

CHAPTER 1

UNSEEN PASSAGE

In CTET exam English Language II consist of 2 prose passages only. In previous years' exams 2011 to 2015, 6 and 9 questions from passages have been asked. But in the year 2016, 7 and 8 questions were asked.

About the Section

This section consists of comprehension based on Prose. As you know, a comprehension exercise consists of an unseen passage, upon which questions are set to test the candidate.

A comprehension exercise is used to test the candidate's ability to understand the given text and to deduce information and meanings from it.

Types of Questions Asked

There are four types of questions asked on a comprehension in the CTET Exam. *These are as follows*

1. Facts or conclusion based
2. Title or theme based
3. Vocabulary based
4. Grammar based

The candidate is advised to solve a number of exercises on comprehension keeping the given tips in mind in order to gain mastery in solving the various types of questions.

Tips for Solving Comprehension

1. Read the passage quickly in the first go to get the general idea of the passage.
2. In the second go, read the passage slowly so as to know the details.
3. Now, study the questions thoroughly. Turn to the relevant part of the passage to get the answer of the questions.

4. If you are asked to give the meaning of any phrase or word from the passage, the answer should be based on the context of the passage.

SOLVED EXAMPLES

DIRECTIONS (Passage Nos. 1-2) *Read the following passages carefully and answer the questions that follow.*

Passage 1

A newly appointed teacher with a good academic record has come to take up English classes of class VII. He is sincere enough and has sound knowledge of the new trends and approach of teaching English Language, whether through, functional communicative method or the direct method. He tries to follow his professional skills acquired from the handbook or the teacher's manual and advice from linguists. In the classroom, he uses only English as the medium of his instruction. He advises his learners to guess the meanings. He sincerely tries to improve the standard of teaching by means of interaction. As a man, he is a sociable one and within a few days he becomes popular among his students. But, unfortunately, after a few days he comes to know from one of his students outside the classroom that they could understand very little of what he taught. The teacher asks politely, "Why did you not confess your problem in the classroom?" The student replies modestly but hesitatingly, "We could not say anything as you were not speaking our mother tongue and we cannot speak English".

- 1. The teacher is a sociable one, which means he is**
- (1) friendly
 - (2) gets easily influenced
 - (3) does not like society
 - (4) very popular

Ans (1) As per the given passage, sociable means 'friendly'.

- 2. As a result of his teachings, the students**
- (1) were able to understand everything
 - (2) could understand only little of what was taught
 - (3) found everything very interesting and pleasing
 - (4) got bored and stressed

Ans (2) After reading the complete passage, we come to know that the students could understand very little of what was taught to them as they could not speak English.

- 3. Modestly means**
- (1) rude
 - (2) bashful
 - (3) polite and genuine
 - (4) ashamed

Ans (3) Modestly means 'politely and genuinely'. So, option (3) is the correct answer.

- 4. If Hindi is our mother tongue, then English is our**
- (1) first language
 - (2) third language
 - (3) second language
 - (4) None of these

Ans (3) If Hindi is our mother tongue, English would be our second language.

5. His teaching skills are aided by

- (1) teacher's manual (2) advice from linguists
- (3) website (4) Both (1) and (2)

Ans (4) Here, teacher's manual and advice from linguists is the answer.

6. What is his method of teaching?

- (1) Functional communicative method
- (2) Direct method
- (3) Both (1) and (2)
- (4) Descriptive and elaborate

Ans (3) The passage clearly states that his method of teaching is functional communicative method and direct method.

7. The word 'professional' in (line 6) of the para is

- (1) an adjective (2) a noun
- (3) an adverb (4) a verb

Ans (2) The word 'professional' is a noun which means a person engaged in a specified activity.

8. The children could not say anything because

- (1) they could not speak English
- (2) the teacher was not speaking their mother tongue
- (3) Both (1) and (2)
- (4) they did not like the way he was teaching

Ans (3) Here, both the reasons i.e. 'they could not speak English' and 'the teacher was not speaking their language' would be included.

9. Pick out a word or phrase from 1st para of the passage that means the same as 'a specialist in language'.

- (1) Phrasal (2) Biographer
- (3) Verbatims (4) Linguist

Ans (4) Linguist is appropriate option as English was the only medium of teaching used by the teacher in the classroom.

Passage 2

When I learned that my 71 year old mother was playing scrabble against herself, I knew I had to do something. "Who is playing?" I asked one day when I saw a half finished game on the table. "My right hand versus my left". "Excuse me" I said. "Well your father doesn't play and I want to keep my mind sharp." An admirable pursuit, but I questioned whether my mother's solitary version of scrabble would achieve that goal. My husband suggested we give her a computer to play against. I wasn't sure my mother was ready for a cyber scrabble it had taken 15 years to persuade her to buy a microwave. Nevertheless we packed up our old PC, complete with scrabble and word-processing programmes and delivered it to my parent's home. And so began my mother's adventure in the world of computers.

It also marked the beginning of an unusual teaching assignment for me. I've taught children and adults of all ages, but never thought I would be teaching my mother to do

anything. Despite the look of horror on her face when she first saw our gift, my mother was eager to get started. She sat mesmerised on the screen lit up and the various icons presented themselves. Slowly, but surely my mother caught on, making notes in a little spiral book. I wondered how she'd fair without me. But thereafter, she only spoke on her game on the computer to me. She even forgot to ask her stock question, "What did you have for supper?" It was no longer on the agenda. Instead she talked about RAM, ROM and CPU terms spilled out effortlessly from her mouth. My mother had acquired a new mother tongue.

After a lifetime of being her child, I was finally the one with knowledge to share with my mum. But even now, I realise she continues to teach me. I'm learning that no matter how old you are, a willing spirit is capable of anything.

1. What was the language mother newly acquired?

- (1) Language of computer (2) RAM
- (3) ROM (4) CPU

Ans (1) The author's mother acquired the language of computer.

2. What changes were seen in mother?

- (1) She started liking the game all the more
- (2) She became very proud of herself
- (3) She got busy on the computer
- (4) She did not like the household work anymore

Ans (3) After reading the passage, we come to know that the author's mother got busy on the computer.

3. With whom did the mother used to play earlier?

- (1) With her right hand (2) With her left hand
- (3) With her husband (4) With computer

Ans (2) The author's mother used to play scrabble with herself-her right hand versus her left.

4. What did the author learn from her mother?

- (1) Will power is not enough to gain target
- (2) How to live life better
- (3) Positive attitude
- (4) A willing spirit is capable of anything

Ans (4) The last line of the passage is the answer to this question i.e. a willing spirit is capable of doing anything.

5. The author's mother played scrabble alone because

- (1) her husband does not play scrabble
- (2) she wants to keep her mind sharp
- (3) she is alone at home
- (4) Both (1) and (2)

Ans (4) As her husband does not play scrabble and she wanted to keep her mind sharp, the mother played scrabble alone at home.

6. Why did author and her husband decide to give a computer to the mother?

- (1) Because sitting and playing was outdated
- (2) She would get to learn more
- (3) She would get a competent rival to play
- (4) Her birthday was coming

Ans (3) The author and her husband decided to give a computer to her mother so that she would get a competent rival to play with.

7. The author was not sure whether her mother would use a computer because

- (1) she was a very rigid lady
- (2) she did not like to spend so much on her
- (3) it took 15 years to persuade her to buy a microwave
- (4) she did not know how to operate it

Ans (3) The author's mother was persuaded for 15 years to buy a microwave. So, the author was not sure whether her mother would use a computer.

8. The author's mother was interested in learning about the computer as

- (1) she would sit mesmerised in front of computer
- (2) she got bored from the way she was playing
- (3) she wanted to show off her knowledge
- (4) sitting and playing was outdated

Ans (1) As per the passage, the author's mother was interested in learning about the computer as she would sit mesmerised in front of it.

9. The passage suggests that

- (1) age can obstruct a person from learning
- (2) age is no bar to learning
- (3) age is a very big constraint to work
- (4) it was not good to play at old age

Ans (2) After reading the passage, we came to know that age is no bar to learning.

PRACTICE EXERCISE

Directions (Passage Nos. 1-40) *Read the following passages carefully and answer the questions that follow.*

Passage 1

The small village of Somnathpur contains an extraordinary temple, built around AD 1268 by the Hoyasalas of Karnataka- one of the most prolific temple builders. Belur and Halebid are among their better known works. While these suffered during the invasion of the 14th century, the Somnathpur temple stands more or less intact in near-original condition.

This small temple captivates with the beauty and vitality of its detailed sculpture, covering almost every inch of the walls, pillars and even ceilings. It has three shikharas and stands on a star shaped platform with 24 edges. The outer walls have a profusion of detailed carvings: the entire surface runs over by a carved plaque of stone. There were vertical panels covered by exquisite figures of Gods and Goddesses. Vishnu seemed the most popular, with many of his incarnations being depicted. Shiv, Brahma and Indra weren't left out and there were plenty of female deities too Durga and Saraswati. There were shapely nymphs too, some carrying an ear of maize. The elaborate ornamentation, very characteristic of Hoyasalas sculptures, was a remarkable feature. On closer look and it is worth it- the series of friezes on the outer walls revealed intricately carved caparisoned elephants, charging horsemen, stylised flowers, warriors, musicians, crocodiles and swans.

The temple was actually commissioned by Soma Dandanayaka or (Somnath), he named the temple after

him, the minister of the Hoyasalas king, Narsimha the Third. The temple was built to house three versions of Krishna. The inner center of the temple was Kalyana Mandapa. Leading from here were three corridors, each ending in a shrine, one for each kind of Krishna-Venugopala, Janardana and Prasanna Keshava, though only two remain in their original form. In the darkness of the sanctum, I tried to discern the different images. The temple's sculptural perfection is amazing and it includes the doors of the temple and the three elegantly carved towers.

1. After whom was the temple named?

- (1) Kalyana Mandapa
- (2) Lord Shiva
- (3) Minister of the Hoyasalas king
- (4) Lord Krishna

2. What would the word 'maize' mean here?

- (1) Grain
- (2) Deer
- (3) Symbol of prosperity
- (4) Symbol of weakness

3. The most remarkable feature of Hoyasalas sculptures was

- (1) elaborate ornamentation
- (2) beautiful clothing
- (3) sharply cut sculptures
- (4) real expression

4. What stands on the 24 edges star shaped raised platform?

- (1) Shrines
- (2) Temple
- (3) Shikharas
- (4) Pillars

5. What will be the most suitable antonym of 'reveal'?
(1) Impart (2) Disclose (3) Conceal (4) Refuse
6. The word 'intricately' can also mean
(1) easy (2) complicated
(3) tangled (4) simple
7. Which female deities could also be seen?
(1) Laxmi (2) Durga
(3) Saraswati (4) Both (2) and (3)
8. The vertical panels are covered by exquisite figures. Here, the word 'exquisite' is a
(1) noun (2) adjective
(3) adverb (4) pronoun
9. Whose incarnations were mainly and mostly seen?
(1) Lord Krishna (2) Lord Vishnu
(3) Lord Shiva (4) Somnath
3. We should behave more responsibly and revise our
(1) past (2) moral values
(3) behaviour and conduct (4) strengths and weakness
4. The only peaceful place left for the aged is
(1) their native place (2) their parents home
(3) old age home (4) orphanage
5. Who were seen as symbols of tradition, respect and experience?
(1) The palatial buildings (2) The aged
(3) The new generation (4) Joint families
6. Neglect, lack of respect, verbal taunts, communication gap make the aged feel
(1) unwanted and unpleasant (2) cared and concerned
(3) stressed and strained (4) unavailable and outdated

Passage 2

There was a time when the aged were revered in India as symbols of tradition, respect, wisdom and experience. They controlled and guided the destinies of all the members of joint families. Urbanisation and industrialisation has led to the breaking up of the joint family system. The disintegration of joint families has had an adverse impact on the elderly people. Many elderly people get neglected because of the nuclear set up of families. The aged are now viewed as a useless and non-productive entity.

Modernisation has led to the degradation of their status and authority. Their existence as integral part of the family is now uprooted. With the decline in their functional position as the head of the family, they have lost their authority, respect and prestige they used to command earlier.

The changing values and the dependence of the aged on their sons and daughters-in-law has complicated the problems. The aged are marginalised, alienated and left out of mainstream. Neglect, lack of respect, verbal taunts, inter-actional stress and increasing gap in communication make the aged feel unwanted and unpleasant entities. The only peaceful place for these weak, sad and depressed people in the evening of their life are the homes of the aged. Under the existing circumstances, the need for old age homes has certainly increased and they have become a must for the elderly to lead a peaceful and happy life among those who share and care for them.

1. Urbanisation and industrialisation has led to
(1) neglect and stress
(2) degradation of the families
(3) breakup of joint family set up
(4) non-productive entity
2. The elderly people are getting neglected
(1) because of the joint family system
(2) nuclear set up

Passage 3

In spite of all the honours that we heaped upon him, Pasteur, as has been said, remained simple at heart. Perhaps the imagery of his boyhood days, when he drew the familiar scenes of his birthplace and the longing to be a great artist, never wholly left him. In truth he did become a great artist, though after his sixteenth year he abandoned the brush forever.

Like every artist of worth, he put his whole soul and energy into his work and it was this very energy that in the end wore him out. For to him, each sufferer was more than just a case that was to be cured. He looked upon the fight against hydrophobia as a battle and he was absorbed in his determination to win. The sight of injured children, particularly, moved him to an indescribable extent. He suffered with his patients and yet he would not deny himself a share in that suffering. His greatest grief was when sheer physical exhaustion made him give up his active work.

He retired to the estate at Villeneuve Etang, where he had his kennels for the study of rabies and there he passed his last summer, as his great biographer, Vallery Robot, has said, "practicing the gospel virtues."

The attitude of this man to the Science, he had done so much to perfect, can be best summed up in a sentence that he is reputed once to have uttered, concerning the materialism of many of his contemporaries in similar branches of learning to his own: "the more I contemplate the mysteries of nature, the more my faith becomes like that of a peasant."

But even then, in retirement he loved to see his former pupils, and it was then he would reiterate his life's principles: 'Work,' he would say, "never cease to work."

He passed as simply as a child, the greatest man France had ever produced, derived from a plebiscite among the French people. Napoleon, the idol of France was placed fifth. No greater tribute could have been given to Louis Pasteur, the tanner's son, the scientist, the man of peace and the patient worker for humanity.

1. What advice did he always give to his pupils?
 - (1) Never to stop working
 - (2) To work according to one's health
 - (3) Work and rest at the same time
 - (4) Work to earn money
2. How did Pasteur engage himself in the estate?
 - (1) He took enough rest as he was very exhausted
 - (2) Conducted study on rabies
 - (3) Practiced the Gospel Virtues
 - (4) (2) and (3)
3. How did Pasteur view those who suffered from diseases?
 - (1) He gave them best treatment
 - (2) As subjects to pity
 - (3) The sufferer was more than just a case for him
 - (4) He dealt carefully not to give pain in wounded areas
4. Give one word for the phrase- Vote by the people of the country to decide a matter of national importance.

