

## Narasaraopet Engineering College

Narasaraopet

Narasaraopet, ANDHRA PRADESH, India

Ph: 9441643969, Email: leadtd.nec@gmail.com

necd.ac.in

### CTS MODEL TESTS / Test 5 / Verbal

1. Read the passage and answer the questions that follow on the basis of the information provided in the passage.

<BR><BR>

pioneers of the teaching of science imagined that its introduction into education would remove the conventionality, artificiality, and backward-lookingness which were characteristic of classical studies, but they were gravely disappointed. So, too, in their time had the humanists thought that the study of the classical authors in the original would banish at once the dull pedantry and superstition of mediaeval scholasticism. The professional schoolmaster was a match for both of them, and has almost managed to make the understanding of chemical reactions as dull and as dogmatic an affair as the reading of Virgil's Aeneid. The chief claim for the use of science in education is that it teaches a child something about the actual universe in which he is living, in making him acquainted with the results of scientific discovery, and at the same time teaches him how to think logically and inductively by studying scientific method.

<BR><BR>certain limited success has been reached in the first of these aims, but practically none at all in the second. Those privileged members of the community who have been through a secondary or public school education may be expected to know something about the elementary physics and chemistry of a hundred years ago, but they probably know hardly more than any bright boy can pick up from an interest in wireless or scientific hobbies out of school hours. As to the learning of scientific method, the whole thing is palpably a farce. Actually, for the convenience of teachers and the requirements of the examination system, it is necessary that the pupils not only do not learn scientific method but learn precisely the reverse, that is, to believe exactly what they are told and to reproduce it when asked, whether it seems nonsense to them or not.

<BR><BR>way in which educated people respond to such quackeries as spiritualism or astrology, not to say more dangerous ones such as racial theories or currency myths, shows that fifty years of education in the method of science in Britain or Germany has produced no visible effect whatever. The only way of learning the method of science is the long and bitter way of personal experience, and, until the educational or social systems are altered to make this possible, the best we can expect is the production of a minority of people who are able to acquire some of the techniques of science and a still smaller minority who are able to use and develop them.

<BR>The author implies that the 'professional schoolmaster' has

- a. no interest in teaching science
- b. thwarted attempts to enliven education
- c. aided true learning
- d. supported the humanists
- e. been a pioneer in both science and humanities.

2. Read the passage and answer the questions that follow on the basis of the information provided in the passage.

<BR><BR>

pioneers of the teaching of science imagined that its introduction into education would remove the conventionality, artificiality, and backward-lookingness which were characteristic of classical studies, but they were gravely disappointed. So, too, in their time had the humanists thought that the study of the classical authors in the original would banish at once the dull pedantry and superstition of mediaeval scholasticism. The professional schoolmaster was a match for both of them, and has almost managed to make the understanding of chemical reactions as dull and as dogmatic an affair as the reading of Virgil's Aeneid. The chief claim for the use of science in education is that it teaches a child something about the actual universe in which he is living, in making him acquainted with the results of scientific discovery, and at the same time teaches him how to think logically and inductively by studying scientific method.

<BR><BR>certain limited success has been reached in the first of these aims, but practically none at all in the second. Those privileged members of the community who have been through a secondary or public school education may be expected to know something about the elementary physics and chemistry of a hundred years ago, but they probably know hardly more than any bright boy can pick up from an interest in wireless or scientific hobbies out of school hours. As to the learning of scientific method, the whole thing is palpably a farce. Actually, for the convenience of teachers and the requirements of the examination system, it is necessary that the pupils not only do not learn scientific method but learn precisely the reverse, that is, to believe exactly what they are told and to reproduce it when asked, whether it seems nonsense to them or not.

<BR><BR>way in which educated people respond to such quackeries as spiritualism or astrology, not to say more dangerous ones such as racial theories or currency myths, shows that fifty years of education in the method of science in Britain or Germany has produced no visible effect whatever. The only way of learning the method of science is the long and bitter way of personal experience, and, until the educational or social systems are altered to make this possible, the best we can expect is the production of a minority of people who are able to acquire some of the techniques of science and a still smaller minority who are able to use and develop them.

