

CLAT English Language

Sample Paper – 8

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.

Few economic anxieties are as old, or as durable, as the fear that machines will steal our work. When mechanical looms arrived in the nineteenth century, weavers smashed them, convinced that the new devices would leave them destitute. Today the looms are made of code, and the worry has returned in a modern dress: artificial intelligence and robotics, we are told, will soon do everything from driving lorries to drafting contracts, and the humans they replace will have nowhere to go. The fear is understandable, but history suggests it is at least half wrong.

What automation has reliably done, over two centuries, is not to abolish work but to change it. The machines that ended the weaver's trade also created factories, and the



factories created clerks, engineers, and mechanics no one had imagined. Each wave of technology destroyed particular jobs while multiplying the total amount of work to be done, because cheaper goods left people with money to spend on services that had not existed before. The farm labourers displaced by the tractor did not vanish; their grandchildren became nurses, teachers, and programmers. Work, it turns out, is not a fixed lump to be divided, but something that expands as economies grow.

Yet there is a genuine difference this time, and it lies in speed rather than kind. Earlier transitions unfolded across generations, giving societies time to retrain and adjust. The current wave moves faster, and it reaches into tasks once thought safely human: diagnosis, translation, even the writing of routine prose. A machine that can read an X-ray or summarise a legal brief threatens not only manual labour but the educated professions that have long felt immune. The pain of such disruption is real and unevenly shared, falling hardest on those least able to move to new work.

The sensible response is neither panic nor complacency. If the jobs of the future are unknowable, the skills that survive automation are not: the capacity to learn, to judge, to persuade, and to care for others has so far resisted the machine. Countries that invest in education, that cushion the displaced rather than abandoning them, and that treat retraining as a permanent feature of working life will fare far better than those that simply hope the storm will pass. The machines are not coming to end work. They are coming to reshape it, as they always have, and the only real question is whether we will prepare for the reshaping or be caught, once again, smashing the looms.

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

- (A) Artificial intelligence will inevitably leave most human beings permanently unemployed.
- (B) The nineteenth-century weavers were entirely right to smash the looms that threatened them.
- (C) Only manual labourers, never educated professionals, have anything to fear from machines.
- (D) Automation tends to transform and reshape work rather than abolish it, though today's faster pace demands active preparation.

Q2. The author's remark that work "is not a fixed lump to be divided" most nearly implies that:

- (A) the number of jobs in an economy can never change at all.



- (B) as an economy grows, the total amount of work available can expand rather than staying constant.
- (C) machines always create exactly as many jobs as they destroy, at the very same moment.
- (D) dividing existing work more fairly is the only way to keep everyone employed.

Q3. The author's attitude toward the fear that machines will end work is best described as:

- (A) measured, acknowledging real disruption while rejecting outright doom.
- (B) indifferent and detached.
- (C) wholly panicked and alarmist.
- (D) entirely dismissive of any real danger.

Q4. According to the passage, what makes the current wave of automation genuinely different from earlier ones?

- (A) It affects only farm labourers and factory workers.
- (B) It has unfolded slowly across several generations.
- (C) Its greater speed, and its reach into tasks once thought safely human, such as diagnosis and translation.
- (D) It destroys no jobs at all, unlike past technologies.

Q5. As used in the passage, the word "complacency" ("neither panic nor complacency") most nearly means:

- (A) smug unconcern or self-satisfied inaction.
- (B) careful and thorough preparation.
- (C) open hostility toward machines.
- (D) deep and lasting sorrow.

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



- (A) Why the Educated Professions Are Safe from Automation.
- (B) The End of Work: Why Machines Will Make Us Obsolete.
- (C) Reshaping, Not Ending: How Automation Changes Work and Why We Must Prepare.
- (D) The Case for Smashing the Machines.

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.

