BLOGS

Passage-Based Questions on English for CLAT UG [Part 7]

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Passage 1 (P.1)

In an era saturated with signals, attention has become less a natural faculty and more a contested resource. Screens flash, notifications chime, and information arrives in carefully packaged fragments designed to compete for the mind’s limited capacity to focus. What once felt like a private, internal act, deciding what to think about, now unfolds within an environment engineered to shape that decision in advance. This transformation has altered not only how people consume information but how they understand themselves. When concentration is continually interrupted, the sense of continuity that underpins memory and reflection begins to fracture. Thoughts are no longer allowed to settle into patterns of meaning; instead, they are nudged aside by the next urgent prompt. Over time, this rhythm of disruption can make sustained attention feel unfamiliar, even uncomfortable. Yet the story is not simply one of loss. The same systems that fragment attention also enable forms of connection that were once unimaginable. Communities form across distances, ideas circulate at unprecedented speed, and individuals gain access to knowledge that was previously confined to narrow circles. The challenge lies in navigating this abundance without surrendering the ability to choose, deliberately and consciously, what deserves one’s focus. Underlying this tension is a deeper question about agency. If attention can be guided by design, through layout, timing, and visual emphasis, then the boundary between choice and influence becomes increasingly difficult to trace. The individual may still feel autonomous, even as their habits are quietly shaped by forces that operate beyond immediate awareness. To reclaim attention, then, is not merely to silence notifications or reduce screen time. It is to cultivate a form of awareness about the conditions under which thinking itself takes place. In recognizing that attention is both personal and political, one begins to see focus not as a given, but as a practice that must be consciously sustained.

1. What is the main idea of the passage ?

a. Attention has become less important in modern society

b. Attention is increasingly shaped by external design rather than personal choice

c. Attention can no longer be sustained for long periods

d. Attention is primarily influenced by social relationships

2. In the phrase “architecture of attention,” the word architecture most nearly refers to?

a. physical spaces that affect thinking

b. artistic presentation of information

c. the structural design that shapes how attention is directed

d. the technical layout of attention and distraction

3. Which of the following best describes the author’s tone?

a. Condemning

b. Optimistic

c. Ironic

d. Balanced

4. Which of the following is an assumption in the passage?

a. The environment plays a role in shaping cognitive habits

b. Attention is a fixed trait that cannot be developed

c. Individuals are always aware of what influences their focus

d. Technology is inherently harmful

5. The final paragraph implies that reclaiming attention needs what ?

a. rejecting all forms of technology

b. understanding the conditions that influence one’s thinking

c. isolating oneself from social interaction

d. increasing productivity by avoiding distractions

Passage 2 (P.2)

Memory is often imagined as a private archive, a personal collection of moments stored within the mind. Yet the act of remembering rarely occurs in isolation. Families, communities, and nations all participate in shaping which events are preserved and which gradually fade into obscurity. In this sense, memory becomes a shared project, constructed through repetition, silence, and selective emphasis. Public monuments, school textbooks, and commemorative rituals serve as visible expressions of this collective remembering. They do not merely record the past; they interpret it.

By highlighting certain figures and events, they suggest what is worthy of admiration, mourning, or pride. At the same time, the absence of other stories can signal that some experiences are considered less significant or, at times, inconvenient. This selective process raises questions about authority. Who decides what is remembered and how it is framed? The answers often lie in institutions with the power to shape narratives, from governments to media organizations. Their influence does not necessarily operate through overt control, but through the quieter mechanisms of emphasis and omission. Yet memory is not entirely captive to official narratives. Personal stories, oral traditions, and informal networks of communication can challenge dominant versions of the past. These alternative accounts may lack the permanence of stone or print, but they persist through the bonds of shared experience and the urgency of being told. The tension between official history and lived memory reveals that the past is not a fixed landscape, but a terrain continually reshaped by present concerns. What a society chooses to remember says as much about its current values as it does about its former realities.