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|-----------------|--------------------|
| (1) Election | (2) Plebiscite |
| (3) Hydrophobia | (4) Contemporaries |
5. Who was ranked fifth after the achievements of Louis Pasteur?

| | |
|--------------------|--------------------|
| (1) Napoleon | (2) Hitler |
| (3) Nelson Mandela | (4) Thomas Addison |
6. Even accolades and honours did not change the simple man that Pasteur was
 - (1) because he did not like false praises
 - (2) he was very simple and child like at heart
 - (3) he wanted more than what he had achieved
 - (4) he was very egoistic
7. Opposite word for humanity is

| | |
|-----------------|---------------|
| (1) callousness | (2) early man |
| (3) homogeneous | (4) people |
8. How did France, the country of his birth, honour this great scientist?
 - (1) By holding a seminar in his honour
 - (2) A book was published explaining his achievements
 - (3) He was awarded a ransom amount
 - (4) He was voted as the greatest man France had ever produced
9. Find the word from para 1 for the term 'to give up'.

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|-------------------|---------------|
| (1) Indescribable | (2) Abandoned |
| (3) Grief | (4) Imagery |

Passage 4

The modern youth are more intelligent and hardworking than the previous generations. They have more facilities for education and they do utilise them. But they lack proper direction. In the absence of proper guidance, young boys and girls go on increasing their academic qualifications. Some of them secure high percentage of marks whereas most of them get average or below average marks. Since the number of aspirants for a job is much higher than the number of vacancies, most of the young boys and girls do not get any employment. This causes the problem of the educated unemployment and depression among the youth.

The problem of the educated unemployed can be solved partly through proper guidance and counseling and partly through grooming. Young students often disregard the advice of their parents and go on imitating their peers. This sets in the chain of the blind leading the blind. Uneducated or semi-educated parents think of academic qualification as achievement. Young students must seek the advice of the school counselors and select a course of study that suits their aptitude. Instead of pursuit of academic excellence, they must go in for proficiency in technical field of information technology, computers, biotechnology, biochemistry and consumer services. In this way their youthful energy will get directed in the proper channel and they may get fruitful employment or become competent enough to launch their own project and give employment to others.

1. What is the positive aspect of today's generation?
 - (1) They are more intelligent and hardworking
 - (2) They are more into fashion and time pass
 - (3) They have the power to work less and get more
 - (4) The youth now knows what he has to do
2. Academic qualification is seen as an achievement, which adds to the problem due to
 - (1) uneducated or semi-educated parents
 - (2) increase in the urge of getting higher remunerations
 - (3) lack of focus and attention
 - (4) disillusionment and depression
3. Frustration, irritation, anger, indiscipline, arrogance, disillusionment and depression are all the result of
 - (1) growing modernisation
 - (2) educated unemployment
 - (3) aspirations not meeting goals
 - (4) lack of grooming and counseling
4. Suggest a suitable title for this extract.

| | |
|-------------------------|-----------------------------|
| (1) Educated unemployed | (2) Education- a revolution |
| (3) Fight for power | (4) Professionalism |

5. The synonym for 'cautioned' is
 (1) ignorance (2) negligence
 (3) prudence (4) discretion
6. Identify the correct statement.
 (1) Young students must seek the advice of the school counselors to select a course.
 (2) Young students must take a course which their friends are opting for.
 (3) Young students must take a course as suggested by their parents.
 (4) Young students get the employment easily.
7. Opposite word for 'proficiency' is
 (1) incompetence (2) expertise
 (3) skill (4) formula
8. 'Students should not follow and imitate their counterparts', find a phrase related to this meaning.
 (1) Imitating their peers
 (2) Chain of the blind leading the blind
 (3) Lack of proper guidance
 (4) Check piracy
9. Many young boys and girls do not get employment
 (1) because they are not thorough with their subjects
 (2) lack of guidance and knowledge
 (3) number of aspirants outnumber the vacancies
 (4) recession

Passage 5

"Why did you keep away yesterday?" asked the head master, looking up. Swaminathan's first impulse was to protest that he had never been absent. But the attendance register was there. "No-No-I was stoned. I tried to come, but they took away my cap and burnt it. Many strong men held me down when I tried to come ... When a great man is sent to gaol ... I am surprised to see you a slave of the Englishmen ... Didn't they cut off - Dacca Muslin - Slaves of Slaves ...".

These were some of the disjointed explanations which streamed into his head and which, even at that moment, he was discreet enough not to express. He wanted to mention a headache, but he found to his distress that others beside him had one. The head master shouted, "won't you open your mouth?" He brought the cane sharply down on Swaminathan's right shoulder. Swaminathan kept staring at the head master with tearful eyes, massaging with his left hand the spot, where the cane was laid. "I will kill you if you keep on staring without answering my question," cried the head master. "I-I- couldn't come," stammered Swaminathan.

"Is that so? Asked the head master and turning to a boy said, bring the peon".

Swaminathan thought "What ! is he going to ask the peon to thrash me? If he does any such thing, I will bite everybody dead". The peon came. The head master said to him, "now say what you know about this rascal on the desk." The peon eyed Swaminathan with a sinister look, grunted and demanded, "Didn't I see you break the panes?"

"Of the ventilators in my room?" added the head master with zest.

Here, there was no chance of escape. Swaminathan kept staring foolishly till he received another whack on the back. The head master demanded what the young brigand had to say about it. The brigand had nothing to say. It was a fact that he had broken the panes. They had seen it. There was nothing more to it. He had unconsciously become defiant and did not care to deny the charge. When another whack came on his back, he ejaculated, "don't beat me, Sir. It pains." This was an invitation to the head master to bring down the cane four times again. He said, "keep standing here, on this desk, staring like an idiot, till I announce your dismissal".

- The head master's reaction to Swami's pleading is
 (1) to beat Swami more (2) to forgive Swami
 (3) to allow him to go (4) not to allow him to go
- The title of the passage can be
 (1) the peon's evidence (2) Swami's punishment
 (3) Swami's excuses (4) Swami at school
- In the end, Swami is
 (1) defiant (2) submissive
 (3) calm (4) indifferent
- According to the peon, Swami had
 (1) broken the panes (2) bitten someone
 (3) been rude (4) been absent from school
- If Swami is not 'discreet', he would be
 (1) careless (2) intelligent
 (3) wise (4) smart
- The head master's attitude towards Swami is one of
 (1) kindness for Swami
 (2) pleasure in punishing him
 (3) pleasure in asking questions
 (4) hatred for Swami

Passage 6

If you have been missing the once-familiar chirping of sparrows around your house, here's your chance to contribute to finding out why this common bird seems to have disappeared from cities across India. A two months long online survey called Citizen Sparrow was launched inviting responses from people on questions such as when they last sighted the bird and details about the area they live in.

"It is an elementary step to gather information. We are encouraging people to report their experience, be it a drastic

drop in sparrow count or a sudden spurt. These inputs will give us valuable leads to compile pan-India data,” said Suhel Quader, evolutionary ecologist at the National Centre for Biological Sciences.

The disappearance of the house sparrow, so widespread till recently that the Chinese Communist Party declared it a pest in 1958 and asked people to exterminate it, remains a great modern mystery world wide. In the UK, sparrows are estimated to have declined from over 12 million to 6 million, since the mid 70s.

“The survey would give us the first baseline data about distribution of sparrows in the country. This would form the basis for further research,” said Karthik K, project coordinator. The objective of involving ordinary citizens rather than experts comes with a purpose. “Almost everyone knows about sparrows. It is an attempt to reach out to people, asking them to share their stories and their understanding of these birds,” said Quader.

Participants in the survey would be asked to mark locations on a map and give information about their sparrow sightings, including sightings from last year and even earlier. Such information will enable a comparison of population of sparrows in different places and this is expected to point to particular threats or problems. The findings are intended to feed detailed studies investigating causes of decline and potential measures for the recovery of sparrow populations.

The sparrow is an indicator of a trend. A number of other birds have also declined sharply in the past few decades. The survey would provide more clues about why these birds are disappearing.

1. The estimated decline in sparrows in the UK is
 - (1) a quarter of the number in the mid 70s
 - (2) half of the number in the mid 70s
 - (3) one-eighth of the number in the mid 70s
 - (4) three-fourth of the number in the mid 70s
2. By marking locations on maps, participants will be able to
 - (1) inform sighting of sparrows in different places
 - (2) give an account of sparrows from previous years
 - (3) tell about sparrows from current years
 - (4) mark locations of sparrows and give information about them
3. The reasons for involving the ordinary citizen are that
 - (1) they are more committed
 - (2) they are better than experts
 - (3) they know about sparrows
 - (4) they have stories about sparrows
4. Choose the correct statement.
 - (1) Only sparrows are declining
 - (2) Number of other birds is also declining
 - (3) People have lost interest in birds
 - (4) Sparrows are increasing

5. The passage is about
 - (1) saving sparrows
 - (2) evolution of sparrows
 - (3) elimination of sparrows
 - (4) dwindling rate of sparrows
6. In the sentence ‘findings are intended to feed detailed studies’ means
 - (1) to give food to sparrows
 - (2) to give substance for growth
 - (3) to supply in depth information
 - (4) food habits of finds
7. The function of an ‘ecologist’ is to
 - (1) study environment
 - (2) study evolution of birds
 - (3) study species and their evolution
 - (4) study habitation of various species
8. The outcome of the information collected would be to
 - (1) investigate causes of decline
 - (2) help take measures for recovery
 - (3) study of the behavioural patterns of birds
 - (4) investigate and take measures for recovery
9. ‘Pan-India’ data would imply data
 - (1) from selected parts of India
 - (2) from all over India
 - (3) from South India
 - (4) not from India

Passage 7

There was great excitement on the planet of Venus this week. For the first time Venusian scientists managed to land an unmanned spacecraft on the planet Earth and it has been sending back signals, as well as photographs ever since.

The craft was directed into an area known as Gonebay named after the great Venusian astronomer Professor Gonebay, who first discovered it with his telescope 200000 light years ago. Because of the excellent weather conditions and extremely strong signals, Venusian scientists were able to get valuable information on the feasibility of a manned spaceship’s landing on Earth. A press conference was held at the Venus Institute of Technology.

“We have come to the conclusion based on last week’s landing, Professor Bright said, “that there is no life on Earth.”

“How do you know this?” the Science reporter of Venus Evening Standard asked.

“For one thing, Earth’s surface in the area of Gonebay is composed of deadly soil and nothing new can grow there. For another, the atmosphere is filled with carbon monoxide and other deadly gases and nobody could possibly breathe this air and survive.”

"But, Professor Bright, the photographs indicate some movement and possibly there are millions of crawling beings."

"They may be crawling but they are not living, according to the Venusian Standards. These crawling objects, called 'human beings' inhale and exhale such deadly gases that they lost the power to live long, long ago."

"What will happen if the Venusians land there?"

"Certainly they will die. We shall have to take our own oxygen with us, if we are to land our people in any of the concrete jungles on Earth."

1. The main idea of this story is that
 - (1) people on Venus do not want to live on Earth
 - (2) Earth has become very polluted
 - (3) people on Venus are very advanced in Science
 - (4) there is no life on Earth
2. Choose the correct form of reported speech for the sentence : "We have come to the conclusion" Professor Bright said, "that there is no life on Earth."
 - (1) Professor Bright said that we have come to the conclusion that there is no life on Earth
 - (2) Professor Bright said they came to the conclusion that there was no life on Earth
 - (3) Professor Bright said that they had come to the conclusion that there was no life on Earth
 - (4) Professor Bright says they have come to the conclusion that there is no life on Earth
3. In the sentence "There are concrete jungles on Earth", the phrase 'concrete jungles' means
 - (1) there are barren forests on Earth
 - (2) there are vast forests on Earth
 - (3) there are many places with little oxygen
 - (4) there are cities crowded with buildings
4. The Venusians were excited because
 - (1) they were going to travel to Earth
 - (2) they had landed an unmanned spacecraft on Earth
 - (3) they had landed on Earth
 - (4) they had found a new planet
5. The word 'feasibility' is nearest in meaning to
 - (1) possibility (2) suitability (3) utility (4) desirability
6. According to the passage, the scientists on Venus are of the view
 - (1) that they are cleverer than scientists on Earth
 - (2) that some of their observations may be wrong
 - (3) that no one can live on Earth
 - (4) that there will be no life on Earth in the future
7. The word 'Venusian' is used for inhabitants of the planet Venus. What do Venusians call the inhabitants of Earth?
 - (1) Crawling objects (2) Living objects
 - (3) Non-living beings (4) Earth people

8. The information about Earth was obtained by the Venusian scientists by means of
 - (1) satellites
 - (2) manned spacecraft
 - (3) unmanned spacecraft
 - (4) long distance radio signals
9. The scientific activities of the Venusians show that
 - (1) they were not advanced in Science
 - (2) they wanted to study life on Earth
 - (3) they were unable to understand what was happening on Earth
 - (4) they wanted to live on Earth

Passage 8

In a cartoon, whenever someone has a bright new idea, a light bulb lights up over his head. What is the catalyst for ground-breaking inventions? In his new book, the journalist Jonah Lehrer examines some classic case studies.

The idea for post it notes came about when Arthur Fry, an engineer at 3 M, was day-dreaming in Church, thinking how annoying it was that the bookmarks he'd placed in his hymn book so frequently fell out. He, then remembered a 3 M colleague's talk about a new glue he'd developed : a paste so feeble that it could barely hold two pieces of paper together. That weak glue, Fry suddenly thought, might help him create the perfect bookmark, one that would stay put.

In describing such creation myths, Lehrer, a contributing editor at 'Wired' and contributor to 'The New Yorker' explains the mysteries of the imagination and the Science of innovation. Lehrer takes scientific concepts and makes them accessible to the lay reader while giving practical insights for self-improvement tips along the way. With these suggestions, the book implies, you too might be able to maximise your creative output.

The 18th century philosopher David Hume, Lehrer notes, argued that invention was often an act of recombination, of compounding an idea or transposing it from one field to another. "Johannes Gutenberg transformed his knowledge of wine presses into an idea for a printing machine capable of mass-producing words". George De Mestral came up with Velcro after noticing burrs clinging to the fur of his dog. In each case, Lehrer points out, "the radical concept was merely a new mixture of old ideas," and of thinking out of the box.