For most of the last century, conservation meant drawing a line around a patch of wilderness and keeping people out. Parks and reserves were treated as museums of nature, fixed exhibits to be guarded against change. This approach saved many species from extinction, but it also revealed its limits. An isolated reserve, however well protected, is a kind of island, and islands are unforgiving places for wildlife. Populations trapped in a single fragment cannot roam, cannot mingle with their neighbours, and slowly lose the genetic variety that lets them adapt. When drought or disease strikes, there is nowhere to flee.

Rewilding offers a different vision. Rather than freezing nature in place, it seeks to set natural processes back in motion and then step aside. Predators are returned to landscapes that lost them, rivers are freed from their concrete channels, and land once ploughed is allowed to grow wild again. The most celebrated example is the return of wolves to Yellowstone, whose hunting thinned the overgrazing elk, let willows and aspens recover, and even, some argue, changed the courses of rivers as the returning vegetation stabilised the banks. Nature, given room, proved able to repair itself in ways no manager had designed.

Central to this thinking is the idea of the corridor. If reserves are islands, corridors are the bridges between them: strips of restored habitat that let animals move from one protected area to another. A wildcat or a bear that can travel safely between forests is no longer marooned; it can find mates, follow the seasons, and recolonise ground where its kind once vanished. Corridors turn a scatter of isolated fragments back into something like a single, breathing landscape. They also help species climb toward cooler ground as the climate warms, a lifeline that a fenced reserve can never provide.

None of this is simple. Corridors must cross land that people farm, build on, and travel through, and a returning predator is not always a welcome neighbour. Rewilding asks human beings to surrender a measure of control, to tolerate a wildness that may inconvenience them, and to think in centuries rather than budget cycles. Its critics warn that romantic talk of wolves can override the interests of the farmers who must live beside them. Yet the deeper promise of rewilding is humility: an admission that nature, left enough space and time, often knows better than we do how to heal. The task is less



to manage every acre than to reconnect what we have carved apart, and then to let the land remember how to be itself.

- Q7.** Which of the following best captures the central argument of the passage?
- (A) Wolves should be returned to every landscape on earth without exception.
 - (B) Rewilding, by restoring natural processes and reconnecting habitats through corridors, offers a more effective and humbler path than guarding isolated reserves.
 - (C) Conservation should abandon all concern for the farmers who live near wild land.
 - (D) Isolated nature reserves are always more effective than any newer approach.
- Q8.** It can be inferred that the author compares an isolated reserve to an “island” chiefly because:
- (A) reserves are usually surrounded by literal seawater.
 - (B) islands are famous for their large and thriving animal populations.
 - (C) reserves, like islands, are the safest possible homes for wildlife.
 - (D) both trap populations in one fragment, cutting them off from mates and leaving them nowhere to flee.
- Q9.** The author’s attitude toward rewilding is best described as:
- (A) coldly indifferent.
 - (B) blindly enthusiastic, ignoring every objection.
 - (C) sympathetic yet clear-eyed about its difficulties.
 - (D) scornful and dismissive.
- Q10.** According to the passage, wildlife corridors help species cope with a warming climate by:



- (A) allowing animals to move toward cooler ground, a lifeline a fenced reserve cannot provide.
- (B) returning wolves specifically to Yellowstone.
- (C) freezing each landscape exactly as it is.
- (D) keeping animals permanently fenced within a single reserve.

Q11. As used in the passage, the word “marooned” (“is no longer marooned”) most nearly means:

- (A) hunted to the point of extinction.
- (B) brightly coloured.
- (C) comfortably settled and at ease.
- (D) stranded and cut off, with no way to leave.

Q12. The author mentions the return of wolves to Yellowstone chiefly in order to:

- (A) show that isolated reserves need no bridges between them.
- (B) illustrate how nature, given room, can repair itself in ways no manager had planned.
- (C) argue that predators are too dangerous ever to reintroduce.
- (D) prove that human managers can design every detail of an ecosystem.

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.

