

Comprehension I

Mary was seven years old. Her parents had recently moved to a new town, and so Mary was going to a different school from the one she has been at for some years. It was a few kilometres from the house which she now lived in with her parents, but there was a school bus that went around picking up pupils every morning and bringing them back to their homes every afternoon, and as both of Mary's parents has to go to work every morning, she always went on this bus. She has to be at a corner twenty metres from her front door by half past eight every day and the bus was usually on time, and never more than a minute or two late. Mary's parents always set their alarm clock every evening so that none of them would be late, but one morning the alarm failed to go off, and it was not till a quarter past eight that Mary's mother suddenly woke up, looked at the clock, said, 'Whatever happened to that clock?' and then hurried into Mary's room. Mary was fast asleep, but her mother woke her up and told her to get ready for school. 'I'm sorry, dear,' she said, 'but you'll have to wash and dress very quickly, have an even quicker breakfast, and then I'll drive you to school on my way to the office. I'll get your breakfast ready now.' 'But how ever will you find the way, Mum?' Mary said. 'You've only been to school once.' 'Yes,' her mother answered, 'but you've done the trip several times now in the bus, so you can be my guide to get there, can't you?' 'Oh, yes,' said Mary, 'I suppose so.' She washed, dressed and had a quick breakfast, and then she and her mother went to the garage and got into the car. They set off, and Mary told her mother to turn each time that they came to a place she recognised. In this way she made her mother drive round most of the town before they got to her school. When they arrived, her mother saw that it was not really very far from their house. 'Why ever did you make me go such a long way round, Mary, instead of the most direct way?' her mother asked her. 'Well, Mum,' answered Mary, 'it was because I didn't know how else to get here. That's the way our bus always goes to pick up the other children on the way to school.'

Exercise 1

Look at these questions. Find the right answers. Then write the questions and the answers:

1. Did Mary change schools?
 - a) No, she did not. b) Yes, she did
2. Why did she do this?
 - a) Because her parents went to another town.
 - b) Because she had been at the first school for some years.
3. Did Mary usually go to school in her mother's car?
 - a) No, she did not. b) Yes, she did.
4. Why was Mary late one morning?

a) Because her mother's alarm clock did not go off.

b) Because she was fast asleep.

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5. Did Mary get her breakfast ready?

a) No, she did not. b) Yes, she did.

6. Did Mary know the way to school?

a) No, she did not. b) Yes, she did.

7. How did she know where her mother should turn?

a) She was a guide. b) She recognised each place.

8. Was the school really rather near, or a long way from, Mary's house?

a) It was a loon way from it. b) It was rather near it.

9. Did Mary make her mother go a long way round?

a) No, she did not. b) Yes, she did.

10. Why did she do this?

a) Because it was the way their bus went.

b) Because she didn't really know the way.

Exercise 2

Guided summary. A new neighbour arrives and she has a daughter who is going to go to Mary's school. She asks you these questions about, and you must answer.

1. 'How far away is the school?'

2. 'How can pupils get there?'

3. 'And how do they come home?'

4. 'How far away is the place where Mary can get the bus?'

5. 'At what time does she have to be there?'

6. 'Is the bus punctual?'

The neighbour asks you these questions on the evening of the day the above story tells us about, and you must answer.'

7. 'Why wasn't Mary on the bus this morning?'

8. 'How did she get to school?'

9. 'Did her mother know the way?'

10. 'How did she manage to get there?'

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11. 'What did she say when she got there?'

12. 'And what did Mary answer?'

Exercise 3

Ever can be put after how, what, when, where, who(m) or why to show that one is surprised, and sometimes also rather angry (e.g. 'Mary's parents found good new jobs.' 'How ever did they do that?' 'Mary missed the bus one afternoon.' 'What ever did she do that for?').

Ask these questions in a surprised way, using the words in italics and an expression with ever:

1 'Mary's parents moved to a new town.' 'Why.....?'

2 'Mary's mother did not wake until late.' 'How..... happen?'

3 'Mary's parents had an unusual car.' 'Where.....find.....?'

4 'Mary's made her mother go a long way before they reached her school.' 'What....for?'

5 'Mary's mother played a lot of tennis..' 'When ... find time.....?'

6 'Someone told Mary that soon there were not going to be any more school buses.' 'Who... told...?'

Comprehension II:

Sally had been studying at an art college for a year and, like most students, she did not have much money. It was going to be her mother's birthday soon, and she wondered what she could buy her as a present that would be nice and useful but not too expensive.

Sally's college was in London, but she had been living in the country for many years, so every day she had an hour's journey by train in the morning, and the same in the evening.