1. The example of how old ideas are mixed to create new ones is
 - (1) a printing machine capable of mass-producing words
 - (2) burrs on dog fur giving rise to the idea of Velcro
 - (3) printing machines transforming into wine presses
 - (4) observing burrs stuck on the fur of dogs

2. The best summary of para 3 is

- (1) Lehrer explains in simple terms how creativity works and suggests practical ways to develop one's own creativity
- (2) Lehrer, a contributing editor, gives practical advice on the mysteries of the imagination
- (3) the author narrates creation myths and explains them to the readers to maximise their creativity
- (4) the author, a contributing editor at wired, gives scientific tips on self-improvement

3. The word 'catalyst' in para 1 means

- (1) a person or thing that causes a change
- (2) a substance that causes a chemical reaction
- (3) a person or thing that makes new light-bulbs
- (4) a substance that develops scientific concepts

4. 'Stay put' in para 2 means

- (1) remain in place
- (2) stay like a bookmark
- (3) joined to a place
- (4) be stationary

5. A suitable title for this passage would be

- (1) Thinking Creatively
- (2) Classic Case Studies
- (3) Science of Invention
- (4) Maximise Creativity

6. The expression, 'thinking out of the box' means

- (1) thinking while travelling
- (2) thinking very fast
- (3) thinking in a logical way
- (4) thinking differently

7. The passage is an extract from

- (1) a speech
- (2) an essay
- (3) a story
- (4) a book review

8. New ideas are born from

- (1) reading about scientific concepts
- (2) day-dreaming in Church
- (3) using ground-breaking inventions
- (4) thinking about old ideas in a new way

9. Invention is explained as

- (1) an act of thinking old ideas
- (2) an act of transforming knowledge to new areas
- (3) an act of changing radical concepts
- (4) an act of applying existing ideas to other areas

Passage 9

I played cricket during my college days. My father always wanted me to be a chess player. He discouraged me from cricket saying, "eleven players play and 11000 people watch and waste their precious time." I still remember how I sneaked out of the house during the 1983 world cup to watch India play and win and was punished by him the next day.

Presently I am working as a sales manager. A couple of years ago, Dad had called me up to ask me about the movie Iqbal. "Sitaram why don't you take your son to the movie and motivate him," he said. I replied that my son was interested in chess like his grandfather. "But he should know about other games too!" he retorted, I was dumbfounded.

Today, when my sister called, she believed she had spotted Dad on television, cheering the Indian team. I decided to call and find out from mother. It was news for her. "Is it? He said he was going to Anna's house to watch the match. I slept and don't remember," she said.

Anna was his friend and neighbour. Immediately I dialed his number and enquired. He spoke enthusiastically and said that these days your father has developed a fascination for cricket. So, we both went to the stadium to watch. It's the companionship that makes the difference. Those days he neither had the time nor a friend. The annoyance that had accumulated inside me in the past years moved out like passing clouds. My eyes started to shed tears. Twenty-eight years was too long a period to hold my anger.

We all decided to watch the match together and finally when the D-Day arrived we cheered team India and hugged when India won. Both of us apologised to each other, Dad for punishing me during 1983 and myself for the teenage ego that had become an obstacle.

1. How long did it take to resolve things?

- (1) 15 years
- (2) 20 years
- (3) 28 years
- (4) 10 years

2. His Dad felt guilty for

- (1) not motivating him
- (2) not letting him play cricket
- (3) punishing him to watch cricket
- (4) not letting him play chess

3. An appropriate title for this passage can be

- (1) Me and My Father
- (2) Cricket : A Fool's Game
- (3) Companionship Makes the Difference
- (4) Egoistic Son

4. His father could not enjoy cricket those days due to lack of

- (1) time and money
- (2) time and friend
- (3) hatred for cricket
- (4) love for chess

5. He spoke enthusiastically. The underlined word is a

- (1) Noun
- (2) Adjective
- (3) Adverb
- (4) Verb

6. Sitaram felt guilty for

- (1) being egoistic
- (2) being anxious
- (3) being annoyed
- (4) being angry

7. I was dumbfounded means

- (1) I was speechless
- (2) annoyed and angry
- (3) startled
- (4) happy and satisfied

8. The phrase 'move out like a passing cloud' will mean.

- (1) It is going to rain for days
- (2) It will stop raining soon and clouds will disappear
- (3) The whole area is going to be cloudy
- (4) The clouds are moving from one side to another

9. The synonym of 'fascination' will be

- (1) unpleasantness
- (2) repulsiveness
- (3) charisma
- (4) delightfulness

Passage 10

It is difficult to reconcile the ideas of different schools of thought on the question of education. Some people maintain that pupils at school should concentrate on a narrow range of subjects which will benefit them directly in their subsequent careers. Others contend that they should study a wide range of subjects so that they have not only the specialised knowledge necessary for their chosen careers but also sound general knowledge about the world they will have to work and live in. Supporters of the first theory state that the greatest contributions to civilisation are made by those who are most expert in their trade or profession. Those on the other side say that, unless they have a broad general education, the experts will be too narrow in their outlook to have sympathy with their fellows or a proper sense of responsibility towards humanity as a whole.

1. 'Schools of thought' can be explained as

- (1) groups of people whose job is to think
- (2) groups of people who are schooled to think
- (3) groups of people who study in a particular school thoughtfully
- (4) groups of people having the same ideas but with different perception on a particular subject

2. Broad general knowledge is necessary because

- (1) specialisation is incomplete without it
- (2) without it no one would get a job
- (3) it teaches us about different things
- (4) it broadens one's outlook

3. The idea of the first school of thought in the passage is that

- (1) students should concentrate on studies
- (2) students should not undertake any specialised work
- (3) students should study all the subjects they want to
- (4) students should study a few subjects that will help them in their profession

4. Supporters of the first theory say that

- (1) experts have contributed most to progress in the modern world
- (2) people with general knowledge have contributed to civilisation
- (3) experts have done nothing to help mankind
- (4) people with general knowledge are more useful than experts

5. According to the second school of thought, education will not be very effective if pupils

- (1) have inadequate knowledge of their own work
- (2) do not have a wide general education
- (3) ignore the study of fine arts
- (4) have nothing but general knowledge

6. Which is similar in meaning to the word 'subsequent' as used in the passage?

- (1) Going along
- (2) Waiting eagerly
- (3) Happening after something else
- (4) Predetermined

Passage 11

The supervisor would have to change his attitude towards people first. The staff under him must be perceived as human beings with feelings and needs. They are not automations within a complex work machinery. One of the greatest needs of today's worker is to have a feeling that he is in control of his work place and not *vice-versa*. The best way is to satisfy this need as far as possible. He must feel firstly, that his work is meaningful. To do this, the supervisor must delegate responsibility and limited authority for the man to execute his job well. The subordinate must be properly trained to assume responsibility and authority. Once he is ready to assume these the can-be made accountable for his job. Very often supervisors assume all responsibility and accountability for fear of losing control of the workplace. This makes workers under him pawns in a vast chessboard. Delegating accountability gives the worker a purpose in life and the need to do a job well. Most important is to sit with each worker and chalk out common objectives and agreed norms to achieve them. This gives workers a security as to what is expected of them. When he has met his objectives, he certainly has a feeling of achievement. This feeling of achievement is the greatest motivator.

1. A human attitude on the part of the supervisor towards his staff is necessary to

- (1) get them to work
- (2) keep them happy
- (3) have a congenial atmosphere at workplace
- (4) get the best out of them

2. Responsibility and accountability make a worker

- (1) shirk his duties
- (2) do his job properly
- (3) tense and frightened
- (4) vulnerable before his supervisors

3. Supervisors do not delegate responsibility and authority to their subordinates because

- (1) subordinates are not capable enough
- (2) they can't trust their subordinates
- (3) they are apprehensive of losing their hold on the place of work
- (4) final responsibility is theirs

4. Orientation of subordinates of common objectives and how to achieve them is
 - (1) not very important
 - (2) a must
 - (3) not at all necessary
 - (4) optional
5. The greatest motivator is
 - (1) a good supervisor
 - (2) a good environment
 - (3) a sense of security
 - (4) fulfilment of purpose
6. The word 'execute' in the passage means
 - (1) to kill
 - (2) to perform
 - (3) to instruct
 - (4) to follow
7. Choose the word opposite in meaning to the word 'vast'.
 - (1) Limited
 - (2) Extreme
 - (3) Small
 - (4) Spread
8. The author's motive is to
 - (1) suggest a solution
 - (2) criticise the supervisor
 - (3) criticise the workers
 - (4) write a balanced article
9. Pick out a word from the passage that means 'to understand or think of something in a particular way'.
 - (1) Delegate
 - (2) Perceived
 - (3) Purpose
 - (4) Norms
2. In order to tone up the physical education programme
 - (1) It should be made compulsory at school
 - (2) An assessment of the existing programme should be made
 - (3) A committee should be set up in every school
 - (4) The programme should be reoriented and implemented
3. According to the Americans, health education is more important than teaching
 - (1) social sciences
 - (2) liberal arts
 - (3) any subject
 - (4) natural sciences
4. The author wants the reoriented physical education programme to be
 - (1) increased minimum curriculum time
 - (2) very comprehensive
 - (3) relevant to the modern society
 - (4) thoughtful
5. In order to improve the physical education programme, we should first of all
 - (1) allot more time to the teaching and learning of physical activity
 - (2) decide on the number of activities to be taught
 - (3) employ qualified instructors
 - (4) or decrease the teaching load of instructors

Passage 12

Regular physical activity provides numerous health benefits—from leaner bodies and lower blood pressure to improved mental health and cognitive functioning. As the school physical education programme promotes physical activity and can teach skills, as well as, form or change behaviour, it holds an important key to influencing health and well-being across the life span. To improve the fitness of students, we need to rethink the design and delivery of school-based physical education programme. Adults in the United States think that information about health was more important for students to learn than content in language, arts, mathematics, science, history or any other subject. Despite this high ranking, most schools devote minimal curriculum time to teaching students how to lead healthy lives. Our first step might be to consider ways to increase curriculum time devoted to physical education. In addition, schools need to thoughtfully analyse the design and delivery of school physical education programme to ensure that they are engaging, developmentally appropriate, inclusive and instructionally powerful.

1. According to this passage, regular physical activity is needed to
 - (1) control one's blood pressure
 - (2) lose one's weight
 - (3) improve one's cognitive skills
 - (4) improve one's physical as well as mental health

6. Find out the correct statement.
 - (1) School based physical education programmes need to be redesigned to improve the fitness of students
 - (2) Content in language and arts is more important than health issues
 - (3) Regular physical activity has nothing to do with our blood pressure
 - (4) There will be no advantage in increasing periods for physical education in schools
7. The antonym of 'numerous' will be
 - (1) rare
 - (2) various
 - (3) few
 - (4) uniform
8. Pick out a word from the passage that means concerned with the process of knowing or perceiving.
 - (1) Recognition
 - (2) Cognitive
 - (3) Reasoning
 - (4) Understanding
9. Regular physical activity provides numerous health benefits. The voice of the above sentence has been correctly changed in which sentence?
 - (1) Numerous health benefits are being provided by regular physical activity
 - (2) Numerous health benefits are provided by regular physical activity
 - (3) Numerous health benefits will be provided by regular physical activity
 - (4) Numerous health benefits were provided by regular physical activity

Passage 13

As heart disease continues to be the number one killer in the United States, researchers have become increasingly interested in identifying the potential risk factors that trigger heart attacks. High-fat diets and life in the fast lane have long been known to contribute to the high incidence of heart failure. But according to new studies, the list of risk factors may be significantly longer and quite surprising.

Heart failure, e.g. appears to have seasonal and temporal patterns. A higher percentage of heart attacks occurs in cold weather and more people experience heart failure on Monday than on any other day of the week. In addition, people are more susceptible to heart attacks in the first few hours after waking. Cardiologists first observed this morning phenomenon in the mid-1980 and have since discovered a number of possible causes. An early-morning rise in blood pressure, heart rate and concentration of heart stimulating hormones, plus a reduction of blood flow to the heart, may all contribute to the higher incidence of heart attacks between the hours of 8:00 am and 10:00 am. In other studies, both birthday and bachelorhood have been implicated as risk factors. Statistics reveal that heart attack rate increases significantly for both females and males in the few days immediately preceding and following their birthdays. And unmarried men are more at risk for heart attacks than their married counterparts. Though stress is thought to be linked in some way to all of the aforementioned risk factors, intense research continues in the hope of future comprehending why and how heart failure is triggered.

1. What does the passage mainly discuss?
 - (1) Cardiology
 - (2) Diet and stress as factors in heart attacks
 - (3) Seasonal and temporal patterns of heart attacks
 - (4) Risk factors in heart attacks
2. The word 'potential' could best be replaced by which of the following?
 - (1) Harmful
 - (2) Possible
 - (3) Unknown
 - (4) Primary
3. According to the passage, which of the following is not a possible cause of many heart attacks?
 - (1) Decreased blood flow to the heart
 - (2) Increased blood pressure
 - (3) Lower heart rate
 - (4) Increase in hormones
4. Which of the following is cited as a possible risk factor?
 - (1) Getting married
 - (2) Rainy weather
 - (3) Eating fatty foods
 - (4) Driving fast

5. As used in the passage, which of the following could best replace the word 'reveal'?
 - (1) Observe
 - (2) Show
 - (3) Explain
 - (4) Mean
6. Which of the following does the passage infer?
 - (1) We now fully understand how the risk factors trigger heart attacks
 - (2) We do not fully understand how the risk factors trigger heart attacks
 - (3) We have not identified risk factors associated with heart attacks
 - (4) We have recently begun to study how risk factors work
7. Choose the word opposite in meaning to the word 'intense' as used in the passage.
 - (1) Casual
 - (2) Significant
 - (3) Serious
 - (4) Necessary
8. Pick out a word from the passage, which means 'very likely to be influenced or affected'.
 - (1) Triggered
 - (2) Stimulating
 - (3) Susceptible
 - (4) Temporal
9. The passage is most likely to be
 - (1) a report
 - (2) an article
 - (3) a letter
 - (4) an itinerary

Passage 14

It is to progress in the Human Sciences that we must look to undo the evils which have resulted from a knowledge of the physical world hastily and superficially acquired by populations unconscious of the changes in themselves that the new knowledge has made imperative. The road to a happier world than any known in the past lies open before us if atavistic destructive passions can be kept in leash while the necessary adaptations are made. Fears are inevitable in our time, but hopes are equally rational and far more likely to bear good fruit. We must learn to think rather less of the dangers to be avoided than of the good that will lie within our grasp if we can believe in it and let it dominate our thoughts.

Science, whatever unpleasant consequences it may have by the way, is in its very nature a liberator, a liberator of bondage to physical nature and in to come, a liberator from the weight of destructive passions. We are on the threshold of utter disaster or unprecedentedly glorious achievement. No previous age has been fraught with problems so momentous and it is to Science that we must look to for a happy future.

