

CLAT English Language

Sample Paper – 6

Duration: 24 Minutes

Maximum Marks: 24

Instructions

- This paper contains **24** Multiple Choice Questions (Single Correct Answer), modelled on the English Language section of **CLAT** (Common Law Admission Test).
- Each correct answer carries **+1 mark**. There is a **negative marking of 0.25 marks** for every incorrect answer; unattempted questions carry no penalty.
- The paper has **four passages**, each followed by **six** questions. Only **one** option is correct; choose the most appropriate answer based only on the passage.
- CLAT is an offline pen-and-paper (OMR) test with no sectional time limit; attempt this practice paper in one timed sitting of about **24 minutes**.
- Use of mobile phones, calculators, dictionaries, or electronic gadgets is strictly prohibited.

Passage I

Directions (Q1–Q6): Read the following passage carefully and answer the questions that follow. Base your answers only on what is stated or implied in the passage.

The idea sounds almost too simple to work: give every citizen, rich or poor, a regular sum of money with no conditions attached, and let them spend it as they see fit. Universal basic income, once the daydream of a few eccentric economists, has in recent years attracted supporters across the political spectrum. Some are drawn by compassion, others by efficiency, and a surprising number by fear of what automation might do to the world of work. Yet for all its momentum, the proposal remains as fiercely contested as any in modern policy.

Those who favour a basic income begin with its simplicity. Existing welfare systems, they argue, are a maze of means tests, application forms, and conditions that punish people



for earning a little more or living with a partner. A single unconditional payment would sweep this bureaucracy away, treating citizens as adults rather than suspects. It would also reach the many who slip through the cracks of targeted schemes, either because they do not know their entitlements or because the shame of claiming keeps them away. Above all, supporters say, a floor beneath everyone would give workers the freedom to refuse degrading jobs, to retrain, or to care for a relative without falling into destitution. Critics answer that the arithmetic simply does not add up. A payment large enough to live on, handed to every citizen regardless of need, would cost a fortune, and much of that fortune would flow to people who do not need it at all. Money spent on a comfortable household, they argue, is money not spent on the poorest, who might be better served by targeted help. There is also the older worry that a guaranteed income would sap the incentive to work, leaving fields untilled and factories idle while the state foots the bill.

Defenders of the idea reply that the evidence, so far, is reassuring. In the handful of trials conducted around the world, recipients did not, on the whole, abandon work; many used the security to search for better jobs or start small businesses. What changed most was not how much people worked but how they felt: stress fell, health improved, and children stayed longer in school. The trials were small and short, and no one can say whether their results would survive a nationwide scheme running for decades. But they were enough to move basic income from the fringe of debate toward its centre, where, for now, it uneasily remains.

Q1. Which of the following best captures the central argument of the passage?

- (A) Universal basic income has been proven to work everywhere and should be adopted at once.
- (B) Universal basic income is backed only by a few eccentric economists and has no serious support.
- (C) Universal basic income is a simple but hotly disputed idea, with strong arguments on both sides and evidence that remains inconclusive.
- (D) Existing welfare systems are already perfect and require no reform of any kind.

Q2. From the passage it can be inferred that today's targeted welfare schemes:

- (A) fail to reach some eligible people, whether through ignorance of their entitlements or the shame of claiming.



- (B) are in every respect cheaper to run than a universal payment.
- (C) are admired by every economist who has studied them.
- (D) successfully reach absolutely everyone who qualifies for help.

Q3. The author's overall attitude toward basic income is best described as:

- (A) openly scornful and dismissive.
- (B) uncritically enthusiastic.
- (C) bored and wholly indifferent.
- (D) even-handed and cautious.

Q4. According to the passage, the critics' central objection to a basic income is that it would:

- (A) abolish every trace of government bureaucracy overnight.
- (B) be enormously costly and hand money to many who do not need it.
- (C) have never been tried anywhere in the world.
- (D) force people to work far longer hours than before.