At lunch time one day, a week before her mother's birthday, she decided to have a quick sandwich and a cup of coffee instead of her usual meal in the college hall, and then go shopping near her college to try to find her mother a nice present. When she had been looking for half an hour, she came across a shop that was selling umbrellas cheap, and decided that one of those would solve her problem, since her mother had lost hers the month before.

'Now which colour shall I choose?' she thought. 'Well, I think a black one would be the most useful really. You can carry that when you are wearing clothes of any colour, can't you?' So having made up her mind, she bought a lovely black umbrella and took it back to the college with her until her classes had finished.

On her way back home in the train that evening she felt hungry because she had had such a small lunch, so she went along to the buffet car for another sandwich and cup of coffee. She

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had left the black umbrella above her seat in the compartment, but when she got back, it had gone! When she had left the compartment, there had been no other passengers in it, but now there were three.

Sally burst into tears when she saw that the umbrella was no longer there. The other passengers felt very sorry for her and asked what the matter was. When she explained that the black umbrella she had bought for her mother had disappeared, and that she had to get out at the next station, the three other passengers asked her for her mother's address, in order to be able to send the umbrella on to her in case someone had removed it by mistake and not on purpose, and brought it back after Sally had got out of the train.

The next week, Sally heard from her mother. Her letter said, 'Thank you very much for your lovely presents, but why did you send me three black umbrellas?'

Exercise 1

Look at these questions. Find the right answers. Then write the questions and the answers:

1. What did Sally want to buy? a) A present for her birthday. b) A present for her mother's birthday.
2. Why did it have to be rather cheap? a) Because, like most students, she was not rich. b) Because then it would be nice and useful.
3. Why did she have to go to her college by train? a) Because she lived in London. b) Because she lived in the country.
4. Did she usually have a quick sandwich and a cup of coffee for her lunch? a) No, she did not. b) Yes, she did

UNIT 2

5. Why did she not have her usual lunch one day? a) Because she needed the money to buy an umbrella. b) Because she did not have time to have it
6. Why did she choose a black umbrella? a) Because it was cheap. b) Because it was suitable for wearing with any clothes.
7. Why did she leave the umbrella in her compartment in the train? a) Because she wanted to have a sandwich and a cup of coffee. b) Because there were no other passengers there.
8. Was the umbrella there when she came back? 5 a) No, it was not. b) Yes, it was.

9. Why did the other passengers sway they wanted Sally's mother's address? a) To send her another umbrella. b) To send her the umbrella if it was brought back by someone.

10. Do you think that someone did bring the umbrella back to the compartment? a) No. b) Yes.

Exercise 2

In each of these (pairs of) sentences fill the empty space with a word that has the same root as the word in italics:

1. Sally was a student. She was... *art*.

2. She was studying *art* because she wanted to become an.....

3. Her usual lunch was a salad, but one day she did not go into the college hall as... and had a sandwich and a cup of coffee instead.

4. She sometimes went to the shops at lunch time, but she also went ... on Saturday mornings.

5. She did not want to buy a brightly coloured umbrella because her mother did not wear ... clothes.

6. A black umbrella was useful to Sally's mother, but a brightly coloured one would have been... as she never wore bright clothes.

7. Sally had had a small lunch. Because of the ... of this lunch she was very hungry by five O'clock.

8. She burst into tears when she lost the umbrella, and answered the other passengers... when they asked her what the matter was.

9. She gave the other passengers her mother's address, and they ... their parcels to her.

10. You can see from a person's date of birth when her or his ... will be.

Exercise 3

The had been doing tense is used to show that an action in the past happened before something else and continued without a break for some time (e.g. Sally was tired at five o'clock because she had been working hard since lunch time). The had done tense is usually used to show that the action happened before something else (e.g. When Sally had finished her work, she went home).

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Copy these sentences, putting the verbs in brackets into the had been doing or the had done tense:

1. Sally (*study*) *art* for one year when this story began. 2. She went out shopping when she (*finish*) her morning's work. 3. She had to send the umbrella to her mother instead of taking it to her because she

(live) away from home for two years. 4. When she (buy) the umbrella she took it back to her college. 5. She found that the umbrella (go) when she returned from the buffet car. 6. The other passengers in the compartment (sit) there since the train left the last station. 7. They (read) their evening papers for all that time. 8. When Sally told them that she (lose) an umbrella, they were very sorry.

