

IN-CLASS DRILL · ENGLISH CLASS 03 · CRITICAL VS ANALYTICAL · ANSWER KEY

Tone of the Passage — Drill 1 · Key & Explanations

Q	A	Q	A	Q	A	Q	A	Q	A	Q	A	Q	A	Q	A	Q	A	Q	A
1	A	2	C	3	A	4	C	5	A	6	C	7	A	8	C	9	A	10	C
11	A	12	C	13	A	14	C	15	A	16	C	17	A	18	C	19	A	20	C

Q	A	Q	A	Q	A	Q	A	Q	A
21	B	22	C	23	C	24	B	25	B
26	C	27	B	28	C	29	B	30	C
31	C	32	C	33	C	34	B	35	B
36	B	37	C	38	B	39	C	40	B

SEC A · CRITICAL 10	SEC A · ANALYTICAL 10	SEC B · TOTAL 20
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Section B passages alternate Critical · Analytical · Critical · Analytical. Each Q rewards a one-line evidence pull from the passage — the cue word that fixes the tone, not a paraphrase. Discuss disagreements with the passage open in the next class.

SECTION A · EXPLANATIONS Q 1-20 | ONE-LINE CUE PER ANSWER

- Q1. A — Analytical.** balanced framing — 'data from labour, agriculture and trade' supports observations without endorsing.
- Q2. C — Critical.** verdict-loaded language — 'fails to address,' 'weak planning,' 'lack of foresight' all judge.
- Q3. A — Analytical.** neutral comparison — 'compares,' 'assesses against measurable outcomes,' 'left for the reader' = no endorsement.
- Q4. C — Critical.** explicit fault-finding — 'deeply flawed,' 'unsustainable,' 'ignored warnings' = open disapproval.
- Q5. A — Analytical.** structured explanation — 'breaks the causes into,' 'discusses relative contribution,' cites research.
- Q6. C — Critical.** open condemnation — 'condemns ... inadequate and irresponsible' is the author's verdict.
- Q7. A — Analytical.** even-handed examination — 'three rival interpretations,' 'weighs evidence,' delays conclusion.
- Q8. C — Critical.** fault list — 'thin storyline,' 'never quite cohere,' 'failed at the most basic task.'
- Q9. A — Analytical.** data presentation only — 'declines, deliberately, to endorse any policy stance' is the giveaway.
- Q10. C — Critical.** verdict words — 'short-sighted and harmful,' 'silence ... as the deeper failing.'
- Q11. A — Analytical.** classification + comparison — 'categorises,' 'compares,' 'case studies anchor each' = analytical method.
- Q12. C — Critical.** open accusation — 'condemns ... lack of transparency,' 'erodes the public trust' = critical.
- Q13. A — Analytical.** side-by-side weighing — 'evaluates economic and social factors,' 'neither leading nor trailing.'
- Q14. C — Critical.** fault-and-blame — 'criticises ... outdated and inefficient,' 'reforms ... weakly implemented.'
- Q15. A — Analytical.** variables + interpretation — 'breaks consumer behaviour into measurable variables,' 'patterns against panel data.'
- Q16. C — Critical.** denunciation — 'three serious flaws,' 'ignores precisely the populations it was meant to reach.'
- Q17. A — Analytical.** comparison without verdict — 'discusses four theories in turn,' 'does not adjudicate among them.'
- Q18. C — Critical.** open denunciation — 'denounces ... unethical sourcing,' 'accuses senior management of deliberately misleading.'
- Q19. A — Analytical.** structural exposition — 'outlines the formal structure,' 'without praising or blaming.'
- Q20. C — Critical.** judgement of policy and people — 'reflects poor judgement,' 'disproportionate harm,' 'no voice in its drafting.'

PASSAGE 1 · EDITORIAL · ON A DRAFT LABOUR CODE · TONE: CRITICAL Q 21-25

- Q21. B — critical of the draft code's substance.** The author argues, with deliberate quietness, that the draft does not deliver what it advertises. Cue: 'less a reform than the outline of one'.
- Q22. C — a quiet but pointed denial that the draft is what it claims to be.** The structural inversion 'less X than Y' performs a denial — the draft is denied the name of reform. Cue: 'than the outline of one' negates the previous noun.
- Q23. C — named in form but hollowed out in substance.** The protections survive in form (as enabling clauses) but are emptied of content. Cue: 'survive only as enabling clauses, to be filled in later by rules'.
- Q24. B — indignant in shape, critical in substance.** Indignant in shape (the workers were promised something), critical in substance (and they did not get it). Cue: parallel of 'promised clarity' and 'live with discretion'.
- Q25. B — the unilateral, unaccountable judgement of others.** 'Discretion' here = unilateral, unreviewable judgement of others, not the worker's. Cue: opposed to 'clarity' in the same sentence.