- a. ambivalent
- b. neutra
- c. supportive
- d. Satirical
- e. contemptuous

3. Read the passage and answer the questions that follow on the basis of the information provided in the passage.

pioneers of the teaching of science imagined that its introduction into education would remove the conventionality, artificiality, and backward-lookingness which were characteristic of classical studies, but they were gravely disappointed. So, too, in their time had the humanists thought that the study of the classical authors in the original would banish at once the dull pedantry and superstition of mediaeval scholasticism. The professional schoolmaster was a match for both of them, and has almost managed to make the understanding of chemical reactions as dull and as dogmatic an affair as the reading of Virgil's Aeneid. The chief claim for the use of science in education is that it teaches a child something about the actual universe in which he is living, in making him acquainted with the results of scientific discovery, and at the same time teaches him how to think logically and inductively by studying scientific method.

certain limited success has been reached in the first of these aims, but practically none at all in the second. Those privileged members of the community who have been through a secondary or public school education may be expected to know something about the elementary physics and chemistry of a hundred years ago, but they probably know hardly more than any bright boy can pick up from an interest in wireless or scientific hobbies out of school hours. As to the learning of scientific method, the whole thing is palpably a farce. Actually, for the convenience of teachers and the requirements of the examination system, it is necessary that the pupils not only do not learn scientific method but learn precisely the reverse, that is, to believe exactly what they are told and to reproduce it when asked, whether it seems nonsense to them or not.

way in which educated people respond to such quackeries as spiritualism or astrology, not to say more dangerous ones such as racial theories or currency myths, shows that fifty years of education in the method of science in Britain or Germany has produced no visible effect whatever. The only way of learning the method of science is the long and bitter way of personal experience, and, until the educational or social systems are altered to make this possible, the best we can expect is the production of a minority of people who are able to acquire some of the techniques of science and a still smaller minority who are able to use and develop them.

The word 'palpably' most nearly means

- a. empirically
- b. obviously
- c. tentatively
- d. markedly
- e. ridiculously

4. Read the passage and answer the questions that follow on the basis of the information provided in the passage.

pioneers of the teaching of science imagined that its introduction into education would remove the conventionality, artificiality, and backward-lookingness which were characteristic of classical studies, but they were gravely disappointed. So, too, in their time had the humanists thought that the study of the classical authors in the original would banish at once the dull pedantry and superstition of mediaeval scholasticism. The professional schoolmaster was a match for both of them, and has almost managed to make the understanding of chemical reactions as dull and as dogmatic an affair as the reading of Virgil's Aeneid. The chief claim for the use of science in education is that it teaches a child something about the actual universe in which he is living, in making him acquainted with the results of scientific discovery, and at the same time teaches him how to think logically and inductively by studying scientific method.

certain limited success has been reached in the first of these aims, but practically none at all in the second. Those privileged members of the community who have been through a secondary or public school education may be expected to know something about the elementary physics and chemistry of a hundred years ago, but they probably know hardly more than any bright boy can pick up from an interest in wireless or scientific hobbies out of school hours. As to the learning of scientific method, the whole thing is palpably a farce. Actually, for the convenience of teachers and the requirements of the examination system, it is necessary that the pupils not only do not learn scientific method but learn precisely the reverse, that is, to believe exactly what they are told and to reproduce it when asked, whether it seems nonsense to them or not.

way in which educated people respond to such quackeries as spiritualism or astrology, not to say more dangerous ones such as racial theories or currency myths, shows that fifty years of education in the method of science in Britain or Germany has produced no visible effect whatever. The only way of learning the method of science is the long and bitter way of personal experience, and, until the educational or social systems are altered to make this possible, the best we can expect is the production of a minority of people who are able to acquire some of the techniques of science and a still smaller minority who are able to use and develop them.

The author blames all of the following for the failure to impart scientific method through the education system except

- a. poor teaching

- b. examination methods
- c. lack of direct experience
- d. the social and education systems
- e. lack of interest on the part of students

5. Read the passage and answer the questions that follow on the basis of the information provided in the passage.

pioneers of the teaching of science imagined that its introduction into education would remove the conventionality, artificiality, and backward-lookingness which were characteristic of classical studies, but they were gravely disappointed. So, too, in their time had the humanists thought that the study of the classical authors in the original would banish at once the dull pedantry and superstition of mediaeval scholasticism. The professional schoolmaster was a match for both of them, and has almost managed to make the understanding of chemical reactions as dull and as dogmatic an affair as the reading of Virgil's Aeneid. The chief claim for the use of science in education is that it teaches a child something about the actual universe in which he is living, in making him acquainted with the results of scientific discovery, and at the same time teaches him how to think logically and inductively by studying scientific method.

certain limited success has been reached in the first of these aims, but practically none at all in the second. Those privileged members of the community who have been through a secondary or public school education may be expected to know something about the elementary physics and chemistry of a hundred years ago, but they probably know hardly more than any bright boy can pick up from an interest in wireless or scientific hobbies out of school hours. As to the learning of scientific method, the whole thing is palpably a farce. Actually, for the convenience of teachers and the requirements of the examination system, it is necessary that the pupils not only do not learn scientific method but learn precisely the reverse, that is, to believe exactly what they are told and to reproduce it when asked, whether it seems nonsense to them or not.

way in which educated people respond to such quackeries as spiritualism or astrology, not to say more dangerous ones such as racial theories or currency myths, shows that fifty years of education in the method of science in Britain or Germany has produced no visible effect whatever. The only way of learning the method of science is the long and bitter way of personal experience, and, until the educational or social systems are altered to make this possible, the best we can expect is the production of a minority of people who are able to acquire some of the techniques of science and a still smaller minority who are able to use and develop them.