When schools around the world shut their doors during the pandemic, education did not stop so much as move. Lessons migrated to laptops and phones, and for millions of children the classroom became a screen at the kitchen table. For families with fast internet and a device for every child, the disruption was manageable. For those without, it was a wall. The sudden shift laid bare a divide that had always existed but had been easy to ignore: the gap between students who can log on and those who cannot. This digital divide is not a single gap but several. The most obvious is hardware: a household with one ageing phone shared among three children cannot replicate the



learning of a home with a laptop apiece. The second is connectivity, for a device is useless without data, and reliable internet remains a luxury in many rural and poorer urban districts. The third, and least visible, is skill. A child whose parents are comfortable online can be guided through a virtual lesson; a child whose family has never used a computer must navigate it alone. Each layer compounds the others, so that the students furthest behind fall furthest still.

The consequences reach beyond any single lockdown. Homework is increasingly set online, research assumes a search engine, and the very applications that decide a young person's future are filed through websites. A student cut off from these tools is not merely inconvenienced; she is quietly excluded from the ordinary machinery of advancement. What looks like a modest gap in equipment widens, over years, into a chasm in opportunity, as small early disadvantages accumulate into large later ones.

Closing the divide will take more than shipping out tablets, though that helps. Devices break, subscriptions lapse, and a laptop without training is a paperweight. The more lasting remedies are unglamorous: subsidised broadband treated as basic infrastructure, like water or electricity; teachers trained to support families as well as pupils; and public spaces such as libraries kept open and connected for those with no reliable link at home. Technology, handled carelessly, threatens to harden old inequalities into new and more permanent forms. Handled well, the same technology could widen the door to learning rather than narrow it. The tools themselves are neutral. What decides whether they close the gap or deepen it is the will to make access a right rather than a privilege of the already fortunate.

Q13. Which of the following best states the main idea of the passage?

- (A) The pandemic created the digital divide, which had not existed before.
- (B) Unequal access to devices, connectivity, and digital skill creates an educational divide that widens opportunity gaps, and closing it demands treating access as a right.
- (C) Online learning is always superior to learning in a physical classroom.
- (D) Shipping tablets to students is by itself a complete solution to the divide.

Q14. It can be inferred that the author calls a laptop without training “a paperweight” in order to suggest that:

- (A) training matters more than internet connectivity ever could.



- (B) students should not be given devices at all.
- (C) laptops are simply too heavy to be genuinely useful.
- (D) providing hardware alone, without teaching people to use it, does little good.

Q15. The author’s tone in discussing the digital divide is best described as:

- (A) cheerfully unconcerned.
- (B) bitterly hopeless.
- (C) concerned but constructive, pointing toward remedies.
- (D) amused and flippant.

Q16. According to the passage, the three layers of the digital divide are:

- (A) hardware, connectivity, and digital skill.
- (B) hardware, teachers, and libraries.
- (C) data, homework, and applications.
- (D) speed, subsidy, and software.

Q17. As used in the passage, the word “chasm” (“into a chasm in opportunity”) most nearly means:

- (A) a narrow footbridge.
- (B) a small, hairline crack.
- (C) a brief, temporary pause.
- (D) a deep, wide gulf or gap.

Q18. Which statement best captures the author’s conclusion?

- (A) Whether technology narrows or deepens the divide depends on the will to treat access as a right rather than a privilege.
- (B) The divide has grown too vast ever to be closed.
- (C) Only wealthy families deserve reliable internet access.



(D) Technology will automatically close educational gaps on its own.

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.

We live in a world engineered against quiet. Notifications chirp, screens glow, and a moment of stillness is treated as a gap to be filled, a small emergency of boredom. To be alone and silent, for many, now feels less like rest than like being left behind, cut off from the endless conversation that hums through our devices. Yet a chorus of writers, scientists, and contemplatives has begun to insist on an unfashionable idea: that silence and solitude are not empty at all, but among the most nourishing conditions a mind can know.