Comprehension III:

Mrs Grey lived in the country, but she worked in London, the capital of England. She always drove to the railway station in her car every morning, and left it in the station car park until she arrived back in the train in the evening. She was a careful driver, but one morning she was rather late, so she was going rather faster than usual when she had an accident in a narrow road not far from her home. What happened was that another car was coming in the opposite direction and either that one or Mrs Grey's car was too far in the middle of the road, or perhaps both of them were. They ran into each other and were both damaged, although not enough to stop them being driven. Both Mrs Grey and the other driver, who was a young man whom she had seen in the district but had not met, got out of their cars, and Mrs Grey said, 'I'm afraid I haven't got time to waste on an accident this morning, as I have a very important appointment in town at nine, and I suppose you're a busy man too.' 'Yes. I am,' the young man said, but we'll have to call the police for insurance purposes, won't we? They won't pay for the damage unless we have reported the accident to the police and they have come and seen what happened.' 'Yes, certainly,' Mrs Grey answered, 'but I have something to suggest. We won't be committing a crime if we go away now in our cars, and then come back to the scene of the accident, say, at six this evening, and put them in exactly the same positions as they are in now. Then we can call the police. They won't know what time the accident happened, and the insurance companies won't care either as long as we can send them a police report of the accident.' 'What a good idea!' the young man said happily. 'So I'll be waiting here at six o'clock this evening. I won't be late!' 'Nor will I,' Mrs Grey answered. She and the young man exchanged visiting cards, and then each drove off to carry on with their work. When Mrs Grey arrived at the station from London at a quarter to six that evening, she got into her car, drove to the place where the accident had happened, and found the young man waiting there in his car. They put both cars in exactly the same positions as they had been in after the accident, and then Mrs Grey called the police, using the telephone in her car, as if the accident had just happened.

Exercise 1

Look at these questions. Find the right answers. Then write the questions and the answers:

1. How did Mrs Grey get to London every morning?

a) By car. b) By car and train. c) By train.

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2. Why did she have an accident one morning? a) Because she was going fast. b) Because she was on a narrower road than usual.

3. Were the cars so badly damaged that they could not be driven away? a) No, they were not. b) Yes, they were.

4. Did Mrs Grey know the driver of the other car? a) Only by sight. b) Yes, because she had talked to him.
5. Why did Mrs Grey not want to call the police at once? a) Because she was too busy. b) Because the accident had been her fault.
6. Why was it necessary to call the police? a) So that they could pay for the damage. b) To get money from their insurance companies.
7. What did Mrs Grey plan to do? a) To commit a crime. b) To meet the young man in the same place that evening.
8. How did they know each other's name? a) They exchanged visiting cards. b) They told each other their names.
9. Who arrived first at the place where the accident had happened? a) Mrs Grey. b) The young man.
10. How did they get the police to come? a) Mrs Grey called a policeman who was passing. b) Mrs Grey phoned them from her car.

Exercise 2

Guided summary. Complete this paragraph, using what you have read in the above story:

A few mornings ago Helen drove to the station as usual. She had never had an accident, because.... but that morning she was going rather fast, because.... and she ran into... She did not have time, because she had.... The other man.... too, so they agreed to... When Helen got back to the station that evening, she drove.... The young man..... They put their cars... and then Helen used... to call...

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Exercise 3

The will do tense is used to show that an action is going to happen in the future (e.. Mrs Grey will start work at nine). The will be doing tense can be used to show that the action will not yet have finished at a certain time in the future (e.g. At five o'clock, Mrs Grey will still be working). Give the correct form of tense: 1. Mrs Grey said, 'I can't see you at ten, because I (work) then. I start at nine.' 2. Then she said, 'I (finish) at twelve, so I (see) you then,' 3. The young man said, 'I (drive) here from the station at six, and I (wait) here when you arrive at half past six.' 4. Mrs Grey lives in the country, and she expects she (still live) there when the time comes for her to retire. 5. Mrs Grey said, 'Don't come to see me next Sunday, because I (stay) with my sister in Southampton then.' 6. Mrs Grey (not finish) lunch till one, so don't phone her at half past twelve; she (still eat) then.