If the author were to study current education in science to see how things have changed since he wrote the piece, he would probably be most interested in the answer to which of the following questions?

- a. Do students know more about the world about them?
- b. Do students spend more time in laboratories?
- c. Can students apply their knowledge logically?
- d. Have textbooks improved?
- e. Do they respect their teachers

6.

Read the passage and answer the following questions:

Work expands so as to fill the time available for its completion. The general recognition of this fact is shown in the proverbial phrase, It is the busiest man who has time to spare. Thus, an elderly lady at leisure can spend the entire day writing a postcard to her niece. An hour will be spent in writing a postcard, another hunting for spectacles, half an hour to search for the address, an hour and a quarter in composition and twenty minutes in deciding whether or not to take an umbrella when going to the pillar box in the street. The total effort that could occupy a busy man for three minutes, all told may in this fashion leave another person completely exhausted after a day of doubt, anxiety and toil.

- a. the work is done smoothly
- b. the work is done leisurely
- c. work consumes all the time
- d. The work needs additional time.

7.

Read the passage and answer the following questions:

Work expands so as to fill the time available for its completion. The general recognition of this fact is shown in the proverbial phrase, It is the busiest man who has time to spare. Thus, an elderly lady at leisure can spend the entire day writing a postcard to her niece. An hour will be spent in writing a postcard, another hunting for spectacles, half an hour to search for the address, an hour and a quarter in composition and twenty minutes in deciding whether or not to take an umbrella when going to the pillar box in the street. The total effort that could occupy a busy man for three minutes, all told may in this fashion leave another person completely exhausted after a day of doubt, anxiety and toil.

Explain the sentence: Work expands so as to fill the time available for its completion?.

- a. The more work there is to be done , the more time needed.
- b. whatever time is available for a given amount of work, all of it will be used
- c. If you have more time you can do some work.
- d. If you have some important work to do, you should always have some additional time.

8. <br>

Read the passage and answer the following questions:

<br><br>

Work expands so as to fill the time available for its completion. The general recognition of this fact is shown in the proverbial phrase, It is the busiest man who has time to spare. Thus, an elderly lady at leisure can spend the entire day writing a postcard to her niece. An hour will be spent in writing a postcard, another hunting for spectacles, half an hour to search for the address, an hour and a quarter in composition and twenty minutes in deciding whether or not to take an umbrella when going to the pillar box in the street. The total effort that could occupy a busy man for three minutes, all told may in this fashion leave another person completely exhausted after a day of doubt, anxiety and toil.

<br>Who is the person likely to take more time to do work.

- a. a busy man
- b. a man of leisure
- c. an elderly person
- d. an exhausted person

9. <br>

Read the passage and answer the following questions:

<br><br>

Work expands so as to fill the time available for its completion. The general recognition of this fact is shown in the proverbial phrase, It is the busiest man who has time to spare. Thus, an elderly lady at leisure can spend the entire day writing a postcard to her niece. An hour will be spent in writing a postcard, another hunting for spectacles, half an hour to search for the address, an hour and a quarter in composition and twenty minutes in deciding whether or not to take an umbrella when going to the pillar box in the street. The total effort that could occupy a busy man for three minutes, all told may in this fashion leave another person completely exhausted after a day of doubt, anxiety and toil.

<br>What is the total time spent by the elderly lady in writing a postcard?

- a. Three minutes
- b. four hours and five minutes
- c. half day
- d. the entire day

10. <br>

Read the passage and answer the following questions:

<br><br>

Work expands so as to fill the time available for its completion. The general recognition of this fact is shown in the proverbial phrase, It is the busiest man who has time to spare. Thus, an elderly lady at leisure can spend the entire day writing a postcard to her niece. An hour will be spent in writing a postcard, another hunting for spectacles, half an hour to search for the address, an hour and a quarter in composition and twenty minutes in deciding whether or not to take an umbrella when going to the pillar box in the street. The total effort that could occupy a busy man for three minutes, all told may in this fashion leave another person completely exhausted after a day of doubt, anxiety and toil.

<br>What does the expression 'pillar box' stand for?

- a. a box attached to the pillar
- b. a box in the pillar
- c. box office.
- d. a pillar type postbox

11. <br><br>

Rearrange the following sentences in meaning full order

<br>S1: Calcutta unlike other cities keeps its trams.

<br>P : As a result there horrendous congestion.

<br>Q : It was going to be the first in South Asia.

<br>R : They run down the centre of the road

<br>S : To ease in the city decided to build an underground railway line.

<br>S6: The foundation stone was laid in 1972.