Consider first what noise does to us. The brain, it turns out, does much of its most important work when it appears to be idle. In the quiet moments between tasks, it consolidates memory, stitches together scattered ideas, and rehearses the future. Constant stimulation robs it of this hidden labour. A mind that is never allowed to wander rarely arrives anywhere new, for the flash of insight, the sudden connection, tends to come not when we strain at a problem but when we step away from it, in the shower or on a walk, precisely when the noise stops.

Solitude does a different but related work. To be genuinely alone, without an audience to perform for, is to meet oneself without disguise. It is uncomfortable at first, which is why we flee it, reaching for a phone the instant a queue forms or a lift's doors close. But those who can tolerate their own company report something the anxious flight from it never finds: a settling, a chance to hear one's own thoughts distinct from the clamour of everyone else's. The great reformers and artists have almost always been people who could sit alone with an idea long enough for it to ripen.

None of this is an argument for the hermitage. Human beings are social creatures, and too much solitude curdles into loneliness, which harms us as surely as any noise. The point is one of balance, of reclaiming a resource we have allowed to drain away almost without noticing. Silence need not be grand; it can be the walk taken without earphones, the meal eaten without a screen, the deliberate hour in which nothing is scheduled. Such moments feel at first like doing nothing. In truth they are when we do the quiet, invisible work of becoming ourselves, and a life that never makes room for them, however busy and connected, risks never quite catching up with the person living it.

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

(A) Human beings should withdraw permanently into silence and solitude.



- (B) Noise and constant stimulation are entirely harmless and even beneficial.
- (C) Silence and solitude, though undervalued in a noisy world, are deeply nourishing to the mind and worth reclaiming in balance.
- (D) Insight arrives only when we strain hardest at a problem.

Q20. It can be inferred from the passage that flashes of insight tend to arrive when we:

- (A) perform constantly for an audience.
- (B) step away from a problem, in quiet moments such as a walk or a shower.
- (C) surround ourselves with as much stimulation as possible.
- (D) concentrate on a problem without ever pausing.

Q21. The author's attitude toward silence and solitude is best described as:

- (A) appreciative and quietly persuasive.
- (B) alarmed and fearful.
- (C) mocking and dismissive.
- (D) strictly neutral and detached.

Q22. According to the passage, the brain does important work in quiet, idle moments by:

- (A) performing for an imagined audience.
- (B) shutting down completely and doing nothing whatsoever.
- (C) consolidating memory, connecting scattered ideas, and rehearsing the future.
- (D) seeking out new notifications to process.

Q23. As used in the passage, the word "curdles" ("too much solitude curdles into loneliness") most nearly means:



- (A) disappears entirely.
- (B) freezes solid and hardens.
- (C) brightens and improves pleasantly.
- (D) turns or sours into something worse.

Q24. Which of the following would make the best title for the passage?

- (A) The Hidden Dangers of Ever Being Alone.
- (B) The Quiet Work: Why Silence and Solitude Still Matter.
- (C) The Case for Living as a Hermit.
- (D) Why Loneliness Is Secretly Good for You.



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 says automation's work is "not to abolish work but to change it," yet warns of a "genuine difference this time" in speed and ends that the machines come "to reshape it . . . and the only real question is whether we will prepare." So it argues that work is transformed, not ended, and that preparation matters.

Why other options are wrong:

- Option A: The passage calls the fear of mass unemployment "at least half wrong."
- Option B: The weavers are an example of misplaced fear, not people proved right.
- Option C: The passage says machines now threaten "the educated professions" too.

Final Answer: Automation reshapes work rather than abolishing it, and demands preparation ⇒

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

Q2.

Solution

Concept — Inference: Unpack the "fixed lump" image using the sentences around it.

Passage support: Each wave of technology "multiplied the total amount of work to be done," because cheaper goods left people to buy new services, so work is "something that expands as economies grow." So the amount of work is not fixed; it can grow.