1. What does Science liberate us from?

It liberates us from

 - (1) bondage to physical nature
 - (2) fears and destructive passions
 - (3) idealistic hopes of a glorious future
 - (4) slavery to physical nature and from passions

2. To carve out a bright future a man should
 - (1) try to avoid dangers
 - (2) overcome fears and dangers.
 - (3) cultivate a positive outlook
 - (4) analyse dangers that lie ahead
3. If man's bestial yearning is controlled
 - (1) the present will be brighter than the future
 - (2) the present will become tolerant
 - (3) the future will be brighter than the present
 - (4) the future will be tolerant
4. Fears and hopes, according to the author
 - (1) can yield good results
 - (2) can bear fruit
 - (3) are irrational
 - (4) are closely linked with the life of modern man
5. Human Sciences should be developed because they will
 - (1) eliminate the destruction caused by a superficial knowledge of the physical world
 - (2) make us conscious of the changes in ourselves
 - (3) make us conscious of the changing world
 - (4) provide more knowledge of the physical world
6. The word 'imperative' means

| | |
|-------------|-----------------|
| (1) vital | (2) threatening |
| (3) trivial | (4) discrete |
7. Choose the word opposite in meaning to the word 'superficially'.

| | |
|----------------|---------------|
| (1) Gradually | (2) Legally |
| (3) Thoroughly | (4) Primarily |
8. 'To keep in leash' means

| | | | |
|---------------|----------------|----------------|------------------|
| (1) to punish | (2) to control | (3) to observe | (4) to criticise |
|---------------|----------------|----------------|------------------|
9. Pick out a word from the passage that means 'the point just before a new situation begins'.

| | | | |
|--------------|--------------|---------------|----------------|
| (1) Previous | (2) Rational | (3) Threshold | (4) Inevitable |
|--------------|--------------|---------------|----------------|

Passage 15

Mountaineering is now looked upon as the king of sports. But men have lived amongst the mountains since pre-historic time and in some parts of the world, as in the Andes and Himalayas, difficult mountain journeys have inevitably been part of their everyday life. However, some of the peaks were easily accessible from most of the cities of Europe. It is quite interesting that while modern mountaineers prefer difficult routes for the greater enjoyment of sport, the early climbers looked for the easiest ones, for the summit was the prize they all set their eyes on. Popular interest in mountaineering increased considerably after the ascent of the Alpine peak of Matterhorn in 1865 and Edward Whymper's dramatic account of the climb and fatal accident which occurred during the descent.

In the risky sport of mountaineering, the element of competition between either individuals or teams is totally

absent. Rather one can say that the competition is between the team and the peaks themselves. The individuals making up a party must climb together as a team, for they depend upon one another for their safety. Mountaineering can be dangerous unless reasonable precautions are taken. However, the majority of fatal accidents happen to parties which are inexperienced or not properly equipped. Since many accidents are caused by bad weather, the safe climber is the man who knows when it is time to turn back, how so ever tempting it may be to press on and try to reach the summit.

1. Mountaineering is different from other sports because
 - (1) it is risky and dangerous
 - (2) it can be fatal
 - (3) it is most thrilling and exciting, there is no competition between individuals
 - (4) None of the above
2. People living in the Andes and the Himalayas made mountain journeys because
 - (1) it was a kind of sport
 - (2) they had to undertake them in their day-to-day life
 - (3) they lived in pre-historic time
 - (4) of the challenge offered by the difficult journey
3. Mountaineers climb as a team because
 - (1) the height is too much for one individual
 - (2) the competition is between the team and the peak
 - (3) they have to rely on each other for safety
 - (4) there is no competition among them
4. "..... the summit was the prize they all set their eyes on." In the context of the passage, this means
 - (1) reaching the top was their exclusive concern
 - (2) they kept their eyes steadily on reaching the summit
 - (3) they cared for nothing but the prize of reaching the summit
 - (4) they chose a route from which they could see the summit clearly
5. 'To press' in the last sentence of the passage means
 - (1) to struggle in a forceful manner
 - (2) to force upon others
 - (3) to work fearlessly
 - (4) to continue in a determined manner
6. The ascent of the Alpine peak of Matterhorn in 1865 was responsible for
 - (1) less interest in mountaineering
 - (2) increase of popular interest in mountaineering
 - (3) death of many mountaineers
 - (4) None of the above
7. Find out a similar meaning word of 'easily reachable' from the passage.

| | |
|----------------|----------------|
| (1) Descent | (2) Easily |
| (3) Accessible | (4) Reasonable |

Passage 16

It is strange that, according to his position in life, an extravagant man is admired or despised. A successful businessman does nothing to increase his popularity by being careful with his money. He is expected to display his success, to have a smart car, an expensive life and to be lavish with his hospitality. If he is not so, he is considered mean and his reputation in business may even suffer in consequence. The paradox remains that if he had not been careful with his money in the first place, he would never have achieved his present wealth.

Among the low income group, a different set of values exists. The young clerk, who makes his wife a present of a new dress when he hasn't paid his house rent, is condemned as extravagant. Carefulness with money to the point of meanness is applauded as a virtue. Nothing in his life is considered more worthy than paying his bills. The ideal wife for such a man separates her housekeeping money into joyless little piles- so much for rent, for food, for the children's shoes; she is able to face the milkman with equanimity every month, satisfied with her economising ways, and never knows the guilt of buying something she can't really afford. As for myself, I fall into neither of these categories. If I have money to spare, I can be extravagant, but when, as is usually the case, I am hard up, then I am the meanest man imaginable.

1. Which of the following would be the most suitable title for the passage?
 - (1) Extravagance is Always Condemnable
 - (2) Extravagance Leads to Poverty
 - (3) Extravagance in the Life of the Rich and the Poor
 - (4) Miserly Habits of the Poor
2. In the opinion of the writer, a successful businessman
 - (1) should not bother about popularity
 - (2) is expected to have expensive tastes
 - (3) is more popular if he appears to be doing nothing
 - (4) must be extravagant before achieving success
3. The phrase 'lavish with his hospitality' in the third sentence of the first paragraph signifies
 - (1) considerateness in spending on guests and strangers
 - (2) indifference in treating his friends and relatives
 - (3) miserliness in dealing with his friends
 - (4) extravagance in entertaining guests
4. The word 'paradox' in the last sentence of the first paragraph means
 - (1) statement based on the popular opinion
 - (2) that which is contrary to received opinion
 - (3) statement based on facts
 - (4) that which brings out the inner meaning
5. It seems that low paid people should
 - (1) feel guilty if they overspend
 - (2) borrow money to meet their essential needs
 - (3) not keep their creditors waiting
 - (4) not pay their bills promptly
6. How does the housewife, described by the writer, feel when she saves money? She
 - (1) wishes she could sometimes be extravagant
 - (2) is still troubled by a sense of guilt
 - (3) wishes life were less burdensome
 - (4) is content to be so thrifty
7. The statement "she is able to face the milkman with equanimity" implies that
 - (1) she is not upset as she has been paying the milkman his dues regularly
 - (2) she loses her nerve at the sight of the milkman who always demands his dues
 - (3) she manages to keep cool as she has to pay the milkman only a month's dues
 - (4) she remains composed and confident as she knows that she can handle the milkman tactfully
8. Which of the following is opposite in meaning to the word 'applauded' in the passage?
 - (1) Suppressed
 - (2) Cherished
 - (3) Decried
 - (4) Humiliated
9. We understand from the passage that
 - (1) thrift may lead to success
 - (2) wealthy people are invariably successful
 - (3) all mean people are wealthy
 - (4) carefulness generally leads to failure

Passage 17

Are the 1980s and 1990s the era of colour? According to some people, they are. Now you can buy radios and electric fans in lavender and pink. Restaurants have an emphasis of flowers and colourful plates. Cars are coming out in pink and aqua. Even bathroom fixtures are being made in 'honeydew' and 'blond'. Part of the importance of the colour of an object is that the colour affects the way one feels about it. You want a vacuum cleaner to look light and easy, which is why it may be coloured in pastels and light colours. But gardening equipment and athletic equipment you want to look powerful. You would never find a lawn mower in pink, but red would be fine. Not very long ago, sheets were always white and refrigerators commonly came in colours like 'old gold' 'avocado green' and 'coppertone'. Now those are thought of as old-fashioned, popular colours change because fashion influences everything. In fact, new colours often spring from the fashion industry. It's a lot cheaper to make a blouse or skirt than a sofa. After people get used to seeing new colours on clothing or towels, they are ready to accept those colours in carpeting, refrigerators or cars. Colour-analysis consultants have been very successful in recent years. People want to choose the

most flattering colours for make up and clothing. Some car designers are even saying that people may start buying cars of the colour that goes with their skin colour. This sounds too extreme. It's hard to believe that people are that impressionable.

- The main subject of the passage is
 - popular colours today
 - colour consultants
 - the influence of colour
 - colours that flatter people
- The word 'era' in line 1 could best be replaced by which of the following words?
 - Season
 - Age
 - Epic
 - Generation
- According to the author, which of the following is not popular now?
 - Coppertone
 - Colourful cars
 - Pastels
 - Colourful bathroom fixtures
- According to the author, why would red be a good colour for a lawn mower?
 - Because it is strong
 - Because it is cheap
 - Because it is light
 - Because it is pastel
- According to the author, how a vacuum cleaner can look light and easy?
 - Use of light plastic
 - Small in size
 - Use of pastel and light colours
 - None of the above
- Choose the incorrect statement.
 - Colour affects the way one feels about it
 - One can buy radio and electric fans in lavender and pink colour
 - Old fashioned popular colours do not change after being influenced by fashion
 - New colours often spring from the fashion industry
- The antonym of the word 'extreme' is
 - medium
 - soft
 - moderate
 - remotest
- The synonym of 'impressionable' will be
 - obstinate
 - stubborn
 - open
 - influenceable
- In this passage, which of the following are not used as names for colour?
 - Fruits
 - Hair colour
 - Minerals
 - Soft drinks

Passage 18

Ernest Rutherford was the son of a Scot emigrant to New Zealand. His parents had 12 children, of whom Ernest was the fourth. His education was in a state primary school from which children at the age of 13 could get grants of scholarships to secondary schools and to the universities.

Rutherford had no intention of following an academic career. He was no book-worm. He was good in any rough-and-tumble game and a keen football player. But he was good at Latin and he had a passion for music and a mechanical bent of mind. At Nelson College, a state boarding school, he was an outstanding pupil, he sat for a scholarship to Canterbury College and this was because his masters expected it of him and he won it. There, Rutherford as a student was fascinated by Hertz's work on radio waves and he began to conduct his own experiments in the cloakroom of the college, where the students hung their gowns.

- Rutherford was his parent's child.
 - last
 - only
 - fourth
 - second
- Nelson's College was a
 - state boarding school in New Zealand
 - college in England
 - school in Scotland
 - school in the United States
- Rutherford sat for a scholarship test because
 - he was an outstanding student
 - he was a book-worm
 - he thought of following an academic career
 - his masters wanted him to do that
- Rutherford carried out his own private experiments in
 - some corner of the cloakroom of Nelson College
 - some corner of the cloakroom of Canterbury College
 - a corner of the room allotted to him in the boarding house
 - in the laboratory of Nelson College
- The phrase 'mechanical bent' suggests that Rutherford
 - was quite mechanical
 - was devoid of human warmth, emotion, feeling, intelligence etc.
 - did things and lived as thoughtlessly as a machine
 - had an aptitude for the Science of machinery
- Rutherford has a passion for
 - books
 - language
 - music
 - science
- Choose the word which is opposite in meaning to 'fascinated'.
 - Uninterested
 - Hindered
 - Enthralled
 - Perturbed
- The phrase 'book worm' means
 - intellectual
 - a person unusually devoted to reading and study
 - scholar
 - thinker

Passage 19

A jolly musicologist by the entirely unobjectionable name of Henry Pleasants has written a book called 'The Agony of Modern Music'. That word 'agony' is right. Much of it is just not written down but improvised. Much of what passes for music of these times is raucous noise and the excuse for persisting with it is that every common youngster understands and likes it.

That pleasant fellow concedes that 'serious' music is virtually dead. This may be dismissed as yet another pleasantry which the undirected young indulge in. Paul Hindesmith, possibly one of the last of the classical giants, once said that some composers tended to develop an over-sublimated technique which produces images of emotions that are far removed from any emotional experience, a relatively normal human being ever has.

That is just the point. High art can never be totally democratised. There is a barrier between the egghead and the hoi polloi and it would be lazy idealism to ignore this. When Bach played and Beethoven roared, who was then the gentleman? The pity of it is that while talking music to the masses, all known rules are broken and improvisation becomes king. That, roughly speaking, is how jazz was born; by dropping discipline, inspiration, deep personal emotions and every element of creative art and adopting improvisation as its main rationale. Why, they even tried to smuggle bits of jazz into serious music so that the composers could somehow survive.

Now, they are going one step further : learn it by ear, don't write down the stuff, make it up as you go along and hope, by these shoddy techniques, that everyone present will applaud and thus provide the composer and the performers with their daily bread.

1. The author uses the word 'improvisation' to suggest
 - (1) making the original more sublime
 - (2) tampering with the original
 - (3) rendering the original more popular
 - (4) simplifying the original
2. According to the author, high art cannot be democratised because
 - (1) high art is oversublimated
 - (2) people differ in their emotional experience
 - (3) masses cannot be expected to appreciate what only the few intelligent can
 - (4) democratising necessarily involves improvisation
3. They tried to introduce bits of jazz in serious music so that
 - (1) music might survive
 - (2) the masses could take to serious music
 - (3) the new composers might survive
 - (4) music is democratised

4. Which of the following words can best replace the word 'raucous' in the paragraph?
 - (1) Sshrill
 - (2) Smoothing
 - (3) Pleasant
 - (4) Popular
5. Speaking of the techniques of some composers Paul Hindesmith said that they evoked image of emotions
 - (1) not experienced by normal people
 - (2) felt only by subnormal people
 - (3) never felt by masses
 - (4) not experienced by eggheads
6. 'Egghead' means
 - (1) a very stupid person
 - (2) a very lazy person
 - (3) a person who is ugly
 - (4) a person who is intelligent and is only interested in studying
7. Choose the word which is opposite to 'agony'.
 - (1) Cowardice
 - (2) Sympathy
 - (3) Ecstasy
 - (4) Praise

Passage 20

If life exists on Mars, it is most likely to be in the form of bacteria buried deep in the planet's permafrost or lichens growing within rocks, say scientists from NASA. There might even be fossilised Martian algae locked up in ancient lake beds, waiting to be found.

Christopher McKay of NASA's Ames Research Centre in California told the AAAS that exobiologists, who look for life on other planets, should look for clues among the life forms of the Earth's ultra-cold regions, where conditions are similar to those on Mars. Lichens, for example, are found within some Antarctic rocks, just beneath the surface where sunlight can still reach them. The rock protects the lichen from cold and absorbs water, providing enough for the lichen's needs, said McKay.

Bacteria have also been found in 3-million-year-old permafrost dug up from Siberia. If there are any bacteria alive on Mars today, they would have had to have survived from the time before the planet cooled more than 3 billion years ago. Nevertheless, McKay is optimistic: "It may be possible that bacteria frozen in to the premafrost at the Martian South Pole, may be viable.

McKay said algae are found in Antarctic lakes with permanently frozen surfaces. Although no lakes are thought to exist on Mars, they might have existed long ago. If so, the dried-out Martian lake beds may contain the fossilised remains of algae. On Earth, masses of microscopic algae form large, layered structures known as stromatolites, which survive as fossils on lake beds, said Jack Farmer, one of McKay's colleagues. The researchers are compiling a list of promising Martian lake beds to be photographed from spacecraft, said Farmer. Those

photographs could help to select for landers that would search for signs of life, past or present. "If we find algae on Mars, I would say the Universe is lousy with algae," McKay said, "intelligence would be another question."