Q5. As used in the passage, the word "destitution" most nearly means:

- (A) a state of extreme poverty or want.
- (B) a position of great and settled wealth.
- (C) a feeling of mild boredom.
- (D) a formal contract of employment.

Q6. Which of the following would make the most suitable title for the passage?

- (A) The Final Failure of the Welfare State.
- (B) Why Automation Is Certain to End All Work.
- (C) The Case Against Ever Helping the Poor.
- (D) A Basic Income: Promise, Doubt, and Uncertain Proof.



Passage II

Directions (Q7–Q12): Read the following passage carefully and answer the questions that follow. Base your answers only on what is stated or implied in the passage.

Of the roughly seven thousand languages spoken on Earth today, linguists expect that half will fall silent by the end of this century. A language is generally counted as dead when its last fluent speaker dies, and somewhere in the world that quiet extinction happens about once every few weeks. The largest tongues, meanwhile, grow ever larger: a handful of them, English and Mandarin among them, now claim the great majority of humanity. The world, in linguistic terms, is not becoming more varied but more uniform. Languages rarely die because their speakers are wiped out. Far more often they are abandoned, traded away one household at a time for a bigger, more useful tongue. Parents who want their children to prosper in a wider economy may decide, reasonably enough, to raise them in the language of the city, the school, or the screen. Within two or three generations a language that once carried every thought of a community can dwindle to a few remembered words. The decision is voluntary, yet it is rarely free, made under the quiet pressure of markets and schools that reward some languages and ignore others.

What is lost when a language disappears? At the very least, a way of naming the world. Every language carves up experience differently, encoding distinctions its speakers found worth marking, whether kinds of snow, degrees of kinship, or the movement of tides. Much of this knowledge, especially about local plants, animals, and weather, exists nowhere in writing and vanishes with the last speaker. A dying language is, in this sense, a library burning quietly, its volumes never catalogued and never to be read again. Songs, stories, and jokes that could live only in that grammar go with it.

Some argue that a common tongue is worth the price, that a world speaking fewer languages is a world that understands itself more easily. There is truth in this. Yet the choice is not really between many languages and one; it is between diversity and its loss, and losses of this kind cannot be undone. Efforts to record dying languages, and in a few hopeful cases to revive them, cannot reverse the tide, but they can salvage something from it. The speakers of a small language are not standing in the way of progress. They are the keepers of a particular window on the world, and when the last of them falls silent, that window closes for good.

Q7. Which of the following best states the main idea of the passage?

- (A) The world would clearly be a better place if everyone spoke a single language.
- (B) Languages are vanishing fast, usually through abandonment, and each loss destroys a unique store of knowledge and ways of seeing.



- (C) Languages die only when the people who speak them are physically wiped out.
- (D) English and Mandarin are the only languages now worth studying.

Q8. In describing the abandonment of a language as “voluntary, yet . . . rarely free,” the author implies that:

- (A) speakers are physically forced at gunpoint to give up their language.
- (B) no outside factors influence which languages thrive and which fade.
- (C) the choice, though freely made, is heavily shaped by economic and social pressures.
- (D) parents never give any thought to their children’s future.

Q9. The author’s attitude toward the loss of languages is best described as:

- (A) quietly mournful.
- (B) cheerfully approving.
- (C) coldly detached and clinical.
- (D) angry and accusatory.

Q10. According to the passage, one thing irretrievably lost when a language dies is:

- (A) the ability of its former speakers to learn any new language.
- (B) all the world’s written records of history.
- (C) the economic prosperity of the wider nation.
- (D) unwritten knowledge of local plants, animals, and weather.

Q11. As used in the passage, the word “dwindle” most nearly means:

- (A) to grow suddenly and greatly larger.
- (B) to shrink gradually to almost nothing.
- (C) to remain exactly the same over time.
- (D) to be carefully written down and preserved.



Q12. Which statement best captures the author's concluding view?