I. Read the following and answer the following questions: Some years ago I had the privilege of meeting the world oldest man. At least he said he was. And he was so dogmatic about that the promoters of the cartoon strip that specialized in unbelievable oddities brought the old man up to New York from his native Columbia, to have him examined by a team of doctors at the Cornell Medical Centre. He was an Indian four feet inches high, he had an alligator-hide complexion and a tendency to swing to his right whenever he was passed from one medicos to another. He said he was 167. Born the same year as the American constitution. When the name of George Washington was suggested to him, to help him fix his generation, he said he remembered the man well. But he resented all the way to New York. He wanted to be left alone to go about his business which at that time was the business of looking for a sixth wife to comfort him in his approaching old age! Answer the following: 1. The old man was dogmatic about the fact that _____

a. He was four feet inches tall b. he was the world's oldest living man c. He belonged to Columbia d. He had an alligator hide complexion

2. The cartoon strip people got interested in him because

a. He was a comical creature b. they wanted to feature him in cartoon strip c. a person surviving at that age was odd and unbelievable d. he had a tendency of swinging in his right. 3. The old man claimed that the Americans gave themselves a Constitution a. before he was born b. in the year of George Washington's birth

c. two centuries ago d. one hundred and sixty seven years ago. 4. George Washington's name was mentioned to the old man in order to determine his age.- Is this statement True or False 5. The old man liked being brought to New York –True/False

II Read the following passage and answer the questions below: By far the most common difficulty in study is simple failure to get down to regular concentrated work. This difficulty is much greater for those who do not work to plan and have no regular routine of study. Many students muddle along, doing a bit of this subject or that, as the mood takes them, or letting their set work pile up until the last possible moment. Few students work to set a timetable. They say that if they did construct a time table for themselves they would not keep to it, or would have to alter it constantly, since they can never predict from one day to the next what their activities will be. No doubts some temperaments take much more kindly to a regular routine than others. There are many who shy away from the self-regimentation of a weekly time-table, and dislike being tied down to a definite programme of work. Many able students claim that they work in cycles. When they become interested in a topic they work on it intensive for three or four days at a time. On other days they avoid completely. It has to be confessed that we do not fully understand the complexities of the motivation to work. Most people over about 25 years of age have become conditioned to a work routine, and the majority of really productive workers set aside regular hours for the more important aspects of their work. The 'tough-minded' school of workers is usually very contemptuous of the idea that good work can only be done spontaneously, under the influence of inspiration. That most energetic of authors, Anthony Trollope, wrote: "There are those

who think that the man who works with his imagination should allow himself to wait till inspiration moves him. When I have heard such doctrine preached, I have hardly been able to repress my scorn”.

Not many people are gifted with Trollope’s great energy and physical strength, but he was undoubtedly right in declaring that a person can always do the work for which he is fitted if he will give himself the habit of regarding regular daily work as a normal condition of his life. Many creative writers have in fact disciplined themselves to perform a daily stint. The great Italian dramatist, Alfieri even made his servant tie him to his table. Answer the following: 1. What does the author mean by the phrase “muddle along”? 2. What is the common objection to working to a set of time-table? 3. What is the meant by “working in cycles”? 4. What would be the best opposite of the word ‘spontaneously’ as used in the third paragraph? 5. What extreme example of regular concentrated work do you find in the passage?

READ THE COMPREHENSION PASSAGE AND ANSWER THE FOLLOWING QUESTIONS

PASSAGE 1:

Aristotle considered human nature, habit and reason to be equally important forces to be cultivated in education, the ultimate aim of which should be to produce good and virtuous citizens. He proposed that teachers lead their students systematically, and that repetition be used as a key tool to develop good habits, unlike Socrates' emphasis on questioning his listeners to bring out their own ideas. He emphasized the balancing of the theoretical and practical aspects of subjects taught, among which he explicitly mentions reading, writing, mathematics, music, physical education, literature, history, and a wide range of sciences, as well as play, which he also considered important.

During the Medieval period, the idea of Perennialism was first formulated by St. Thomas Aquinas in his work "De Magistro". Perennialism holds that one should teach those things deemed to be of everlasting importance to all people everywhere, namely principles and reasoning, not just facts (which are apt to change over time), and that one should teach first about people, not machines or techniques. It was originally religious in nature, and it was only much later that a theory of secular perennialism developed.

During the Renaissance, the French skeptic Michel de Montaigne (1533 - 1592) was one of the first to critically look at education. Unusually for his time, Montaigne was willing to question the conventional wisdom of the period, calling into question the whole edifice of the educational system, and the implicit assumption that university-educated philosophers were necessarily wiser than uneducated farm workers, for example.

a) What do you understand by the term ‘Perennialism’, in the context of the given comprehension passage? 1)It refers to something which is of ceaseless importance 2)It refers to something which is quite unnecessary 3)It refers to something which is abstract and theoretical 4) It refers to something which existed in the past and no longer exists now Ans: The first option is correct because the term comes from the root word ‘perennial’ – which means ceaseless.

