The struggle to overcome physical and emotional challenges
  - (d) The importance of rest and relaxation in a busy life
21. "The water was clear and a slight breeze came up and the old man looked ahead, his hands gripping the gunwale, and saw the lovely curve of the beach and decided to take a rest." The figure of speech used in the above statement is
- (a) Hyperbole
  - (b) Oxymoron
  - (c) Allusion
  - (d) Imagery

22. It can be inferred about the relationship between the old man and the sea from the following line in the passage:  
"The old man had taught the boy to fish and the boy loved him."?
- (a) The old man and the sea were enemies and constantly at odds with each other.
  - (b) The old man and the sea had a mutual respect for each other.
  - (c) The old man was afraid of the sea and only fished because he had to.
  - (d) The old man and the sea had no relationship and were completely indifferent to each other.
23. Santiago dreamt about \_\_\_\_\_ while he was sleeping on the boat of
- (a) He dreamed about killing lions.
  - (b) He dreamed about the sea and the sky.
  - (c) He dreamed about a princess and lions in a palace.
  - (d) He dreamed about a prince and lions in a palace.
24. "Santiago rowed steadily, slowly, and the boat moved sensibly through the water" Which of the following words can be appropriate synonym of the word steadily
- (a) Constantly, consistently, persistently
  - (b) Gradually, leisurely, languidly
  - (c) Firmly, securely, resolutely
  - (d) Deliberately, cautiously, eventually

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ANSWER KEY					
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
B	D	C	D	A	C
<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
C	C	C	B	C	A
<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>
C	D	B	C	D	B
<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>
A	C	D	B	D	A

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