- (A) A single common tongue is always worth the loss of every other language.
- (B) Dying languages can easily and fully be brought back to life.
- (C) Though language loss cannot be reversed, each small language is a unique window on the world worth trying to preserve.
- (D) Recording dying languages is a pointless waste of effort.

Passage III

Directions (Q13–Q18): Read the following passage carefully and answer the questions that follow. Base your answers only on what is stated or implied in the passage.

Something has gone wrong with the young. Across many wealthy countries, surveys since the early twenty-first century record a steep rise in anxiety, depression, and self-harm among teenagers, with girls affected most sharply of all. The trend is too broad and too sudden to be explained away as a mere fashion for talking about feelings. Something real appears to have changed in the inner lives of the young, and the debate over its cause has grown loud, urgent, and far from settled.

The most popular explanation points a finger at the smartphone. The timing is suggestive: the sharp climb in distress begins, in country after country, just as the phone and the social network became constant companions of adolescence. The argument runs that a childhood once spent outdoors, in unsupervised play and face-to-face friendship, has been replaced by hours of scrolling through the carefully edited lives of others. Comparison, once limited to the few dozen people a teenager actually knew, now runs against millions, and few can win such a contest. Sleep, too, suffers when a glowing screen sits beside the pillow.

Yet other observers caution against blaming a single device. Correlation, they remind us, is not cause, and the same decades that brought the smartphone also brought sharper academic pressure, a frightening drumbeat of news about climate and economic insecurity, and a decline in the unstructured freedoms earlier generations took for granted. Perhaps the phone is less a poison than a symptom, the place where anxieties born elsewhere gather and are seen. A child anxious about the future may reach for the phone rather than be made anxious by it.

The honest position is that the evidence, for now, is tangled. Studies find links between heavy social-media use and distress, but the links are modest, and it is genuinely hard to tell whether unhappy children use screens more or screens make children unhappy. What seems clearer is that no single cause will explain a change this large. The wiser response may be neither to wait for perfect proof nor to smash every screen in panic, but to give the young what every generation has needed: sleep, real friendship, time



outdoors, and adults who take their distress seriously. These cost nothing to recommend, whatever the final verdict on the phone.

Q13. The central idea of the passage is that:

- (A) youth mental distress has risen sharply and is real, but its causes, including the smartphone, are genuinely disputed and probably not single.
- (B) smartphones are proven beyond any doubt to be the sole cause of teenage anxiety.
- (C) the rise in teenage anxiety is merely a passing fashion for discussing feelings.
- (D) nothing of importance has really changed in the inner lives of the young.

Q14. The suggestion that the phone may be “less a poison than a symptom” most nearly implies that:

- (A) the smartphone has no connection whatever to teenage distress.
- (B) teenagers ought to be given more powerful phones.
- (C) anxiety among the young is entirely invented by the news media.
- (D) distress may drive the young to their screens rather than screens simply creating the distress.

Q15. The tone of the passage as a whole is best described as:

- (A) flippant and dismissive.
- (B) concerned but careful.
- (C) gleeful and celebratory.
- (D) bitterly sarcastic.

Q16. Those who warn against blaming the smartphone alone point out that the same period also brought:

- (A) a sharp fall in the academic pressure placed on the young.



- (B) a widespread return to unsupervised outdoor play.
- (C) greater academic pressure, alarming news, and a loss of unstructured freedom.
- (D) a complete end to economic insecurity everywhere.

Q17. As used in the passage, the word “tangled” most nearly means:

- (A) neatly organised and clear.
- (B) confused and hard to sort out.
- (C) completely absent or missing.
- (D) brightly and pleasantly coloured.

Q18. Which statement best captures the response the author finally recommends?

- (A) Whatever the verdict on phones, the young need sleep, real friendship, time outdoors, and adults who take their distress seriously.
- (B) Every screen a young person owns should be destroyed at once.
- (C) Nothing at all should be done until the science is perfectly settled.
- (D) Teenage distress does not really deserve adults’ attention.