2. Were Plato's beliefs about education democratic? 1) He believed that only the rich have the right to acquire education

2) Yes 3) He believed that only a select few are meant to attend schools 4) He believed that all pupils are not talented
Ans: The second option is correct – Plato's beliefs were democratic but not his suggested practices

3. Why did Aquinas propose a model of education which did not lay much emphasis on facts? 1) Facts are not important 2) Facts do not lead to holistic education 3) Facts change with the changing times 4) Facts are frozen in time
Ans: The third option is correct – facts do change with the changing times, hence, they are not of the utmost importance when aiming for holistic education.

PASSAGE 2:

Nature writing is nonfiction or fiction prose or poetry about the natural environment. Nature writing encompasses a wide variety of works, ranging from those that place primary emphasis on natural history facts (such as field guides) to those in which philosophical interpretation predominate. It includes natural history essays, poetry, essays of solitude or escape, as well as travel and adventure writing.

Nature writing often draws heavily on scientific information and facts about the natural world; at the same time, it is frequently written in the first person and incorporates personal observations of and philosophical reflections upon nature.

Modern nature writing traces its roots to the works of natural history that were popular in the second half of the 18th century and throughout the 19th. An important early figure was the "parson-naturalist" Gilbert White (1720 – 1793), a pioneering English naturalist and ornithologist. He is best known for his *Natural History and Antiquities of Selborne* (1789).

Read the passage and choose the most appropriate option

1. Nature writing emphasizes on i. Historical facts about the nature ii. Philosophical interpretations of the nature iii. Scientific information and facts Choose the most appropriate a) None of the above b) Only (i) and (ii) c) All the above d) Only (i) and (ii)

2. Based on the passage what is period to which the modern nature writing can be traced to a) 1850 till 1999 b) 1850 to 1899

c) 1750 till 1899 d) 1750 till 1900

3. Which statement summarizes the above passage a) The passage talks about the life and lessons of Gilbert White, a profound naturalist and ornithologist. b) The passage talks about how the nature writing is missing in the modern era and needs to be revived. c) The passage talks about from where the writers draw inspiration for nature writing, and how its importance is diminishing in the modern era. d) The passage talks about what nature writing is, the different types of nature writing, its style, and about the roots and pioneer of modern nature writing.

4. Which word aptly describes the word “reflections” as used in the passage a) Opinion b) Reproduction c) Images d) None of the above

5. According to the passage, what kind of works are written as part of nature writing? i. Natural history essays and essays of solitude or escape ii. Poetry iii. Travel and adventure writing Choose the correct options a) Only (i) b) Only (i) and (ii) c) Only (ii) and (iii) d) All the above Answers 1) – c. 2) – c. 3) – d. 4) – a. 5) – d.

PASSAGE 3: Old cave discovered in the south of France is not usually news. Rather, it is an ordinary event. Such discoveries are so frequent these days that hardly anybody pays heed to them. However, when the Lascaux cave complex was discovered in 1940, the world was amazed. Painted directly on its walls were hundreds of scenes showing how people lived thousands of years ago. The scenes show people hunting animals, such as bison or wild cats. Other images depict birds and, most noticeably, horses, which appear in more than 300 wall images, by far outnumbering all other animals. Early artists drawing these animals accomplished a monumental and difficult task. They did not limit themselves to the easily accessible walls but carried their painting materials to spaces that required climbing steep walls or crawling into narrow passages in the Lascaux complex. Unfortunately, the paintings have been exposed to the destructive action of water and temperature changes, which easily wear the images away. Because the Lascaux caves have many entrances, air movement has also damaged the images inside. Although they are not

out in the open air, where natural light would have destroyed them long ago, many of the images have deteriorated and are barely recognizable. To prevent further damage, the site was closed to tourists in 1963, 23 years after it was discovered.

1. Which title best summarizes the main idea of the passage? a) Wild Animals in Art b) Hidden Prehistoric Paintings c) Exploring Caves Respectfully d) Determining the Age of French Caves

2. In line 4, the words pays heed to are closest in meaning to _____. a) discovers b) watches c) notices d) buys

3. Based on the passage, what is probably true about the south of France? a) It is home to rare animals. b) It has a large number of caves. c) It is known for horse-racing events. d) It has attracted many famous artists.

4. According to the passage, which animals appear most often on the cave walls? a) Birds b) Bison c) Horses d) Wild cats

5. In line 10, the word depict is closest in meaning to _____. a) show b) hunt c) count d) draw

6. Why was painting inside the Lascaux complex a difficult task? a) It was completely dark inside. b) The caves were full of wild animals. c) Painting materials were hard to find. d) Many painting spaces were difficult to reach.