6. What is the main idea of the passage ?

a. Memory is an unreliable record of past events

b. Memory is shaped by both personal and collective influences

c. Memory should be preserved through formal institutions

d. Memory is controlled entirely by government

7. The role of monuments and textbooks, according to the passage is to ?

a. provide neutral accounts of history

b. replace personal memory with those

c. interpret and emphasize certain aspects of the past

d. challenge official narratives

8. In the context of the passage, “authority” most nearly refers to?

a. the ability to shape how stories about the past are told

b. legal power to enforce laws

c. government who implants a narrative

d. moral superiority and norms

9. The passage suggests that alternative accounts of the past persist mainly through?

a. formal documentation

b. digital archives

c. legal recognition

d. shared experiences and storytelling

10. The last statement implies that remembering the past is influenced by ?

a. present-day values and priorities

b. economic conditions alone

c. historical accuracy

d. scientific research

Passage 3 (P.3)

Work is often measured in terms of productivity and compensation, reduced to numbers on a timesheet or figures on a payslip. This perspective, while practical, captures only a narrow slice of what labor represents in human life. For many, work is also a source of identity, community, and a sense of contribution to something larger than the self. The routines of a workplace can create informal networks of belonging. Shared challenges, collective problem-solving, and even everyday conversations forge relationships that extend beyond professional roles. In these spaces, individuals are not merely performers of tasks, but participants in a social environment that shapes how they see themselves and others. At the same time, the meaning attached to work is not evenly distributed. Some forms of labor are celebrated and rewarded, while others remain invisible despite being essential. This uneven recognition can influence whose efforts are valued and whose are taken for granted, reinforcing social hierarchies that reach far beyond the workplace. Technological change has further complicated this landscape. Automation and remote work have altered not only what people do, but how they connect with colleagues and communities. The absence of physical proximity can weaken certain bonds, even as digital tools create new forms of collaboration. To consider the meaning of work, then, is to move beyond economic calculation and into the realm of social and ethical reflection. It invites a reconsideration of how societies define worth, not merely in terms of output, but in terms of the relationships and responsibilities that labor sustains.

11. What is the central argument of the passage ?

a. Work has social and personal significance beyond economic value

b. Work should be evaluated only by salary and productivity

c. Work is becoming less important due to technology

d. Wok primarily serves to build communities

12. The phrase “uneven recognition” as given in the passage refers to?

a. differences in how hard people work

b. inconsistent pay structures

c. unequal value placed on different types of labor

d. hierarchy based on class

13. Which of the following best describes the tone of the passage?

a. Critical and confrontational

b. Light-hearted and humorous

c. Neutral and detached

d. Reflective and analytical

14. According to the passage, what can remote work do ?

a. eliminate workplace relationships

b. strengthen professional bonds

c. weaken some social connections while creating new collaborations

d. reduce the need for technology

15. The author implies that societies often define “worth” primarily in terms of?

a. creativity and happiness

b. economic output and productivity

c. social relationships and collaborations

d. technological skill

Answers

1. B – The passage explains that attention today is less about personal will and more about external influence.
2. C – Here, “architecture” is not about buildings but about the structure that quietly directs where and how attention flows.
3. D – The author neither fully criticises nor blindly praises technology, instead, they acknowledge both its harms and benefits, keeping the tone balanced.
4. A – Throughout the passage the author assumes that our surroundings and digital environments shape how we think and focus.

5. B – The ending suggests that reclaiming attention requires awareness of what shapes our thinking, not simply avoiding technology .
6. B – The passage shows that memory is created not just in individual minds but also through families, institutions, and shared social practices.
7. C – Monuments and textbooks highlight certain events and figures, shaping how the past is understood.
8. A – Here, “authority” refers to who gets to influence, which stories are told and which are left out of the memory.
9. D – The passage explains that personal stories survive mainly through shared experiences and storytelling, even without official recognition.
10. B – The final line makes it clear that what societies remember, often shows present-day priorities rather than the past itself.
11. A – The author argues that work is more than pay and productivity, as it also shapes identity, relationships, and a sense of belonging.
12. C – Here “Uneven recognition” points to how some kinds of work are valued and rewarded, while other essential labor goes unnoticed.
13. D – The passage calmly reflects on the changing meaning of work, analysing it rather than attacking or entertaining the reader.
14. C – Remote work is shown to weaken certain face-to-face bonds while still allowing new forms of collaboration to emerge.
15. B – The author suggests that societies usually judge worth by output and productivity, which the passage encourages readers to rethink.