1. The passage is primarily concerned with
 - (1) the possibility of life on Mars
 - (2) selecting sites for landers on Mars
 - (3) research on Mars
 - (4) findings of Christopher McKay
2. Lichens survive in the extreme cold conditions of Antarctica on earth for all the following reasons, except
 - (1) some Antarctic rocks protect lichens beneath their surface
 - (2) bacteria in the Antarctic frost protect lichen from the residual cold after the rock absorbs water
 - (3) sunlight penetrates the surface of the Antarctic rock where lichen grows
 - (4) the Antarctic rocks protect the lichen from cold by absorbing water and leaving enough for the lichen's needs
3. Which of the following statements is not true?
 - (1) If any bacteria are alive today on Mars, they must have survived from the time before the planet cooled
 - (2) Space photographs of Martian craters should reveal to the explorers signs of life there
 - (3) Bacteria frozen into permafrost at the Martian South Pole may be viable
 - (4) On digging up, more than 3 million years old Siberian permafrost has revealed bacteria
4. The most primitive forms of life likely to exist on Mars are all the following except
 - (1) Villus and space
 - (2) Bacteria
 - (3) algae
 - (4) lichen
5. Exobiologists might find on Mars algae similar to stromatolites on earth because
 - (1) on our planet, stromatolites are formed by microscopic algae
 - (2) Martian lake beds may contain fossilised remains of algae similar to stromatolites on earth
 - (3) there is evidence that photosynthesis which takes place in earth's algae can be found in Martian algae too
 - (4) All of the above
6. The passage is most likely to be
 - (1) a report
 - (2) an article in science magazine
 - (3) a letter
 - (4) an itinerary
7. Choose the word opposite in meaning to the word 'survived'.
 - (1) Living
 - (2) Subside
 - (3) Discontinue
 - (4) Withstand

8. Pick out a word from the passage which means very hopeful or positive.
 - (1) Fossilised
 - (2) Optimistic
 - (3) Clues
 - (4) Possible

Previous Years' Questions

Passage 21

This was one of the Old Man's pet schemes; and one about which he would brook no interference. Each child would review the events of his school week in his own words, in his own way; he was free to comment, to criticise, to agree or disagree, with any person, subject or method, as long as it was in some way associated with the school. No one and nothing was sacred from the Headmaster down, and the child, moreover, was safe from any form of reprisal.

"Look at it this way," Mr. Florian had said. "It is of advantage to both pupil and teacher. If a child wants to write about something which matters to him, he will take some pains to set it down as carefully and with as much detail as possible; that must in some way improve his written English in terms of spelling, construction and style. Week by week we are able, through his reviews, to follow and observe his progress in such things.

As for the teachers, we soon get a pretty good idea what the children think of us and whether or not we are getting close to them. It may sometimes be rather deflating to discover that a well-prepared lesson did not really excite Johnny Smith's interest, but, after all, the lesson was intended to benefit Johnny Smith, not his teacher.

[CTET June 2011]

1. The scheme, according to the Old Man, was useful because
 - (1) it was excellent feedback for the teacher, principal and school
 - (2) he was slightly eccentric
 - (3) it was meant to humiliate the teacher
 - (4) it was meant to give power to the teacher
2. 'Pet schemes' in line 1 refers to
 - (1) a student he is fond of
 - (2) a formula he had discovered
 - (3) a pet animal
 - (4) a method he has advocated
3. The 'Old Man' refers to
 - (1) a parent of the school
 - (2) a student of the school
 - (3) a teacher of the school
 - (4) the headmaster called Mr Florian

4. The advantages of the scheme were many. Pick out the disadvantage from the list given below
 - (1) Sometimes deflating to the teacher's ego
 - (2) Diagnostic and remedial for the student and the teacher
 - (3) Effective feedback
 - (4) Enhanced writing skills
5. 'Sacred' in the context of the Headmaster means
 - (1) that even 'he' was not above the 'scheme' he advocated for students
 - (2) he believed in the sacred nature of all life
 - (3) that he was a holy man
 - (4) that he was the powerful head of the school
6. 'Brook' as a verb means 'to tolerate' in para 1. As a noun, it means

| | |
|---------------|------------|
| (1) tolerance | (2) allow |
| (3) suffer | (4) stream |

Passage 22

Karuna Verma is bewildered. "I don't know how she did it," she says about her mother, Renu Chopra. Karuna's childhood memories are of her father leaving late for office so that, by then, her mother would be back from work. Of her parents working in sync to make sure the kids were well taken care of. Of her mother handling kitchen and classroom with ease.

When her own daughter was born, Karuna too wanted to do the balancing act. But it did not turn out to be as easy as it seemed. For starters, her parents' era was different from hers. As she was living with her husband in Andheri, Mumbai, away from their families, resuming work would have meant leaving her daughter with a maid while she was away. Her daughter's formative years would be spent with an outsider a thought that did not appeal to Karuna. She quit her teaching job in a school.

For a woman who was encouraged to be independent throughout her life, the decision to quit and stay at home was a difficult one. Ironically it was her mother who urged her to quit the job and become a full-time mother. For Karuna, being a housewife is one of the tougher jobs she has had. "I have no time for myself," says Karuna. "I make sure all my personal work is done when Avni is asleep. Earlier I had a set routine. My husband and I used to wake up at 6 a.m. I would re-heat the food the maid had cooked the day before and pack it for lunch. Then we used to head off to work, and at night, we would go out. I had a lot of time to myself and for my husband then," says Karuna.

The routine is quite different now, Karuna has taken to cooking. She wakes up quite early and makes sure all her work is done before the baby is up. The rest of the day flies by, pandering to two-year-old Avni's needs.

[CTET June 2011]

1. Karuna Verma is bewildered at
 - (1) the responsibility of bringing up a daughter in a big city
 - (2) her mother's ability to combine her career with household work
 - (3) the amount of work that she has to do after becoming a mother
 - (4) the late hours of work that her father followed
2. '... parents working in sync' means
 - (1) father earning and mother taking care of children
 - (2) parents having staggered office hours and sharing household work
 - (3) parents pooling their resources together to take care of expenses
 - (4) husband and wife sinking their differences to preserve domestic harmony
3. '... Karuna too wanted to do the balancing act.' In this sentence, the term 'balancing act' implies
 - (1) managing the time efficiently so that parents can spend quality time with their children
 - (2) making adjustments in order to balance work and leisure properly
 - (3) sharing of responsibilities by both husband and wife
 - (4) a mother's ability to look after her child without quitting her job
4. As she was living with her husband in Andheri, Mumbai, away from their families In this sentence 'their families' refers to
 - (1) families of friends in Andheri, Mumbai
 - (2) Karuna's parents and in-laws
 - (3) Karuna's mother and father's families
 - (4) Karuna's husband's family
5. Karuna's parents and her husband's parents probably lived
 - (1) in Mumbai but not in Andheri
 - (2) with Karuna and her husband
 - (3) in Andheri, Mumbai
 - (4) in some other city
6. Karuna decided to quit her job because
 - (1) she wanted to have more time to herself and for her husband
 - (2) she wanted to pay more attention to her cooking
 - (3) she was not interested in her teaching job
 - (4) she did not want her daughter to spend her early years with a maid
7. It was ironical that Karuna's mother should advise her to quit her job and stay at home because
 - (1) Karuna's parents had always advised her that home was much more important than career
 - (2) Karuna's mother herself had not quit her job to take care of children as she encouraged independence of women
 - (3) Karuna herself was keen on quitting her job
 - (4) Karuna's parents had insisted that household chores should be shared between husband and wife

8. After Karuna quit her job

- (1) she sent her maid away as she felt that the maid was a bad influence on Avni
- (2) she had no time for herself as Avni needed all her attention and care
- (3) she had a lot of time to herself and for her husband
- (4) she occupied herself with cooking to spend her time usefully

9. "I have no time for myself." says Karuna. This sentence can be written in reported speech as

- (1) Karuna said that she had no time for herself
- (2) Karuna says that she had no time for herself
- (3) Karuna says that she have no time for herself
- (4) Karuna said that she had no time for myself

Passage 23

The farmer is up before dawn on shearing-day, driving his flock into pens. By eight o'clock the shearers arrive and after a hearty breakfast, they take their places on long benches that the farmer has improvised in the pens. Shears are taken from leather cases and sharpened with whetstones; a fire is lighted to heat pitch for the marking and the work begins.

Soon the shearers fall into their routine. A lad seizes a sheep from the pen and ties its feet — not with a cord, because that might injure it, but with a strip of sacking. The sheep is carried to the benches and the shearer begins to slice off the wool. First he shears the coarse wool from the sheep's belly, then lays the animal on its side on the bench between his legs while he snips at the curly wool round the neck. He works to and fro along the ribs, peeling the wool back until it hangs like a cloak doubled back over the animal. Then, he turns the sheep over and begins on the unclipped side. In a few moments, the whole fleece falls away in one piece, looking like a dirty grey rug. A few more snips from the shears and the wool is cut from either side of the sheep's tail, leaving the animal white and naked. The shearer pushes the sheep to the ground and immediately calls for another animal. Meanwhile the lad daubs the farmer's mark in pitch on the newly shorn sheep, unties her legs and drives her out of the shearing pens.

A second lad—the farmer's son—seizes the fleece as it is tossed aside, rolls it up, tucking the tail-wool in first and secures the bundle by knotting the neck. Any loose clippings are gathered separately.

The work continues till one o'clock, when the farmer's wife summons the men to dinner. Each man finishes the sheep that is beside him, then the whole party goes back to the farm house. The men troop into the farm kitchen, leaving their dogs to scuffle in the yard. After the shortest of dinner-breaks — for there is much to be done — the shearing continues and the pile of fleeces mounts.

[CTET Jan 2012]

1. What expression in the first paragraph suggests that shearing does not take place very often?

- (1) Flock
- (2) Whetstones
- (3) Shearing day
- (4) Improvised

2. The shearer first cuts the wool from the of the sheep.

- (1) ribs
- (2) tail
- (3) legs
- (4) underside

3. Why are loose clippings of wool gathered separately?

- (1) Because they are not so valuable as whole fleeces
- (2) Because they are needed to fill up the top of the bags
- (3) Because they weigh less than a whole fleece
- (4) So that they do not get spoiled

4. Wool which has been sheared from a sheep is

- (1) rolled and bundled
- (2) tied with sacking
- (3) bagged on shearing-day
- (4) cut into two pieces by the shearer with a few snips

5. What word from the passage best tells us that shears are like a very large pair of scissors?

- (1) Cut
- (2) Slice
- (3) Sharpened
- (4) Snips

6. The sheep is carried to the benches. It is an example of

- (1) a negative sentence
- (2) passive voice
- (3) degree of comparison
- (4) an interrogative sentence

Passage 24

Anaesthesia in any part of the body means a loss of sensation, either permanent or temporary. The term is usually used to describe the artificially produced loss of sensation which makes a surgical operation painless.

There are four main types of anaesthesia : general, spinal, regional and local. Anaesthetics may be given as gases, by inhalation; or as drugs injected into a vein. A patient given general anaesthesia loses consciousness. Anaesthesia of a fairly large area of the body results from injecting the anaesthetic drug into the spinal canal : all that portion of the body below the level at which the drug is injected is anaesthetised. Regional anaesthesia is the injecting of the nerves as they emerge from the spinal column the anaesthesia induced by this method affects only that area of the body supplied by those nerves. In local anaesthesia, the drug is injected directly at the site of the operative incision and sometimes also into the nearby surrounding tissues.

Formerly the most commonly used local anaesthetic was cocaine, a drug extracted from the leaves of the coca bush and introduced in 1879. But cocaine has some disadvantages and sometimes, undesirable side-effects. For spinal, regional and local anaesthesia, procaine or one of the several modifications of procaine, is now widely used instead of cocaine. For very limited and short operations, such as opening a small abscess, local anaesthesia may be

induced by spraying (rather than injecting) a chemical, ethyl chloride, on a small area of the skin; in changing from the liquid to the gaseous state, this drug freezes the area sprayed and permits painless incision. [CTET Jan 2012]

1. When a part of the body is anaesthetised,
 - (1) the nearby organ loses its function permanently
 - (2) the body loses its consciousness
 - (3) the part gets excited
 - (4) that part loses the ability to feel any pain
2. The real purpose of using anaesthetics is
 - (1) to make patients unconscious
 - (2) to perform operations without causing pain
 - (3) to artificially produce loss of sensation
 - (4) to cure patients of diseases
3. An anaesthetic is inhaled when it is administered
 - (1) by injection
 - (2) as a gas
 - (3) as a spray
 - (4) as a drug
4. When a gas is used as an anaesthetic, the anaesthesia is
 - (1) spinal
 - (2) local
 - (3) regional
 - (4) general
5. Spinal anaesthesia is resorted to when
 - (1) a small area has to be anaesthetised
 - (2) the operation involves a big area of the body
 - (3) a drug has to be injected into the vein
 - (4) a patient has to be made unconscious
6. The expression 'the site of the operative incision' (lines 22-23) means
 - (1) the place at which a cut is to be made
 - (2) the spot at which the anaesthetic has to be injected
 - (3) the area of the body supplied by specific nerves
 - (4) all the surrounding tissues
7. An 'abscess' (line 34) is
 - (1) an operative incision
 - (2) a collection of poisonous matter in a hole in the body
 - (3) an open wound requiring surgery
 - (4) a deep hole
8. The word opposite in meaning to the word 'formerly' (line 25) is
 - (1) fortunately
 - (2) later
 - (3) significant
 - (4) industrially
9. 'Anaesthetic' (line 26) is
 - (1) an adjective
 - (2) an adverb
 - (3) a noun
 - (4) a verb

Passage 25

The No Child Left Behind Act of 2001 has served as a catalyst in many school improvement efforts. Schools in the United States are responding to meet the challenge of these improvement efforts, although in doing so, some are caught in a decision-making and funding quagmire. They ask, "How can we best support teachers so that all students

can succeed?" Using technology as a means of closing achievement gaps is one option schools are considering more purposefully and effectively. This includes using assistive technologies for students with special needs and creating a systemic approach to change that benefits all students, including subgroups.