Passage IV

Directions (Q19–Q24): Read the following passage carefully and answer the questions that follow. Base your answers only on what is stated or implied in the passage.

A city can be read as an argument about how its people should live together. Long before anyone writes a word about it, a street tells its inhabitants whether they are chiefly drivers to be sped along or citizens to be lingered among. The width of a pavement, the placing of a bench, the decision to build a square or a car park: these are not merely technical matters for engineers. They are quiet political choices about who belongs in public and what a shared life is for.

Consider the humble public square. At its best it is a room without a roof, open to everyone, where strangers of every kind can mingle without paying for the privilege. A good square slows people down. It offers shade, somewhere to sit, and a reason to stay a while, and in doing so it manufactures the small, unplanned encounters from which a sense of common life is woven. Much of what we mean by a civilised city, the feeling



that the street belongs to us all, grows from such ordinary places, designed so well that we scarcely notice the design.

The opposite is just as true. Space can be built to divide as easily as to gather. A plaza with nowhere to sit, swept by wind and ringed by traffic, tells people to keep moving. Gated compounds and private malls offer a comfortable imitation of public life while quietly excluding anyone who cannot spend. When the only sheltered, welcoming places in a city are shops, the poor are left with nowhere to simply be, and the very idea of a public that includes everyone begins to fray. A street given over wholly to cars asks each person to travel sealed in a private box, a stranger to every other.

None of this is an argument that good design can cure every social ill; poverty and prejudice will not dissolve because a square is well made. But the reverse error, treating the shape of our streets as neutral, is more dangerous still. Every wall, kerb, and bench either invites people together or keeps them apart, and cities that forget this build loneliness into their very stones. The best public spaces are generous almost to the point of waste, offering more than any single visit requires, on the wise assumption that a place open to all will, in time, be used by all.

Q19. Which of the following best states the main idea of the passage?

- (A) Good architecture can, by itself, cure poverty and prejudice.
- (B) The design of streets and squares is a purely technical matter best left to engineers.
- (C) The design of shared spaces is a quiet political choice that can either bring people together or keep them apart.
- (D) Private malls are, in truth, the finest form of public space.

Q20. In saying that a street “tells its inhabitants” what they are, the author implies that:

- (A) streets can literally speak aloud to the people who use them.
- (B) only trained engineers can understand what a street is for.
- (C) the design of a street has no real effect on how people behave.
- (D) the way a space is built shapes how people use it and how they see themselves.

Q21. The author’s attitude toward well-designed public space is best described as:



- (A) coolly indifferent.
- (B) earnest and persuasive.
- (C) mocking and cynical.
- (D) gloomy and hopeless.

Q22. According to the author, a well-designed public square helps build common life chiefly by:

- (A) slowing people down and creating small, unplanned encounters among strangers.
- (B) charging a fee that keeps out troublesome visitors.
- (C) moving traffic through the city as fast as possible.
- (D) enclosing itself securely behind gates and high walls.

Q23. As used in the passage, the word “fray” (“the very idea of a public . . . begins to fray”) most nearly means:

- (A) to grow suddenly stronger and firmer.
- (B) to be neatly and fully completed.
- (C) to wear thin and begin to unravel.
- (D) to become brightly and cheerfully coloured.

Q24. Which statement best captures the author’s overall conclusion?

- (A) Good design can solve every social problem a city faces.
- (B) The shape of a city’s streets is neutral and matters very little.
- (C) Cities ought to replace all their squares with car parks.
- (D) Because no space is truly neutral, cities should build generous, open places that invite everyone in.



Detailed Solutions

Q1.

Solution

Concept — Main idea: The central argument is the single claim the whole passage is built to support, not one detail within it.

Passage support: The passage calls the idea one that “sounds almost too simple,” lays out the supporters’ case and the critics’ case at equal length, and closes that the trials “were small and short” and the idea “uneasily remains” at the centre of debate. So it presents a simple but disputed proposal with strong arguments on both sides and no settled verdict.