PASSAGE 2 · ACADEMIC ESSAY · COMPARATIVE PUBLIC ADMINISTRATION · TONE: ANALYTICAL Q 26-30

- Q26. C — analytical, weighing two distinct approaches.** Two reforms held side by side, neither favoured. The hallmark of analytical prose. Cue: 'rest on different assumptions ... each has produced gains; each has carried a cost'.
- Q27. B — symmetrical comparison of two contrasting assumptions.** Symmetrical comparison anchors the whole passage. Cue: 'first ... second' construction with parallel verb-clauses.

- Q28. C** — *the answer depends on which underlying constraint matters more in a given society.* The author refuses to take a side; the answer turns on which constraint binds the society in question. Cue: 'is to take a position not on the reforms themselves but on which constraint'.
- Q29. B** — *establish a balanced, judgement-withholding framing.* Pure balance phrasing — gains and costs named together, neither dramatised. Cue: 'each ... each' clause structure.
- Q30. C** — *actively limiting; the constraint that most shapes outcomes.* 'Binding' = actively limiting; the constraint that most shapes outcomes — a public-policy term of art. Cue: 'the more binding' in the closing sentence.

PASSAGE 3 · OP-ED · ON A RECENTLY LAUNCHED FLAGSHIP SCHEME · TONE: CRITICAL

Q 31–35

- Q31. C** — *satirically critical of the launch's substance.* Surface praise of a launch is calmly demolished by what comes after — that is satire used to criticise. Cue: 'three speeches and an application'.
- Q32. C** — *disapproving — the scheme is criticised under cover of mock-praise.* Disapproval is real but never shouted; the prose lets the reader feel it. Cue: 'almost exactly, the citizens for whom the scheme had been designed'.
- Q33. C** — *a deadpan reversal — the prose calmly affirms what the rest of the passage has demolished.* Deadpan reversal — the calm closing line affirms a 'success' the rest of the passage has just demolished. Cue: 'otherwise, a complete success' after the exclusion line.
- Q34. B** — *expose, through mock-clarification, the gap between what was promised and what was delivered.* Mock-clarification: clarifies in form, exposes in substance. Cue: 'By X was meant Y' twice in succession, each version damaging.
- Q35. B** — *with deliberate, ironic precision — the overlap is total.* 'Almost exactly' is an ironic precision — the overlap is in fact total, the hedge is for comic effect. Cue: paired with 'the citizens for whom the scheme had been designed'.

PASSAGE 4 · LONG-FORM · ON THE LINK BETWEEN TECHNOLOGY AND PRODUCTIVITY · TONE: ANALYTICAL

Q 36–40

- Q36. B** — *analytical — weighing partial evidence carefully.* Partial support, partial qualification — analytical tone holds throughout. Cue: 'on the available evidence, only partly supported'.
- Q37. C** — *describes one part of the data well, but not the whole.* The claim is true for the leading firms, but does not yet describe the whole economy. Cue: 'describes the experience of the leading firms; it does not yet describe ... the economy as a whole'.
- Q38. B** — *summarise, in measured terms, the heterogeneity the rest of the passage has set out.* A measured, summary phrasing of the passage's chief finding — not a verdict, a description. Cue: 'wide and uneven distribution of returns'.
- Q39. C** — *a concession ('that part is well-attested') followed by a careful qualification.* Concession ('that part of the claim is well-attested') followed by careful qualification ('but the same data shows almost no measurable gain'). Cue: 'but' is the structural pivot.
- Q40. B** — *supported by the available evidence.* 'Attested' = supported by the available evidence — testimony in a soft, evidentiary sense. Cue: paired with 'on the available evidence' earlier in the sentence.

Teacher's Notes

Five things to lead in class while reviewing this drill before students attempt the next set.

- The author judges, or the author explains.** That single fork decides almost every Q in Section A. Ask students to underline the verb of the second sentence — that's where the author's posture sits most often (condemns/argues/criticises vs examines/weights/discusses).
- 'Pointing out flaws' is critical only when the author has named the flaw as a flaw.** A passage that 'points out' the unintended drawbacks while also presenting benefits (Q1) is analytical. Q4 and Q8 both 'point out' too, but the language used to point ('deeply flawed,' 'failed') flips them to critical.
- Beware of mixed cues.** Q9 lists data ('plain tables') but the giveaway is the second sentence — 'declines, deliberately, to endorse'. Section A rewards reading both lines, not just the first.
- In Section B, distinguish surface from substance.** Passage 3 ('the launch was, otherwise, a complete success') praises on the surface but the prose has demolished the launch. Passage 4 sounds critical of the leading firms (it isn't) but is actually weighing partial evidence — that's analytical, not critical.
- Closest-in-meaning Qs are tone tests, not thesaurus tests.** Q25 ('discretion'), Q30 ('binding'), Q35 ('almost exactly'), Q40 ('attested') each ask which sense of the word fits the passage's posture, not which sense leads the dictionary entry.



Decide the family first. Then the cousin.

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