Why other options are wrong:

- Option A: The passage says the opposite, that the quantity of work changes.
- Option C: It never claims jobs are replaced one-for-one at the same instant.
- Option D: Redividing a fixed amount of work is exactly the "lump" idea the



author rejects.

Final Answer: The total amount of work can expand as the economy grows ⇒ **B**

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

Q3.

Solution

Concept — Tone / attitude: Judge whether the author leans toward panic, dismissal, or a balance between them.

Passage support: The author calls the fear “understandable” and admits “the pain . . . is real,” yet insists it is “at least half wrong” and urges “neither panic nor complacency.” That weighing of real harm against overblown doom is a measured attitude.

Why other options are wrong:

- Option B: The author is clearly engaged and advises action, not indifferent.
- Option C: The author explicitly rejects panic.
- Option D: The admission that disruption is “real” rules out simple dismissal.

Final Answer: A measured attitude that grants disruption but rejects doom ⇒ **A**

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

Q4.

Solution

Concept — Argument / detail: Locate the stated reason this wave differs from the past.

Passage support: The difference “lies in speed rather than kind”; the current wave “moves faster” and “reaches into tasks once thought safely human: diagnosis, translation, even the writing of routine prose.” So speed and reach into skilled tasks are the difference.

Why other options are wrong:

- Option A: This wave reaches beyond labourers into the educated professions.
- Option B: Slow, generational change describes the earlier waves, not this one.
- Option D: Every wave, including this one, destroys “particular jobs.”



Final Answer: Its greater speed and reach into once-safe tasks like diagnosis ⇒

C

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

Q5.

Solution

Concept — Vocabulary in context: Substitute each meaning into “neither panic nor complacency” and keep the one that fits.

Passage support: “Complacency” is paired against “panic” as the opposite mistake, the failure to act because one wrongly feels safe. So it means a smug, self-satisfied unconcern.

Why other options are wrong:

- Option B: Preparation is what the author recommends, not the error being named.
- Option C: Hostility fits the loom-smashers, not the meaning of the word.
- Option D: Sorrow is unrelated to a false sense of security.

Final Answer: Smug unconcern or self-satisfied inaction ⇒ **A**

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

Q6.

Solution

Concept — Summary / best title: A good title names the whole thesis, not one supporting point.

Passage support: The passage argues machines “are coming to reshape” work, “not . . . to end” it, and stakes everything on whether “we will prepare.” A title joining “reshaping, not ending” with the call to prepare captures both halves.

Why other options are wrong:

- Option A: The passage says the professions are not safe, so this misreads it.
- Option B: An “end of work” title states the very view the passage refutes.
- Option D: The author treats smashing machines as a cautionary image, not advice.

Final Answer: Reshaping, not ending, with a call to prepare ⇒ **C**



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

Q7.

Solution

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

Passage support: The passage contrasts guarded, isolated reserves with rewilding, which restores “natural processes” and uses corridors to reconnect habitats, and ends that “the deeper promise of rewilding is humility.” So it argues for rewilding and corridors as a better, humbler path.

Why other options are wrong:

- Option A: Wolves are one example, not a universal prescription.
- Option C: The author takes the farmers’ interests seriously, not dismisses them.
- Option D: The passage exposes the “limits” of isolated reserves.

Final Answer: Rewilding and corridors offer a more effective, humbler path ⇒ **B**

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

Q8.

Solution

Concept — Inference: Read what the “island” comparison is meant to convey.

Passage support: An isolated reserve “is a kind of island,” and populations “trapped in a single fragment cannot roam, cannot mingle,” with “nowhere to flee” when disaster strikes. So the point is that both isolate and endanger their inhabitants.

Why other options are wrong:

- Option A: The island is a metaphor for isolation, not literal seawater.
- Option B: The passage calls islands “unforgiving,” not thriving.
- Option C: It presents such isolation as a danger, not the safest home.

Final Answer: Both trap populations and leave them nowhere to flee ⇒ **D**

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



Q9.