Why other options are wrong:

- Option A: The passage says no one can say whether the results would survive, so it is not “proven.”
- Option B: It states supporters now come “across the political spectrum,” not just a few economists.
- Option D: The passage criticises existing welfare as “a maze,” so it does not call it perfect.

Final Answer: A simple but hotly disputed idea with inconclusive evidence ⇒ **C**

Answer: (C) [Go Back to Q1](#)

Q2.

Solution

Concept — Inference: Read the stated reason people are missed and restate what it implies about targeted schemes.

Passage support: A basic income would “reach the many who slip through the cracks of targeted schemes, either because they do not know their entitlements or because the shame of claiming keeps them away.” So today’s targeted schemes leave out some who qualify, through ignorance or shame.

Why other options are wrong:

- Option B: The passage never says targeted schemes are cheaper in every respect.
- Option C: No universal admiration by economists is claimed; the idea is “fiercely contested.”



- Option D: The very point is that some eligible people are *not* reached.

Final Answer: They miss some eligible people through ignorance or shame ⇒ A

Answer: (A) [Go Back to Q2](#)

Q3.

Solution

Concept — Tone / attitude: Judge whether the author leans for, against, or evenly between the two sides.

Passage support: The author gives the supporters' case and the critics' case equal, fair space and notes the trial results are "reassuring" yet "small and short." Presenting both sides carefully without taking a side is an even-handed, cautious stance.

Why other options are wrong:

- Option A: "Scornful" ignores the sympathetic hearing given to supporters.
- Option B: "Uncritically enthusiastic" ignores the critics' objections the author reports.
- Option C: The detailed, engaged treatment is not that of an indifferent writer.

Final Answer: An even-handed, cautious attitude ⇒ D

Answer: (D) [Go Back to Q3](#)

Q4.

Solution

Concept — Argument / detail: Locate the sentence that states the critics' main complaint.

Passage support: Critics say "the arithmetic simply does not add up"; a payment for every citizen "would cost a fortune, and much of that fortune would flow to people who do not need it at all." So the core objection is cost plus waste on the well-off.

Why other options are wrong:

- Option A: Abolishing bureaucracy is a point made by *supporters*, not a critics' objection.



- Option C: The passage says trials have in fact been “conducted around the world.”
- Option D: Critics fear people will work *less*, not longer.

Final Answer: It would be hugely costly and pay many who do not need it ⇒ **B**

Answer: (B) [Go Back to Q4](#)

Q5.

Solution

Concept — Vocabulary in context: Substitute each meaning into the sentence and keep the one that fits.

Passage support: A floor beneath everyone lets workers “refuse degrading jobs, to retrain, or to care for a relative without falling into destitution.” Set against having no income, “destitution” must mean extreme poverty.

Why other options are wrong:

- Option B: “Wealth” is the opposite of what one falls into for lack of income.
- Option C: “Boredom” has nothing to do with losing a livelihood.
- Option D: A “contract of employment” is unrelated to the sense of ruin here.

Final Answer: A state of extreme poverty or want ⇒ **A**

Answer: (A) [Go Back to Q5](#)

Q6.

Solution

Concept — Summary / best title: A good title names the passage’s balance of promise, doubt, and unsettled evidence.

Passage support: The essay sets the appeal of the idea against the critics’ doubts and ends that the trial evidence, though hopeful, is too thin to be conclusive. A title of promise, doubt, and uncertain proof captures all three notes.

Why other options are wrong:

- Option A: The passage is about basic income, not a verdict on the welfare state’s “failure.”
- Option B: Automation is one motive mentioned in passing, not the theme.
- Option C: The author never argues against helping the poor; that misreads



the tone.

Final Answer: A Basic Income: Promise, Doubt, and Uncertain Proof ⇒ D

Answer: (D) [Go Back to Q6](#)

Q7.

Solution

Concept — Main idea: Choose the option that spans the whole arc of the passage.