Assistive technologies are technologies that support students with disabilities, of which a total of 6.5 million were being served through the Individuals with Disabilities Education Act of 1997. This Act defines an assistive technology device as "any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customised, that is used to increase, maintain, or improve functional capabilities of a child with a disability." Regardless of their previous experience, many administrators and educators are expected to be change agents of school improvement efforts today and be well versed and knowledgeable about assistive technologies, despite the fact that the definition of assistive technology is so broad and the field is relatively new. [CTET Nov 2012]

1. "Schools found themselves in a funding quagmire." Here, 'quagmire' means
 - (1) boggy area
 - (2) isolation
 - (3) indebtedness
 - (4) quicksand
2. According to this report, 'achievement gaps' can be closed by
 - (1) investing on more reference books in the library
 - (2) conducting after school special classes for weak students
 - (3) getting more financial support from the government
 - (4) recruiting and training moral personnel to help the special needs children
3. Functional capabilities constitute the
 - (1) ability to go for higher studies
 - (2) the skills to cope with everyday challenges
 - (3) the determination to succeed
 - (4) exceptional talent in academic or literary activities
4. A 'product system' here means
 - (1) services or financial investments that are not commercially value-adding
 - (2) important resources not available to the disabled persons
 - (3) special training equipment designed for disabled children
 - (4) products that are freely accessible to schools only
5. Find a word in the report that means 'widely circulated'.
 - (1) systemic
 - (2) achievement
 - (3) product
 - (4) change
6. The antonym for the word 'hindering' would be
 - (1) challenge
 - (2) disability
 - (3) assistive
 - (4) customised

Passage 26

Nammescong Creek flowed into the backs of my thighs as I fished, pausing between casts to secure my balance in the current and admire a new hatch of pale yellow mayflies lift from the stream. Over my shoulder, the Sun dropped into a farmer's cornfield, the final patch of orange light on the water enough for me to spot the small, vaguely metallic object at my feet. Retrieving it, I ran my thumb over its raised lettering, rubbing away the mud and a string of algae. A name appeared, along with an expiration date. June, 1984. I had discovered arrowheads here in the past, so it didn't seem misplaced to find a tool used by modern man to obtain a meal.

I took a moment to consider how the card had come to rest in the bed of the Nammy. I thought maybe there was a story in it. I was curious to know if the owner had lost his wallet while fishing, the whole trip ruined the second he'd inventoried his cash or dug out his license for a game warden. Over time, the leather would've rotted into fish food, with the scoured plastic remaining. I wondered how many miles the card might have ridden on spring floods over the past quarter of a century. For all I knew, he could've been robbed, the thieves stripping out the money and tossing the billfold away later as they crossed a bridge.

Looking him up and phoning, I recited the card number and issuing bank. He laughed, recalling it as the first credit account he'd ever taken out, a line of imaginary cash in those years when he had no real money. But that finally changed, he explained, after an industrial accident cost him his left eye, the payoff from the plant enabling him to retire 8 years earlier than expected and move to a small hobby farm in Southern Virginia. He told me a glass eye wasn't his style, so he had taken to wearing an eyepatch, which his wife still hates and his grandchildren ages 3, 5 and 7, have always loved, as it makes grandpop look like a pirate. He called them his Miracle grandbabies, born to a daughter who struggled with alcohol and drug addiction for years her rock-bottom in 1984, a year before she cleaned up for good.

But in the end, the man couldn't remember ever losing his wallet, either by accident or theft. He said he'd never fished the Nammy, that, in fact, he'd always thought the sport a little boring, and so I came to realise there was no story here.

[CTET Nov 2012]

1. 'Flowed into the backs of my thighs' informs the reader that the narrator was fishing while

- (1) sitting on the river bank
- (2) his legs were hanging in the river
- (3) standing in the river
- (4) walking across the river

2. 'Scoured' means

- (1) drenched
- (2) cleaned
- (3) bent shapeless
- (4) discoloured

3. '.... a tool used by modern man to obtain a meal' in this context is a/some

- (1) fishing rod
- (2) money
- (3) coins
- (4) credit card

4. 'The whole trip ruined' was because of the

- (1) sudden appearance of mayflies
- (2) loss of the wallet, for its 'owner' who had given up his/her holiday
- (3) orange sunlight falling on the water thereby disturbing the fish
- (4) narrator's attention being diverted by his find

5. By 'looking him up', the narrator

- (1) referred to a telephone directory
- (2) attempted to meet the 'owner' personally
- (3) called him up through an operator
- (4) found out about him through various sources

6. 'A small hobby farm' would be

- (1) an open space where rare animals are cared for
- (2) a small zoo in the backyard
- (3) a commercially successful farm
- (4) a farm run without any profit

7. The 'owner's' daughter had cleaned up by

- (1) getting married
- (2) having two children
- (3) giving up a destructive lifestyle
- (4) choosing to stay with her parents

8. There was no story because

- (1) what he found out showed that the 'owner's' life lacked adventure
- (2) he was disappointed that the 'owner' was well to do
- (3) the 'owner' did not share his interest in fishing
- (4) the reality did not live up to his imagination

9. A word in the story that means 'soar' is

- (1) born
- (2) lift
- (3) plant
- (4) rub

Passage 27

The fossil remains of the first flying vertebrates, the pterosaurs have intrigued paleontologists for more than two centuries. How such large creatures, which had wingspans from 8 to 12 meters, solved the problems of powered flight and exactly what these creatures were-reptiles or birds- are among the questions scientists have puzzled over.

Perhaps the least controversial assertion about the pterosaurs is that they were reptiles. Their skulls, pelvises and hind feet are reptilian. The anatomy of their wings suggests that they did not evolve into the class of birds. In pterosaurs, a greatly elongated fourth finger of each forelimb supported a wing like membrane. In birds the second finger is the principle strut of the wing. If the pterosaur walked or remained stationary, the fourth

finger and with it the wing, could only turn upward in an extended inverted V-shape alongside of the animal's body. Both the pterosaurs and the birds have hollow bones, a feature that represents a saving in weight. In the birds, however, these bones are reinforced more massively by internal struts.

Although scales typically cover reptiles, the pterosaurs probably had hairy coats. The recent discovery of a pterosaur specimen covered in long, dense and relatively thick hair-like fossil material was the first clear evidence that this reasoning was correct. Efforts to explain how the pterosaurs became air-borne have led to suggestions that they launched themselves by jumping from cliffs, by dropping from trees or even by rising into light winds from the crests of waves.

[CTET July 2013]

1. The pterosaurs flew by
 - (1) momentum gathered by running
 - (2) jumping off a mountain ledge
 - (3) pushed by wind before take off
 - (4) jumping upwards with force
2. A synonym for 'compressed' from the passage is
 - (1) strut
 - (2) launch
 - (3) dense
 - (4) light
3. The opposite of 'controversial' is
 - (1) undisputed
 - (2) questionable
 - (3) uncertain
 - (4) debatable
4. It can be understood from the passage that scientists believe that the
 - (1) pterosaurs walked on all fours
 - (2) large wings help pterosaurs to fly great distances
 - (3) hollow bones showed they evolved from bats
 - (4) fossil remains explain how they flew
5. The skeleton of a pterosaur can be distinguished from a birds by the
 - (1) anatomy of its wing span
 - (2) size of its wing span
 - (3) presence of hollow bones
 - (4) hook-like projections at the hind feet
6. Which is the characteristic of pterosaur?
 - (1) Lived mostly in the forest
 - (2) They hung upside down like bats before flight
 - (3) Flew to capture prey
 - (4) Unable to fold their wing fully at rest
7. The elongated finger in the supported the outstretched wings.
 - (1) Neither
 - (2) pterosaurs
 - (3) birds
 - (4) Both (2) and (3)
8. The body of the pterosaurs was covered in
 - (1) smooth skin
 - (2) feathers
 - (3) scales
 - (4) fur

9. Fossils often left scientists in doubt whether the pterosaur
 - (1) their shape and gender
 - (2) even existed at all
 - (3) how many lived at that period
 - (4) their size and weight

Passage 28

A man found a cocoon of a butterfly. One day a small opening appeared. He sat and watched the butterfly for several hours as it struggled to force its body through that little hole. Then, it seemed to stop making any progress. It appeared as if it had gotten as far as it could and it could go no further. So, the man decided to help the butterfly. He took a pair of scissors and snipped off the remaining bit of the cocoon. The butterfly then emerged easily. But it had a swollen body and small shriveled wings. The man continued to watch the butterfly because he expected that, at any moment, the wings would enlarge and expand to be able to support the body, which would contract in time.

Neither happened! In fact, the butterfly spent the rest of its life crawling around with a swollen body and shriveled wings. It never was able to fly. What the man in his kindness and haste, did not understand was that the restricting cocoon and the struggle required for the butterfly to get through the tiny opening were God's way of forcing fluid from the body of the butterfly into its wings so that it would be ready for flight once it achieved its freedom from the cocoon.

[CTET July 2013]

1. The writer's message in his/her essay is about
 - (1) needless struggles in life
 - (2) not to have any problems
 - (3) need for struggles in life
 - (4) escape pain at any cost
2. The essay isin form.
 - (1) argumentative
 - (2) factual
 - (3) descriptive
 - (4) discursive
3. A man noticed that the
 - (1) butterfly was emerging
 - (2) butterfly was hidden
 - (3) cocoon was growing
 - (4) cocoon was moving
4. The man's first instinct was
 - (1) keep watching
 - (2) leave the cocoon alone
 - (3) help the butterfly
 - (4) leave the butterfly alone
5. The natural process would have the wings of the butterfly
 - (1) unfold and remain stiff
 - (2) fold and stretch out
 - (3) fold up and remain snug
 - (4) half open and snug against the body
6. A word that means 'to make or become withered' is
 - (1) shrivelled
 - (2) moistened
 - (3) folded
 - (4) wasted

Passage 29

"Get well soon!" Shanta said, handing Partha a yellow balloon. She was his third visitor. That's because she was his class teacher's daughter and her mother made her visit him. The other two-Rahul and Syed, weren't really his friends, although they often ganged up with him against other kids to take away their lunch pocket money. Partha knew he wouldn't have long to live. He could feel it, deep inside. Seeing his aunt crying after talking with the doctor confirmed it. His time had come. He didn't tell his visitors, though. They would either pity him or be happy to get rid of him.

Once Shanta left, he ripped a page off from his notebook and wrote

"Dear God, I know I messed up and nobody likes me. Please give me a second chance. I can show you what a good friend I can be."

He drew a map showing the way from the school to the hospital, walked shakily to the window and let the balloon fly away, carrying his message towards God.

The balloon was heading straight to a telephone pole, but a gentle breeze blew it away just in time. It crossed the park and disappeared out of view.

The next day, a boy he had never met before came to visit him. "I find balloon," he said. "You are lonely?"

He just nodded; too startled to talk.

"I lonely too. My family come from Afghanistan and I no speak English good," He smiled. "I bring gift to you." He handed him a small bag of fruits. "I pray for friend and God give me friend."

Normally, he would have made fun of his broken English and his long, baggy brown kurta but he knew better. He smiled and offered him the first orange. [CTET Feb 2014]

1. One student the reader understands did not really want to meet Partha, that is
 (1) Shanta (2) Syed
 (3) Rahul (4) the Afghan boy
2. Partha felt lonely because visited him when he was at the hospital.
 (1) his class teacher
 (2) only Syed and Rahul from his class
 (3) he had no friends at school, so no one
 (4) Shanta
3. A synonym for the word 'startled' in the passage is
 (1) surprised (2) stunned
 (3) avoided (4) composed
4. An antonym for the word 'shakily' in the passage is
 (1) unsure (2) unsteadily
 (3) firmly (4) rickety

5. Partha's feeling of loneliness soon turned to
 (1) irritation (2) sympathy
 (3) self-pity (4) anger

6. Partha would not go back to school to meet his schoolmates and teachers because
 (1) his parents wanted to change his school
 (2) he did not have long to live
 (3) he hated his school as he had no friends
 (4) his doctors did not let him

7. The message in the passage is
 (1) loneliness is inevitable
 (2) about faith in God
 (3) all actions have consequences
 (4) friendship is rare

8. The change in Partha's attitude is evident when he
 (1) accepted the fruits from a stranger, although he disliked oranges
 (2) refrained from poking fun at the Afghan boy and shared the fruits
 (3) was unmoved even when his aunt was crying
 (4) sent a letter to God written on a balloon

9. A phrase that can replace the words 'ganged up' is
 (1) joined in opposition
 (2) formed a group
 (3) supported together
 (4) became friends

Passage 30

Our consumption of palm oil is rocketing: Commitments from various governments to increase the amount of biofuels being sold are pushing this rise in demand, because they are seen as an attractive quick fix to reduce greenhouse gas emissions. India wanted 20% of its diesel to be bio-diesel by 2012. The irony is that these attempts to reduce the impact of climate change could actually make things worse—clearing forests and draining and burning 'peatlands' to grow palm oil which releases more carbon emissions than burning fossil fuels. But this phenomenal growth of the palm oil industry spells disaster for local communities, biodiversity and climate change as palm plantations enroach further and further into forested areas where the emission of greenhouse gases is largely due to deforestation. e.g. much of the current and predicted oil palm expansion is taking place on forested 'peatlands'. Peat locks up huge amounts of carbon, so clearing 'peatlands' by draining and burning releases huge greenhouse gases. The Roundtable on Sustainable Palm Oil (RSPO) has established clear ethical and ecological standards for producing palm oil.

But since then, forest destruction has continued unabated.

[CTET Feb 2014]

1. The passage is about the impact of on the environment.
 (1) destruction of peatlands (2) palm oil industries
 (3) drilling for diesel fuel (4) loss of communities
2. Peatlands are natural
 (1) means to suppress carbon emissions
 (2) causes of environmental destruction
 (3) sources of biofuels when burnt
 (4) sources of diesel
3. The phrase in the passage which means 'speedy remedy' is
 (1) phenomenal growth
 (2) quick fix
 (3) current and predicted
 (4) draining and burning
4. The synonym of the word 'irony' is
 (1) respect (2) reality
 (3) praise (4) paradox
5. The RSPO was convened to
 (1) control destructive practices in palm oil production
 (2) control the burning of peatlands
 (3) rehabilitate local communities
 (4) force the closure of palm oil industries
6. The passage suggests that RSPO's efforts to carry out its responsibility have been
 (1) mostly successful
 (2) mostly a failure
 (3) no information in the passage
 (4) partly successful

Passage 31

World Animal Day has been observed on 4th October since 1931, as a way of highlighting the plight of endangered species. Since then, it has become a day for remembering and paying tribute to all animals and the people who love and respect them. It's celebrated in different ways in every country, with no regard to nationality, religion, faith or political ideology.

Since the official World Animal Day website was launched by Naturewatch Foundation, the number of events taking place throughout the world has increased and the trend continues. And, that is the aim of the World Animal Day initiative to encourage everybody to use this special day to highlight their importance in the world; celebrate animal life in all its forms; celebrate humankind's relationship with the animal kingdom; acknowledge the diverse roles that animals play in our lives- from being our companions, supporting and helping us, to bringing a sense of wonder into our lives; and acknowledge and be thankful for the way in which animals enrich our lives. Increased awareness will lead the way to improved standards of animal welfare throughout the world. Building the initiative is a way to unite the animal welfare movement with

something that everyone can join in, whether they are part of an organisation, group or as an individual. Through education, we can help to create a new culture of respect and sensitivity, to make this world a fairer place for all living creatures. On the website people will find everything they need to make World Animal Day a reality in their area. If we care about animals, we should not miss this special day to help make animal welfare issues front page news around the globe- a vital catalyst for change.

