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Passage-Based Question on English for CLAT UG [Part 25]

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Passage 1 (P.1) In the modern global order, access to strategic resources has increasingly become a defining factor in international politics. While traditional geopolitical competition once centred on territory and military strength, contemporary rivalries are often shaped by the control of resources that power industrial and technological development. Among these, rare earth minerals, energy supplies, and semiconductor materials have emerged as particularly significant. Rare earth elements, despite their name, are not always scarce in absolute terms. However, their extraction and processing require highly specialised infrastructure and involve significant environmental costs. As a result, only a handful of countries dominate their production. This concentration has given rise to strategic concerns among nations that rely heavily on imported materials for manufacturing advanced technologies, including renewable energy systems, consumer electronics, and defence equipment. The dependence on limited suppliers has prompted governments to rethink their economic and security strategies. Some states have begun investing heavily in domestic mining industries, even where extraction costs are relatively high. Others have sought to diversify supply chains by forming partnerships with alternative resource-producing countries. These initiatives reflect a broader attempt to reduce vulnerability to geopolitical pressure. However, efforts to secure strategic resources may themselves create new tensions. Countries that control key materials may use their position as a diplomatic tool, imposing export restrictions or adjusting prices to influence international negotiations. Meanwhile, nations seeking greater resource independence may expand mining activities into environmentally sensitive regions, generating opposition from local communities and environmental groups. This dynamic illustrates a fundamental dilemma. On one hand, access to strategic resources is essential for technological progress and economic stability. On the other hand, the pursuit of such resources can intensify geopolitical rivalries and environmental challenges. As the global demand for advanced technologies continues to grow, the politics surrounding resource control is likely to become even more complex. Ultimately, the question facing policymakers is not merely how to obtain these resources, but how to balance economic development, environmental responsibility, and geopolitical stability in an increasingly

interconnected world. **1. The central theme of the passage is that modern geopolitical competition increasingly revolves around?** a. military expansion and territorial disputes
b. technological innovation alone
c. access to strategic resources necessary for technology and industry
d. cultural influence among nations **2. The author's discussion of rare earth minerals primarily serves to?** a. argue that they are extremely rare worldwide
b. illustrate how resource concentration can create geopolitical dependence
c. criticise renewable energy technologies
d. show that mining is economically unprofitable **3. Which of the following can be most reasonably inferred from the passage?** a. Countries will soon stop relying on imported resources entirely.
b. Control over resource supply chains may influence diplomatic relations.
c. Environmental concerns are irrelevant to mining industries.
d. Rare earth minerals are no longer necessary for technology. **4. Which of the following developments would most weaken the argument of the passage?** a. Discovery of widely accessible alternative materials replacing rare earth elements
b. Increased investment in renewable energy
c. International cooperation on environmental regulation
d. Growing global demand for electronics **5. The author's tone throughout the passage is best described as?** a. analytical and cautious
b. highly critical and emotional
c. sarcastic and dismissive
d. celebratory and optimistic **Passage 2 (P.2)** Universities have long occupied a unique position within society. Since their emergence in medieval Europe, they have served as institutions dedicated not merely to the transmission of knowledge but also to its creation. Early universities were relatively small communities of scholars who gathered to study philosophy, theology, law, and medicine. Their purpose extended beyond practical training; they sought to cultivate intellectual inquiry and debate. Over time, universities evolved into complex institutions with diverse roles. During the nineteenth and twentieth centuries, many universities expanded their research functions, becoming central to scientific discovery and technological innovation. Governments increasingly recognised that academic research could contribute to national development, leading to substantial investment in higher education. Yet the modern university faces a range of challenges. Critics argue that universities are gradually shifting away from their