Passage support: The passage reports that half of all languages may die this century, that they are mostly “abandoned . . . one household at a time,” and that a dying language is “a library burning quietly.” So the theme is rapid loss, chiefly by abandonment, that destroys unique knowledge and ways of seeing.

Why other options are wrong:

- Option A: The author warns that such losses “cannot be undone,” not that one language is better.
- Option C: The passage says languages “rarely die because their speakers are wiped out.”
- Option D: It treats every small language as a valued “window on the world.”

Final Answer: Languages are vanishing fast, mostly by abandonment, and each loss destroys unique knowledge ⇒ B

Answer: (B) [Go Back to Q7](#)

Q8.

Solution

Concept — Inference: Reconcile the two halves of the phrase “voluntary, yet . . . rarely free.”

Passage support: The decision is “made under the quiet pressure of markets and schools that reward some languages and ignore others.” So a choice made by the family is nonetheless steered by economic and social forces.

Why other options are wrong:

- Option A: “Voluntary” rules out physical force.
- Option B: The passage names markets and schools as outside pressures, so factors clearly do influence it.



- Option D: Parents are said to want their children “to prosper,” so they do think of the future.

Final Answer: The free choice is heavily shaped by economic and social pressures
⇒

Answer: (C) [Go Back to Q8](#)

Q9.

Solution

Concept — Tone / attitude: Read the emotional colour the author gives to the loss.

Passage support: The author calls a dying language “a library burning quietly” and says that when the last speaker falls silent “that window closes for good.” The soft, grieving imagery conveys a quiet mournfulness.

Why other options are wrong:

- Option B: Nothing in the loss is treated as cause for cheer.
- Option C: The feeling-laden metaphors are the reverse of cold detachment.
- Option D: The author regrets the loss but does not rage or accuse anyone.

Final Answer: Quietly mournful ⇒

Answer: (A) [Go Back to Q9](#)

Q10.

Solution

Concept — Argument / detail: Find the specific loss the passage names as gone forever.

Passage support: Much knowledge “especially about local plants, animals, and weather, exists nowhere in writing and vanishes with the last speaker.” So unwritten local knowledge of nature is what is irretrievably lost.

Why other options are wrong:

- Option A: Losing one language does not disable speakers from learning others.
- Option B: The passage never claims all written history disappears.
- Option C: National prosperity is not said to die with the language.



Final Answer: Unwritten knowledge of local plants, animals, and weather ⇒ **D**

Answer: (D) [Go Back to Q10](#)

Q11.

Solution

Concept — Vocabulary in context: Fit each meaning to “dwindle to a few remembered words.”

Passage support: A language that “once carried every thought of a community can dwindle to a few remembered words” within a few generations. The movement from everything to almost nothing shows “dwindle” means to shrink gradually.

Why other options are wrong:

- Option A: Growing larger is the opposite of the shrinking described.
- Option C: “Remain the same” contradicts the fall to a few words.
- Option D: Being written down is unrelated to the word’s meaning here.

Final Answer: To shrink gradually to almost nothing ⇒ **B**

Answer: (B) [Go Back to Q11](#)

Q12.

Solution

Concept — Summary / conclusion: Pick the option that matches the passage’s closing judgement.

Passage support: Efforts to record and revive “cannot reverse the tide, but they can salvage something,” and each language’s speakers “are the keepers of a particular window on the world.” So loss is irreversible, yet each small language is a unique window worth preserving.

Why other options are wrong:

- Option A: The author disputes that a common tongue is always worth the loss.
- Option B: Revival is called a rare “hopeful” case, not something easy and full.
- Option D: Recording is said to “salvage something,” so it is not pointless.



Final Answer: Loss is irreversible, yet each small language is a window worth preserving $\Rightarrow$

Answer: (C) [Go Back to Q12](#)

Q13.

Solution

Concept — Main idea: Find the claim the passage keeps returning to.

Passage support: The rise in distress is “too broad and too sudden” to dismiss, yet the debate over its cause is “far from settled” and “no single cause will explain a change this large.” So distress is real and rising while its causes, phone included, stay disputed and multiple.