<br><br>The Proper sequence should be:

- a. PRSQ
- b. PSQR
- c. SQRP
- d. RPSQ

12. <br><br>

Rearrange the following sentences in meaning full order

<br>

S1: American private lies may seem shallow.

<br>P : Students would walk away with books they had not paid for.

<br>Q : A Chinese journalist commented on a curious institution: the library

<br>R : Their public morality, however, impressed visitors.

<br>S : But in general they returned them.

<br>S6: This would not happen in china, he said.

<br><br>The Proper sequence should be:

- a. PSQR
- b. QPSR
- c. RQPS
- d. RPSQ

13. <br><br>

Rearrange the following sentences in meaning full order

<br>

<br>S1: Smoke oozed up between the planks.

<br>P : Passengers were told to be ready to quit the ship.

<br>Q : The rising gale fanned the smouldering fire.

<br>R : Everyone now knew there was fire on board.

<br>S : Flames broke out here and there.

<br>S6: Most people bore the shock bravely.

<br><br>The Proper sequence should be:

- a. SRQP
- b. QPSR
- c. RSPQ
- d. QSRP

14. <br><br>

Rearrange the following sentences in meaning full order

<br>S1: Far away in a little street there is a poor house.

<br>P : Her face is thin and worn and her hands are coarse, pricked by a needle, for she is a seam stress.

<br>Q : One of the windows is open and through it I can see a poor woman.

<br>R : He has a fever and asking for oranges.

<br>S : In a bed in a corner of the room her little boy is lying ill.

<br>S6: His mother has nothing to give but water, so he is crying.

<br><br>The Proper sequence should be:

- a. SRQP
- b. PQSR
- c. QPSR
- d. RSPQ

15. <br><br>

Rearrange the following sentences in meaning full order

<br>S1: In India marriages are usually arranged by parents

<br>P : Sometimes boys and girls do not like the idea of arranged marriages.

<br>Q : Most young people accepts the state of affairs.

<br>R : Shanta was like that.

<br>S : They assume their parents can make good choices.

<br>S6: She felt she was a modern girl and not subject for bargaining.

<br><br>The Proper sequence should be:

- a. SPRQ
- b. PSRQ
- c. QSPR
- d. RQPS

16. <br>Among the given set find the correct sentence

- <br><br>You need not come unless you want to.
- <br>A. You don't need to come unless you want to
- <br>B. You come only when you want to
- <br>C. You come unless you don't want to
- <br>D. You needn't come until you don't want to
- <br>E. No correction required

- a. A
- b. B

17. <br>Among the given set find the correct sentence

- <br><br>They were all shocked at his failure in the competition
- <br>A. were shocked at all
- <br>B. had all shocked at
- <br>C. had all shocked by
- <br>D. had been all shocked on
- <br>E. No correction required

- a. A
- b. B

18. <br>Among the given set find the correct sentence

- <br><br>They examined both the samples very carefully but failed to detect any difference in them.
- <br>A. some difference in
- <br>B. some difference between
- <br>C. any difference between
- <br>D. any difference among
- <br>E. No correction required

- a. A
- b. B

19. <br>Among the given set find the correct sentence

- <br><br>Because of his ill health, the doctor has advised him not to refrain from smoking.
- <br>A. to not refrain from
- <br>B. to resort to
- <br>C. to refrain from
- <br>D. to be refrained from
- <br>E. No correction required

- a. A
- b. B

20. <br>Among the given set find the correct sentence

- <br><br>He should not had done it.
- <br>A. had not
- <br>B. should had not
- <br>C. should not have
- <br>D. should have
- <br>E. No correction required

- a. A
- b. B

21. <br>Among the given set find the incorrect sentence

- <br>A) Our followers are but a handful.  
<br>B) Neither he nor I was there.  
<br>C) Many a glorious deed were done.  
<br>D) Everyone of the boys loves to ride.

- a. A  
b. B

22. <br>Among the given set find the incorrect sentence

- <br>A) She had finished her work when I met her.  
<br>B) Do you believe in God?  
<br>C) He cut his hand with a knife.  
<br>D) He challenged me for a duel.

- a. A  
b. B

23. <br>Among the given set find the incorrect sentence

- <br>A) Sumit is my elder brother.  
<br>B) He is two years younger to me.  
<br>C) He is the eldest man of this village.  
<br>D) Ravi is five years older than me.

- a. A  
b. B

24. <br>Among the given set find the incorrect sentence

- <br>A) From which train did you come?  
<br>B) A series of incidents have taken place.  
<br>C) It is a five men committee.  
<br>D) This pronunciation is peculiar to Bengalis.

- a. A  
b. B

25. <br>Among the given set find the incorrect sentence

- <br>A) They have placed order for books.  
<br>B) He has applied for lectureship.  
<br>C) The river has overflown its bank.  
<br>D) Give me rupees two and a half.

- a. A  
b. B