[CTET Sept 2014]

1. In reading this passage, we learn that the World Animal Day is an/a celebration.
 (1) monthly on the 4th
 (2) year long
 (3) annual
 (4) commemoration held in 1931
2. The writer points out that animals are important because they
 (1) can replace people by being more resourceful
 (2) will outlive human beings in the years to come
 (3) can be put to work in many ways
 (4) make us appreciate the diversity of life
3. The launch of the website is to
 (1) promote social networking by animal lovers
 (2) provide guidelines to celebrate Animal Day
 (3) give information about endangered animals species
 (4) serve as a source of reference about animals
4. The writer implies that animals are
 (1) treated cruelly by human beings
 (2) usually given due protection
 (3) ignored altogether
 (4) often subject to mistreatment
5. Identify the correct statement
 (1) Animals often pose a danger to people
 (2) People tend to forget to celebrate Animal Day
 (3) Animal Day reminds us to care for other species
 (4) The new website was started by the writer
6. The expression : 'a sense of wonder' means
 (1) a critical reaction (2) a sympathetic attitude
 (3) an emotional response (4) a deep understanding
7. A closest synonym for the word 'sensitivity' as used here is
 (1) passivity (2) affection
 (3) awareness (4) tolerance
8. The antonym of the word 'initiative' is
 (1) enterprise (2) idleness
 (3) indifference (4) advance
9. A word in the essay that means 'impetus' is
 (1) trend (2) catalyst
 (3) reality (4) welfare

Passage 32

Meditating can have an almost instant effect on reducing stress, researchers have found. They say three consecutive days of 25-minute sessions can have a dramatic effect. Researchers studied 'mindful meditation'—the guiding principle is to live more 'in the moment,' spending less time going over past stresses and worrying about future problems. Techniques include moving the focus of attention around the body and observing sensations that arise—the so-called 'body scan'. A secular practice, it is said to help people recognise and overcome negative thoughts. For the study, the research team had 66 healthy individuals aged 18–30 years old participate in a three-day experiment. Some participants went through a brief mindfulness meditation training programme for 25 minutes for three consecutive days, the individuals were given breathing exercises to help them monitor their breath and pay attention to their present moment experiences. A second group of participants completed a matched three day cognitive training programme in which they were asked to critically analyse poetry in an effort to enhance problem-solving skills. Following the fined training activity, all participants were asked to complete stressful speech and mathematical tasks in front of stern-faced evaluators. Each individual reported their stress levels in response to stressful speech and mathematical performance stress tasks and provided saliva samples for measurement of cortisol, commonly referred to as the stress hormone. The participants who received the brief mindfulness meditation training reported reduced stress perceptions to the speech and mathematical tasks, indicating that the mindfulness meditation fostered psychological stress resilience.

[CTET Sept 2014]

- The text is a piece of writing.
 - factual
 - descriptive
 - biographical
 - reflective
- The writer's attitude to mediation is
 - indifferent
 - different
 - suspicious sometimes
 - supportive
- The writer, by referring to the experiment, suggests that, it is
 - stress that cannot be controlled
 - possible for us to control stress
 - mathematics is a stressful subject
 - poetry analysis is easier than solving Mathematical problems
- The 'body scan' is a reference to
 - an experiment in a lab
 - a form of meditation
 - a research experiment
 - a problem solving activity
- An antonym for the word 'stressful' would be
 - annoying
 - calming
 - challenging
 - erasing

- The word that can replace 'perception' in the text is
 - belief
 - attention
 - conceptualisation
 - trust

Passage 33

As District Employment Officer, my father was given a jeep by the government. There was no garage in the office, so the jeep was parked in our house. My father refused to use it to commute to the office.

He told us that the jeep is an expensive resource given by the government—he reiterated to us that it was not 'his jeep' but the government's jeep. Insisting that he would use it only to tour the interiors, he would walk to his office on normal days. He also made sure that we never sat in the government jeep—we could sit in it only when it was stationary. That was our early childhood lesson in governance—a lesson that corporate managers learn the hard way, some never do.

The driver of the jeep was treated with respect due to any other member of my father's office. As small children, we were taught not to call him by his name. We had to use the suffix 'dada' whenever we were to refer to him in public or private. When I grew up to own a car and a driver by the name of Raju was appointed, I repeated the lesson to my two small daughters. They have, as a result, grown up calling him 'Raju Uncle'—very different from many of their friends who refer to their family drivers as 'my driver.' When I hear that term from a school or college going person, I cringe, to me the lesson was significant—you treat small people with more respect than you treat big people. It is more important to respect your subordinates than your superiors.

[CTET Feb 2015]

- The author's father would not allow his family to use the jeep because
 - it was not their private vehicle
 - the roads were full of potholes
 - he was afraid of accidents
 - the jeep was in a bad condition
- The author taught his children to
 - be firm with servants
 - treat small people with respect
 - maintain a discreet distance from servants
 - be kind to small people
- The author was critical of his children's friends because their attitude to servants smacked of
 - weakness
 - coarseness
 - arrogance
 - loftiness
- The author's attitude towards servants can be described as
 - respectful
 - indifferent
 - rational
 - affectionate

5. The opposite of the word 'refused' is
 (1) accepted (2) received (3) justified (4) admired
6. The word that can replace 'reiterated' is
 (1) revised (2) repeated
 (3) recalled (4) reconsidered

Passage 34

Ramanujan was born on 2nd December, 1887 in Erode (South India) as the eldest son in a family of six children. In November, 1892 he entered, the Town High School at Kumbakonam as a half-fee scholarship-holder and passed the Matriculation Examination in 1904. In the school, he became a minor celebrity, walking off with merit certificates and prizes for academic brilliance. This school nourished him for six years, bringing him as close as he would ever come to a satisfying academic experience. When he was in the seventh standard, he gave clear evidence of his mathematical gifts; he could reel off the square root of a natural number to the specified number of places; he could point to the indeterminate nature of zero divided by zero. Ramanujan's mother—the family being close to penury—took in college students as boarders who noticing Ramanujan's interest in Mathematics, brought him textbooks from the college library. Loney's 'Trigonometry' was one such treasure which he mastered.

During 1906-1912, Ramanujan was constantly in search of an employer to earn his livelihood. With his 'Notebooks' as his only recommendation, he sought the patronage of V Ramaswamy Iyer, the founder of Indian Mathematical Society who was at Tirukovillur and asked for a clerical job in his office. The former had no mind to smother Ramanujan's genius and sent him back to Madras with a letter of introduction to PV Seshu Aiyar, then at the Presidency College, Madras. He gave in turn, Ramanujan a letter of recommendation to the true lover of Mathematics, R Ramachandra Rao, the District Collector, Nellore. This was the turning point in his life.

On the advice of PV Seshu Aiyar, Ramanujan communicated his theorems on divergent series in a historic letter dated 16th January, 1913 to GH Hardy, who was ten years senior to Ramanujan. With the personal interest of Gilbert Walker and support given by Indian stalwarts, the University of Madras awarded its first scholarship to Ramanujan to study in Cambridge. Over the next three months, Ramanujan received four long letters from Hardy, who had already sprung into action, advising the India Office, of his wish to bring him to Cambridge.

Srinivasa Ramanuja (1887-1920) [CTET Feb 2015]

1. Merit certificates and prizes awarded to Ramanujan at school are a proof of his
 (1) commitment (2) intellectual brilliance
 (3) sincerity (4) dedication

2. Ramanujan's mother took in college students as boarders because
 (1) the family was on the verge of poverty
 (2) she wanted to give her son all the comforts of life
 (3) she wanted to save money to buy a house
 (4) she had to pay up huge debts
3. The turning point in Ramanujan's life came when
 (1) he was given a scholarship
 (2) he got a job in Indian Mathematical Society
 (3) his name was recommended to the District Collector, Nellore
 (4) he was awarded a big cash award
4. The support Ramanujan received from his school suggests that
 (1) fortune favours those who dare
 (2) a talented person needs nourishment to flourish
 (3) luck is more important than patronage
 (4) support or no support men with talent forge ahead
5. Identify the correct statement
 (1) Ramanujan was offered a job at Cambridge
 (2) Ramanujan did not get much support from his school
 (3) Ramanujan's mother did not want him to go abroad
 (4) Seshu Aiyar was Ramanujan's patron
6. The phrasal verb, 'reel off' means to
 (1) say quickly (2) fishing
 (3) rehearse easily (4) articulate fast
7. The closest synonym for the word 'smother' is
 (1) deaden (2) stifle
 (3) discourage (4) ruin
8. The antonym for the word 'recommendation' is
 (1) disapproval (2) condemnation
 (3) criticism (4) revulsion
9. The word that can best replace 'nourished' is
 (1) gifted (2) sent
 (3) supported (4) served

Passage 35

One Sunday morning, I was travelling on a subway in Mumbai. People were sitting quietly some reading newspapers, some lost in thought. It was a calm, peaceful scene. Then suddenly, a man and his children entered the subway car. The children were so loud and rambunctious that instantly the whole climate changed.

The man sat next to me and closed his eyes, apparently oblivious to the situation. The children were yelling back and forth, throwing things, even grabbing people's papers. It was very disturbing. And yet, the man sitting next to me did nothing.

It was difficult not to feel irritated. I could not believe that he could be so insensitive as to let his children run wild and do nothing about it. It was easy to see that everyone else on

the subway felt irritated, too. So finally, I turned to him and said, "Sir, your children are really disturbing a lot of people. I wonder if you couldn't control them a little more?"

The man lifted his gaze as if to come to a consciousness of the situation for the first time and said softly, "Oh, you're right. I guess should do something about it. We just came from the hospital where their mother died an hour ago. I don't know what to think and I guess they don't know how to handle it either."

Can you imagine what I felt at that moment. My paradigm shifted. Suddenly I saw things differently, and because I saw things differently, I thought, felt and behaved differently. My irritation vanished; my heart was filled with the man's pain. Feelings of sympathy and compassion flowed freely "Your wife just died? Oh, I am sorry ! Can you tell me about it? What can I do to help?" Everything changed in an instant. [CTET Sept 2015]

1. The primary purpose of the author is to
 - (1) narrate an amusing incident
 - (2) show how indulgent parents spoil their children
 - (3) show a radical shift in attitude
 - (4) highlight the problems of subway travellers
2. The word 'oblivious' (Para 3) means
 - (1) unaware
 - (2) neglectful
 - (3) inconsiderate
 - (4) insensitive
3. The word which is opposite in meaning to 'compassion' (Para 6) is
 - (1) coarseness
 - (2) dislike
 - (3) wildness
 - (4) cruelty
4. 'I felt differently,'
Tense of the above sentence has been correctly changed into present continuous in
 - (1) I am feeling differently
 - (2) I had been feeling differently
 - (3) I was feeling differently
 - (4) I have been feeling differently
5. 'My irritation vanished.' The sentence given above has been correctly changed into interrogative form in
 - (1) Couldn't my irritation vanish?
 - (2) Hadn't my irritation vanished?
 - (3) Didn't my irritation vanish?
 - (4) Did my irritation vanish?
6. The children's behaviour on the subway was
 - (1) irritating
 - (2) disgusting
 - (3) shocking
 - (4) amusing
7. How did the man (children's father) react to the unruly behaviour of his children?
 - (1) He rebuked them
 - (2) He tried to control them
 - (3) He did nothing
 - (4) He enjoyed their antics

8. It can be inferred from the man's behaviour that he was
 - (1) an indulgent parent
 - (2) mentally disturbed
 - (3) unsocial
 - (4) insensitive

9. When the writer learnt the truth
 - (1) his heart was filled with the man's suffering
 - (2) he was angry with himself for being judgemental
 - (3) he decided to help the man out
 - (4) he felt apologetic

Passage 36

Your attitudes are the perspectives from which you view life. Some people seem to have a good attitude towards most things. Some people seem to have a bad attitude towards everything. But when you look closer, you will find that most of us have a combination of attitudes, some good, some not so good.

Whatever attitude we have towards anything will affect how we feel about it, which in turn determines whether or not we will do well. So our right attitudes play a very important part in helping us become successful.

In fact, as we can see, a good attitude is essential for achievement of any kind! We so often hear of someone who is said to have a 'bad attitude'. The term is often applied to young people, especially to teenagers who frequently get into trouble, but we often hear it about adults, too. The implication is always that the individual in question is not going to make it if he doesn't change his attitude.

I would agree, without a good attitude it is not possible to see the opportunities ahead and set one's sights to reach them. But even more important is the fact that in order to possess the kind of feelings which work for us we've got to have the right attitude to start with. But where do we get our attitudes from? Are we born with them or do they just appear out of nowhere? Our attitudes are no accident: They don't just happen. Our attitudes are created and influenced entirely by our beliefs. [CTET Sept 2015]

1. Which one of the following statements is correct?
 - (1) Our attitudes are influenced by our parents only
 - (2) Our attitudes are created and controlled by our beliefs
 - (3) Our attitudes are the results of own personal experience
 - (4) We are born with our attitudes
 2. The word 'determine' most nearly means
 - (1) influence
 - (2) overcome
 - (3) engage
 - (4) govern
 3. Which part of speech is the underlined word in the sentence given below?
'Some people seem to have a **good** attitude towards most things.'
- (1) Preposition
 - (2) Adjective
 - (3) Conjunction
 - (4) Adverb

4. A/An _____ attitude is absolutely necessary for attainment of any kind.

- | | |
|--------------|----------------|
| (1) cheerful | (2) optimistic |
| (3) good | (4) virtuous |

5. The term 'bad attitude' is used for young people because they

- | | |
|--------------------------|---------------------------------|
| (1) behave irresponsibly | (2) often get into difficulty |
| (3) are unpredictable | (4) defy all kinds of authority |

6. Right attitudes are absolutely essential to

- | |
|---|
| (1) win the goodwill of our peers and superiors |
| (2) have harmonious relations with others |
| (3) promote our mental well-being |
| (4) succeed in life |

Passage 37

Your body is made up of sixty per cent water and you lose the essential fluid every minute of every day as you breathe, digest and hopefully work up a sweat. It is important that you put back every drop. Starting now, drink eight 230 mL glasses of water every single day—that's the minimum, your body needs daily. That is the non-negotiable sugar savvy hydration Mantra. Many times when you think you're hungry, sleepy, depressed and/or irritated, you're actually just dehydrated. Drinking enough water actually helps you combat water retention. Sounds counterintuitive, but think about it. If you are running around in a semi-dehydrated state all the time, your body is going to hang on to every single drop, giving you that puffy, unhealthy appearance. When you are properly hydrated, your body gets the message that all systems are operating smoothly and it continues its work of flushing out your system and ridding itself of the excess fluids.

If your goal is to lose weight, water is a must. When you're dehydrated, your body sends out signals that you need assistance. Many people mistake those thirsty SOS signals for hunger and take in hundreds of extra calories. They also don't solve the real problem—thirst! Drinking water can be a powerful appetite suppressant and allows you to cue into your real hunger. Your body also needs plenty of water for proper digestion, so you can get the most from the foods you eat. You are less susceptible to food cravings when your stomach is full and you're getting all the nutrients you need. Drink two glasses of water before every meal—you'll eat less! Your body uses water for fat.

[CTET Feb 2016]

1. helps fight water retention.