Why other options are wrong:

- Option B: The passage insists the evidence on phones is “modest” and “tangled,” not proof.
- Option C: It explicitly rejects the “mere fashion” explanation.
- Option D: It says “something real appears to have changed” in the young.

Final Answer: Distress is real and rising, but its causes are disputed and probably not single $\Rightarrow$

Answer: (A) [Go Back to Q13](#)

Q14.

Solution

Concept — Inference: Unpack “less a poison than a symptom” using the sentence that follows it.

Passage support: The phone may be “the place where anxieties born elsewhere gather,” and “a child anxious about the future may reach for the phone rather than be made anxious by it.” So the causal arrow may run from distress to screen use, not only the reverse.

Why other options are wrong:

- Option A: “Symptom” still links the phone to distress; it does not sever the link.
- Option B: Nothing recommends giving teenagers more powerful phones.
- Option C: The passage treats the distress as real, not media invention.



Final Answer: Distress may drive screen use rather than screens simply creating distress ⇒

Answer: (D) [Go Back to Q14](#)

Q15.

Solution

Concept — Tone: Weigh the author's worry against the care with which claims are handled.

Passage support: The author treats the distress as a serious problem yet keeps stressing that "correlation . . . is not cause" and the evidence is "tangled." Genuine worry paired with cautious handling of evidence is a concerned but careful tone.

Why other options are wrong:

- Option A: Taking the distress seriously is not flippant.
- Option C: There is nothing gleeful about a passage on anxiety and self-harm.
- Option D: The measured weighing of causes is not sarcasm.

Final Answer: Concerned but careful ⇒

Answer: (B) [Go Back to Q15](#)

Q16.

Solution

Concept — Argument / detail: Locate the other changes the sceptics list beside the smartphone.

Passage support: The same decades "also brought sharper academic pressure, a frightening drumbeat of news about climate and economic insecurity, and a decline in the unstructured freedoms earlier generations took for granted." So the sceptics point to academic pressure, alarming news, and lost freedom.

Why other options are wrong:

- Option A: Academic pressure grew "sharper," it did not fall.
- Option B: Unsupervised outdoor play declined, it did not return.
- Option D: The period brought economic "insecurity," not its end.

Final Answer: Greater academic pressure, alarming news, and a loss of unstructured freedom ⇒



Answer: (C) [Go Back to Q16](#)

Q17.

Solution

Concept — Vocabulary in context: Read “the evidence, for now, is tangled” beside the sentence that explains it.

Passage support: The links are “modest,” and “it is genuinely hard to tell whether unhappy children use screens more or screens make children unhappy.” So “tangled” describes evidence that is confused and hard to sort out.

Why other options are wrong:

- Option A: “Neatly organised” is the opposite of the muddle described.
- Option C: The evidence exists; it is merely unclear, not absent.
- Option D: Colour has nothing to do with the state of the evidence.

Final Answer: Confused and hard to sort out ⇒ **B**

Answer: (B) [Go Back to Q17](#)

Q18.

Solution

Concept — Summary / purpose: Pick the option that matches the author’s recommended course of action.

Passage support: The wiser response is “neither to wait for perfect proof nor to smash every screen in panic, but to give the young . . . sleep, real friendship, time outdoors, and adults who take their distress seriously.” That is exactly the middle path option A states.

Why other options are wrong:

- Option B: Smashing every screen is the panic the author rejects.
- Option C: Waiting for perfect proof is the other extreme the author rejects.
- Option D: The author urges taking teenage distress “seriously,” not ignoring it.

Final Answer: Give the young sleep, friendship, time outdoors, and serious adult attention ⇒ **A**

Answer: (A) [Go Back to Q18](#)



Q19.

Solution

Concept — Main idea: Select the option that unites the passage's central claim.

Passage support: The design choices of a city “are quiet political choices about who belongs in public,” and every “wall, kerb, and bench either invites people together or keeps them apart.” So shared-space design is a political choice that can gather people or divide them.