traditional mission of independent inquiry. In many countries, financial pressures have encouraged institutions to prioritise commercially profitable research areas while reducing support for disciplines such as philosophy or the humanities. Some observers worry that this trend may undermine the broader educational role of universities. At the same time, universities remain among the few institutions where ideas can be examined critically without immediate commercial or political constraints. Academic freedom the principle that scholars should be free to pursue research and express ideas without undue interference, remains central to the identity of the university. The tension between intellectual independence and external pressures is therefore not new, but it has intensified in recent decades. As universities become increasingly intertwined with government policies and private funding, questions arise about how these institutions can preserve their commitment to critical inquiry while responding to the practical demands of modern societies. Ultimately, the significance of universities lies not only in the knowledge they produce but in their capacity to foster environments where ideas can be questioned, debated, and refined. In this sense, universities remain vital to the intellectual life of any society. **6. The primary purpose of the passage is to?** a. criticise universities for abandoning traditional subjects

b. trace the evolving role of universities and the challenges they face

c. argue that universities should focus only on research

d. demonstrate that universities are losing relevance **7. The author refers to academic freedom mainly to emphasise?** a. the financial independence of universities

b.the decline of research activities

c. the need for government control of education

d. the importance of intellectual autonomy within universities **8. Which of the following statements would the author most likely agree with?** a. Universities should avoid collaboration with governments entirely.

b. Universities must balance intellectual independence with societal demands.

c. Universities should abandon humanities disciplines.

d. Universities primarily exist to produce commercial technologies. **9. Which development would most strongly support the author's concern?** a. Universities increasingly focusing on research that generates immediate profits

b. Universities expanding philosophy departments

c. Governments funding independent research projects

d. Universities promoting open intellectual debate **10. The author's tone towards modern**

universities can best be described as? a. cautiously reflective

b. dismissive

c. enthusiastic

d. indifferent **Passage 3 (P.3)** Human beings experience time as a continuous flow from past to present to future. This perception seems so natural that it rarely invites reflection. Yet philosophers have long questioned whether time actually exists in the way we experience it. One view holds that the passage of time is an objective feature of reality. According to this perspective, events occur in a sequence that moves steadily forward, and the present moment constantly replaces the past. This understanding aligns with everyday experience: we remember the past, perceive the present, and anticipate the future. However, another philosophical perspective challenges this intuition. Some philosophers argue that the distinction between past, present, and future may exist only within human consciousness. From this standpoint, all events may exist equally within a larger temporal structure, while our perception of "flowing time" arises from the limitations of human cognition. Scientific developments have further complicated this debate. In modern physics, theories concerning spacetime suggest that time may not function independently but rather forms part of a broader structure that combines both space and time dimensions. These ideas raise questions about whether the future might already exist in some sense, even if it remains inaccessible to us. Despite these complex theories, the experience of time remains deeply embedded in human life. Our decisions, memories, and plans all rely on the assumption that time moves forward. Whether or not this perception reflects the true nature of reality, it plays a fundamental role in shaping human behaviour. Thus, the philosophical inquiry into time reveals a striking contrast between the world as we perceive it and the world as it may actually be. The challenge lies in determining whether our intuitive understanding of time represents an accurate description of reality or merely a useful illusion. **11. The central philosophical question explored in the passage is?** a. whether time is measured accurately by clocks

b. whether the experience of time reflects its true nature

c. whether time should be studied scientifically

d. whether the future can be predicted **12. The second philosophical perspective mentioned in the passage suggests that?** a. time flows faster than humans perceive

b. past events cease to exist entirely

c. the distinction between past, present, and future may be a feature of human perception

d. scientific theories fully explain time **13. The reference to modern physics in the passage**

serves primarily to? a. provide scientific support for philosophical questions about time

b. dismiss philosophical inquiry as unnecessary

c. prove that time does not exist

d. demonstrate the superiority of physics over philosophy **14. Which of the following statements would most weaken the second philosophical perspective?** a. Evidence that human perception of time varies across cultures

b. Scientific evidence demonstrating that time objectively flows in one direction

c. Evidence that memory influences our perception of time

d. Studies showing that time perception can change under stress **15. The author's overall tone in the passage is best described as?** a. exploratory and reflective

b. sarcastic and dismissive

c. highly emotional

d. strongly argumentative **Answers** C B B A A B D B A A B C A B A