- | | |
|----------------------------|----------------------------|
| (1) Having a balanced diet | (2) Drinking enough water |
| (3) Exercising regularly | (4) A regular morning walk |

2. Our systems operate satisfactorily

- | |
|---|
| (1) if excess fat is reduced |
| (2) when we enjoy a sound sleep |
| (3) when we are properly hydrated |
| (4) if we consume lots of fruits and vegetables |

3. The best way to lose weight is to

- | |
|-----------------------------------|
| (1) eat less starchy food |
| (2) take weight-reducing pills |
| (3) exercise at least twice a day |
| (4) drink plenty of water |

4. When we are dehydrated, we think we

- | | |
|---------------------------|-------------------|
| (1) are about to collapse | (2) want to vomit |
| (3) are tired | (4) need food |

5. The word 'irritated' most nearly means

- | | | | |
|-------------|--------------|------------|----------------|
| (1) annoyed | (2) troubled | (3) uneasy | (4) frustrated |
|-------------|--------------|------------|----------------|

6. The word which is opposite in meaning to 'assistance' is

- | | |
|-----------------|----------------|
| (1) fragrance | (2) resistance |
| (3) persistence | (4) existence |

7. 'Your body uses water for fat.'

The 'voice' in the above sentence has been correctly changed in

- | |
|---|
| (1) water was used for fat by our body |
| (2) water could be used for fat by our body |
| (3) water is being used by our body for fat |
| (4) water is used for fat by your body |

Passage 38

Raja Ram Mohan Roy is considered the pioneer of modern Indian Renaissance for the remarkable reforms he brought about in the 18th century India. Among his efforts, the abolition of the Sati-pratha—a practice in which the widow was compelled to sacrifice herself on the funeral pyre of her husband—was prominent. His efforts were also instrumental in eradicating the Purdah system and child marriage. In 1828, Ram Mohan Roy formed the Brahmo Samaj, a group of people, who had no faith in idol-worship and were against the caste restrictions.

Raja Ram Mohan Roy's father was a wealthy Brahmin and strictly performed the duties set by the religion. Ram Mohan himself was also devoted to Lord Vishnu and in his 14th year, he wanted to become a monk but his mother, Tarini Devi objected to his desire.

Ram Mohan viewed education as a medium to implement the social reforms. So, in 1815, Ram Mohan came to Calcutta and the very next year, started an English College by putting in his own savings. He was well aware that the students should learn the English language and scientific subjects and that's why he criticised the government's policy of opening only Sanskrit schools. According to him, Indians would lag behind if they do not get to study modern subjects like Mathematics, Geography and Latin. The government accepted this idea of Ram Mohan and also implemented it but not before his death. Ram Mohan was also the first to give importance to the development of mother tongue. His Gaudiya Byakaran in Bengali is the best of his prose

works. Rabindranath Tagore and Bankimchandra also followed in the footsteps of Ram Mohan Roy.

Ram Mohan Roy was a staunch supporter of free speech and expression and fought for the rights of Vernacular Press. He also brought out a newspaper in Persian called *Miratul-Akhbar* (the Mirror of News) and a Bengali weekly called *Sambad Kaumudi* (the Moon of Intelligence). In those days, items of news and articles had to be approved by the government before being published. Ram Mohan protested against this control by arguing that newspapers should be free and that the truth should not be suppressed simply because the government did not like it.

[CTET Feb 2016]

1. Raja Ram Mohan Roy is known for his
 - (1) economic reforms
 - (2) literary reforms
 - (3) political reforms
 - (4) social reforms
2. When he was a teenager, Raja Ram Mohan Roy expressed his desire to become a
 - (1) journalist
 - (2) monk
 - (3) teacher
 - (4) businessman
3. Raja Ram Mohan Roy believed that Indians would lag behind if they
 - (1) forgot their cultural roots
 - (2) did not learn traditional skills
 - (3) gave up study of Sanskrit
 - (4) did not study modern subjects
4. Raja Ram Mohan Roy strongly supported
 - (1) rituals and observances
 - (2) physical education
 - (3) freedom of speech and expression
 - (4) moral education
5. The word 'eliminating' most nearly means
 - (1) banishing
 - (2) eradicating
 - (3) banning
 - (4) dismissing
6. The word which is opposite in meaning to 'encouraged' is
 - (1) crushed
 - (2) misled
 - (3) disheartened
 - (4) suppressed
7. Which 'part of speech' is the underlined word in the sentence given below?
 "He was a staunch supporter of free speech and expression."
 - (1) Adjective
 - (2) Conjunction
 - (3) Noun
 - (4) Adverb
8. 'Raja Ram Mohan Roy viewed education ...' The 'voice' in the above sentence has been correctly changed in
 - (1) education was viewed
 - (2) education is viewed
 - (3) education has been viewed
 - (4) education had been viewed

Passage 39

A remarkable feature of Edison's inventions was their basic simplicity. There were innumerable scientists possessing deep knowledge of electricity, chemistry, etc., but it was this unschooled genius who succeeded where they failed. What were his unique qualities? Firstly, he had an uncanny ability to judge the practical use of any scientific fact. Secondly, he was blessed with patience and perseverance. He would try out countless ideas till he found the right one. Third was his business acumen, which enabled him to earn the large sums of money necessary to conduct experimental work.

Edison's enthusiasm for work and optimistic attitude ensured a long and productive life. Only after crossing the age of seventy-five did he start slowing down. During his final illness, his curiosity about his condition, medicines, and treatment, made the doctors think that possibly he was taking this too as one of his scientific investigations! He passed away on 18 October, 1931, at the ripe old age of eight-four.

During his lifetime itself Edison became one of the most famous men in the world. Honours were showered on him. Among them was the congressional gold medal in 1928 for his contributions to human welfare. In 1960, he was posthumously elected to the Hall of Fame for Great Americans at New York University. But the tribute that was most eloquent was quite unintended. The authorities contemplated switching off the power supply in New York, the scene of his triumph in 1882, for two minutes as a mark of respect on his death. But 1931 was not 1882. Since normal life would have come to a standstill by the two minutes power cutoff, the idea was given up. There could be no greater tribute to the man than this negative tribute!

[CTET Sept 2016]

1. The most remarkable feature of Edison's inventions was their
 - (1) low cost
 - (2) aesthetic aspect
 - (3) fundamental simplicity
 - (4) multiple usefulness
2. According to the author, Edison became prosperous because he
 - (1) had great business sense
 - (2) had luck on his side
 - (3) worked very hard
 - (4) made the best use of his time
3. To conduct experimental work, Edison needed
 - (1) calm and quiet atmosphere
 - (2) sophisticated gadgets
 - (3) support of generous patrons
 - (4) huge amounts of money

4. Edison's long and productive life can be attributed to
 - (1) his positive attitude
 - (2) his immensely good health
 - (3) a large circle of friends
 - (4) his involvement in charitable work
5. The word 'uncanny' as used in the passage means
 - (1) astonishing
 - (2) weird
 - (3) great
 - (4) terrific
6. The opposite of 'famous' is
 - (1) negligible
 - (2) unnoticeable
 - (3) unpopular
 - (4) unknown
7. Which part of speech is the underlined word?
 "...any **scientific** fact."
 - (1) Adverb
 - (2) Preposition
 - (3) Noun
 - (4) Adjective

Passage 40

The art of Madhubani painting is the traditional style developed in the Mithila region, in the villages around Madhubani, Bihar. Madhubani literally means a forest of honey. This style of painting has been traditionally used by the women of the region, though today men are also involved to meet the demand. The work is done on freshly plastered mud walls. For commercial purposes, it is now being done on paper, cloth etc.

The paintings are basically of religious nature. They are done in the special rooms of their homes (in the Pooja room, ritual area, bridal room), on the main village walls, etc., for ceremonial or ritualistic purposes. The women offer prayers to the deity before starting the work. Figures from nature and mythology are adapted to suit their style. The themes and designs widely painted are the worship of Hindu deities such as Krishna, Rama, Shiva, Durga, Lakshmi, Saraswati, Sun and Moon, Tulsi plant, court scenes, wedding scenes and other social events taking place around them.

Floral, animal and bird motifs, geometrical designs are used to fill up all the gaps. There is hardly any empty space in this style. Cotton wrapped around a bamboo stick forms the brush. The colours applied are prepared by the artists.

The skill is handed down the generations, and hence the traditional design and patterns are widely maintained. It is believed that genesis of Madhubani paintings came about when king Janaka asked for paintings to be developed for his daughter Sita's wedding.

[CTET Sept 2016]

1. Madhubani paintings are no longer done exclusively by women on walls
 - (1) as paper is cheaper
 - (2) because cloth is more durable
 - (3) to meet their widespread demand
 - (4) as men are better painters
2. Madhubani paintings are essentially of religious nature when they are done
 - (1) using figures from nature
 - (2) in the Pooja room
 - (3) in the bridal room
 - (4) on the village walls
3. These paintings become secular when they depict
 - (1) wedding scenes
 - (2) court scenes
 - (3) worship of Saraswati
 - (4) Tulsi plant
4. A Madhubani painting shows only
 - (1) geometrical designs
 - (2) a balanced portrayal of all of them
 - (3) Hindu deities
 - (4) flowers and plants
5. The art of Madhubani painting is learnt in the
 - (1) homes of renowned artists
 - (2) Ashrams of Madhubani
 - (3) schools of art
 - (4) families at home
6. 'Floral' is an adjective derived from the noun, 'flower'. Aural is derived from the noun
 - (1) eye
 - (2) mouth
 - (3) morning
 - (4) ear
7. The word 'genesis' means the same as
 - (1) spirit
 - (2) growth
 - (3) birth
 - (4) original
8. 'On freshly plastered mud walls'. The words 'plastered' is a/an
 - (1) participle
 - (2) particle
 - (3) gerund
 - (4) infinitive

Answers

- Passage 1** 1. (3), 2. (3), 3. (1), 4. (2), 5. (3), 6. (2),
7. (4), 8. (2), 9. (2)
- Passage 2** 1. (3), 2. (2), 3. (2), 4. (3), 5. (2), 6. (1)
- Passage 3** 1. (1), 2. (4), 3. (3), 4. (2), 5. (1), 6. (2),
7. (1), 8. (4), 9. (2)
- Passage 4** 1. (1), 2. (1), 3. (2), 4. (1), 5. (4), 6. (1),
7. (1), 8. (2), 9. (3)
- Passage 5** 1. (1), 2. (4), 3. (1), 4. (1), 5. (1), 6. (2)
- Passage 6** 1. (2), 2. (1), 3. (3), 4. (2), 5. (4), 6. (3),
7. (1), 8. (4), 9. (2)
- Passage 7** 1. (3), 2. (3), 3. (4), 4. (2), 5. (1), 6. (3),
7. (1), 8. (3), 9. (2)
- Passage 8** 1. (2), 2. (2), 3. (1), 4. (1), 5. (3), 6. (4),
7. (2), 8. (4), 9. (4)
- Passage 9** 1. (3), 2. (3), 3. (3), 4. (2), 5. (3), 6. (1),
7. (1), 8. (2), 9. (3)
- Passage 10** 1. (4), 2. (4), 3. (4), 4. (1), 5. (2), 6. (3)
- Passage 11** 1. (4), 2. (2), 3. (3), 4. (2), 5. (4), 6. (2),
7. (3), 8. (1), 9. (2)
- Passage 12** 1. (4), 2. (4), 3. (3), 4. (3), 5. (1), 6. (1),
7. (3), 8. (2), 9. (2)
- Passage 13** 1. (3), 2. (2), 3. (3), 4. (3), 5. (2), 6. (2),
7. (1), 8. (3), 9. (2)
- Passage 14** 1. (4), 2. (3), 3. (3), 4. (4), 5. (1), 6. (1),
7. (3), 8. (2), 9. (3)
- Passage 15** 1. (3), 2. (2), 3. (3), 4. (1), 5. (4), 6. (2), 7. (3)
- Passage 16** 1. (3), 2. (2), 3. (4), 4. (2), 5. (1), 6. (4),
7. (1), 8. (3), 9. (1)
- Passage 17** 1. (3), 2. (2), 3. (1), 4. (1), 5. (3), 6. (3),
7. (3), 8. (4), 9. (4)
- Passage 18** 1. (3), 2. (1), 3. (4), 4. (2), 5. (4), 6. (3),
7. (1), 8. (2)
- Passage 19** 1. (2), 2. (3), 3. (3), 4. (1), 5. (1), 6. (4), 7. (3)
- Passage 20** 1. (1), 2. (3), 3. (2), 4. (1), 5. (4), 6. (2),
7. (3), 8. (2)

Previous Years' Questions

- Passage 21** 1. (1), 2. (4), 3. (4), 4. (1), 5. (1), 6. (4)
- Passage 22** 1. (2), 2. (2), 3. (4), 4. (2), 5. (4), 6. (4),
7. (2), 8. (2), 9. (1)
- Passage 23** 1. (3), 2. (4), 3. (1), 4. (1), 5. (4), 6. (2)
- Passage 24** 1. (4), 2. (2), 3. (2), 4. (4), 5. (2), 6. (1),
7. (2), 8. (2), 9. (3)
- Passage 25** 1. (4), 2. (2), 3. (2), 4. (3), 5. (1), 6. (3)
- Passage 26** 1. (3), 2. (2), 3. (4), 4. (2), 5. (1), 6. (4),
7. (3), 8. (4), 9. (2)
- Passage 27** 1. (2), 2. (3), 3. (1), 4. (2), 5. (1), 6. (4),
7. (2), 8. (4), 9. (4)
- Passage 28** 1. (3), 2. (4), 3. (1), 4. (3), 5. (2), 6. (1)
- Passage 29** 1. (1), 2. (3), 3. (2), 4. (3), 5. (3), 6. (2),
7. (3), 8. (4), 9. (4)
- Passage 30** 1. (2), 2. (1), 3. (2), 4. (4), 5. (1), 6. (2)
- Passage 31** 1. (3), 2. (4), 3. (2), 4. (4), 5. (3), 6. (3),
7. (3), 8. (3), 9. (2)
- Passage 32** 1. (3), 2. (1), 3. (3), 4. (4), 5. (2), 6. (4)
- Passage 33** 1. (1), 2. (2), 3. (3), 4. (1), 5. (1), 6. (2)
- Passage 34** 1. (2), 2. (1), 3. (3), 4. (2), 5. (4), 6. (1),
7. (2), 8. (2), 9. (3)
- Passage 35** 1. (3), 2. (1), 3. (4), 4. (1), 5. (3), 6. (1),
7. (3), 8. (2), 9. (1)
- Passage 36** 1. (2), 2. (1), 3. (2), 4. (3), 5. (2), 6. (3)
- Passage 37** 1. (2), 2. (3), 3. (4), 4. (4), 5. (1), 6. (2), 7. (4)
- Passage 38** 1. (4), 2. (2), 3. (4), 4. (3), 5. (2), 6. (3),
7. (3), 8. (1)
- Passage 39** 1. (3), 2. (1), 3. (4), 4. (1), 5. (2), 6. (4), 7. (4)
- Passage 40** 1. (3), 2. (2), 3. (2), 4. (2), 5. (4), 6. (4),
7. (3), 8. (1)