Why other options are wrong:

- Option A: The author denies that good design alone can “cure every social ill.”
- Option B: The passage insists such choices are “not merely technical matters for engineers.”
- Option D: Private malls are criticised as a mere “imitation” of public life.

Final Answer: Shared-space design is a political choice that can unite or divide
⇒

Answer: (C) [Go Back to Q19](#)

Q20.

Solution

Concept — Inference: Read the metaphor of the “speaking” street through the passage's argument.

Passage support: A street “tells its inhabitants whether they are chiefly drivers to be sped along or citizens to be lingered among,” and later a street given to cars asks each person to travel “sealed in a private box.” So the built form shapes both behaviour and self-image.

Why other options are wrong:

- Option A: “Tells” is figurative; streets do not literally speak.
- Option B: The passage says these are not matters only engineers grasp.
- Option C: The whole argument is that design *does* affect behaviour.

Final Answer: The way a space is built shapes how people use it and see themselves ⇒

Answer: (D) [Go Back to Q20](#)



Q21.

Solution

Concept — Tone / attitude: Gauge how warmly and urgently the author argues for good public space.

Passage support: The author praises the square as “a room without a roof” and warns that careless cities “build loneliness into their very stones.” The heartfelt praise and warning make the stance earnest and persuasive.

Why other options are wrong:

- Option A: The strong advocacy is the opposite of indifference.
- Option C: There is admiration, not mockery, for good design.
- Option D: The hopeful call to build well is not gloomy despair.

Final Answer: Earnest and persuasive ⇒ **B**

Answer: (B) [Go Back to Q21](#)

Q22.

Solution

Concept — Argument / detail: Read the sentences that explain how a good square works.

Passage support: A good square “slows people down,” offering “a reason to stay a while, and in doing so it manufactures the small, unplanned encounters from which a sense of common life is woven.” So it builds common life by slowing people and sparking chance encounters.

Why other options are wrong:

- Option B: A good square lets strangers mingle “without paying,” not by charging a fee.
- Option C: Speeding traffic is what a car-dominated street does, the opposite case.
- Option D: Gates and walls describe the excluding spaces the author faults.

Final Answer: By slowing people down and creating small, unplanned encounters ⇒ **A**

Answer: (A) [Go Back to Q22](#)



Q23.

Solution

Concept — Vocabulary in context: Substitute each meaning into “the very idea of a public . . . begins to fray.”

Passage support: When only shops are welcoming, “the poor are left with nowhere to simply be,” and the shared idea of a public “begins to fray.” Set against this weakening, “fray” means to wear thin and unravel.

Why other options are wrong:

- Option A: Growing stronger is the opposite of what is happening.
- Option B: “Neatly completed” contradicts the sense of something coming apart.
- Option D: Colour is unrelated to the idea’s decay.

Final Answer: To wear thin and begin to unravel ⇒

Answer: (C) [Go Back to Q23](#)

Q24.

Solution

Concept — Summary / purpose: Pick the option that matches the passage’s final judgement.

Passage support: Treating streets “as neutral” is called the more “dangerous” error, and “the best public spaces are generous almost to the point of waste . . . a place open to all will, in time, be used by all.” So, because no space is neutral, cities should build generous, open places for everyone.

Why other options are wrong:

- Option A: The author denies design can solve “every social problem.”
- Option B: The passage calls the “neutral” view a dangerous error.
- Option C: Replacing squares with car parks is the divisive design it warns against.

Final Answer: No space is neutral, so cities should build generous, open places for all ⇒

Answer: (D) [Go Back to Q24](#)



Answer Key

Q	Ans	Q	Ans	Q	Ans	Q	Ans	Q	Ans
1	C	2	A	3	D	4	B	5	A
6	D	7	B	8	C	9	A	10	D
11	B	12	C	13	A	14	D	15	B
16	C	17	B	18	A	19	C	20	D
21	B	22	A	23	C	24	D		