Solution

Concept — Tone / attitude: Balance the author’s evident sympathy against the acknowledged difficulties.

Passage support: The author praises rewilding’s “deeper promise” of humility, yet grants that “None of this is simple” and voices the “critics” who fear for the farmers. Warm approval joined to honest caution is sympathetic yet clear-eyed.

Why other options are wrong:

- Option A: The engaged, hopeful close rules out cold indifference.
- Option B: Airing the critics’ objections is the opposite of ignoring them.
- Option D: There is admiration, not scorn.

Final Answer: Sympathetic yet clear-eyed about the difficulties ⇒

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

Q10.

Solution

Concept — Argument / detail: Find the sentence linking corridors to a warming climate.

Passage support: Corridors “help species climb toward cooler ground as the climate warms, a lifeline that a fenced reserve can never provide.” So the mechanism is movement toward cooler ground.

Why other options are wrong:

- Option B: The Yellowstone wolves illustrate self-repair, not the climate lifeline.
- Option C: Freezing a landscape is the older, static approach the passage criticises.
- Option D: Fencing animals in is what corridors are meant to undo.

Final Answer: By letting animals move toward cooler ground ⇒

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



Q11.

Solution

Concept — Vocabulary in context: Read “no longer marooned” beside the animal that “can travel safely between forests.”

Passage support: Once corridors exist, an animal “can find mates, follow the seasons, and recolonise ground,” the reverse of being stuck in one place. So “marooned” means stranded and cut off.

Why other options are wrong:

- Option A: Marooned means isolated, not literally driven to extinction.
- Option B: Colour has nothing to do with the sense here.
- Option C: “Comfortably settled” is the opposite of being trapped.

Final Answer: Stranded and cut off, with no way to leave ⇒ **D**

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

Q12.

Solution

Concept — Author’s purpose: Ask why the Yellowstone example is introduced.

Passage support: The wolves “thinned the overgrazing elk,” let vegetation “recover,” and even “changed the courses of rivers,” so that “nature . . . proved able to repair itself in ways no manager had designed.” The example illustrates nature’s self-repair when given room.

Why other options are wrong:

- Option A: The passage argues corridors between reserves are needed.
- Option C: The passage presents the reintroduction as a success, not a warning.
- Option D: The point is precisely that no manager designed the outcome.

Final Answer: To show nature can repair itself in unplanned ways ⇒ **B**

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



Q13.

Solution

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

Passage support: The divide separates “students who can log on and those who cannot,” has three layers, and widens “into a chasm in opportunity”; the fix is “the will to make access a right.” So the theme is a multi-layered divide that widens opportunity gaps and demands access as a right.

Why other options are wrong:

- Option A: The divide “had always existed” before the pandemic.
- Option C: The passage never claims online learning is always superior.
- Option D: It says tablets alone are “more than” enough is false; hardware alone is a “paperweight.”

Final Answer: A layered divide that widens opportunity and needs access as a right ⇒

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

Q14.

Solution

Concept — Inference: Read the “paperweight” image against the sentence that frames it.

Passage support: The line “a laptop without training is a paperweight” follows the point that closing the divide “will take more than shipping out tablets.” So hardware alone, without training, accomplishes little.

Why other options are wrong:

- Option A: The passage ranks training as necessary, not as beating connectivity.
- Option B: It supports giving devices, provided training comes with them.
- Option C: The joke is about uselessness without training, not physical weight.

Final Answer: Hardware alone, without training, does little good ⇒

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



Q15.

Solution

Concept — Tone / attitude: Weigh the author’s worry against the offered solutions.

Passage support: The author warns technology could “harden old inequalities,” yet lists “lasting remedies” such as subsidised broadband and trained teachers, and says access could “widen the door to learning.” Concern paired with practical fixes is concerned but constructive.

Why other options are wrong:

- Option A: The evident worry rules out cheerful unconcern.
- Option B: The proposed remedies show the author is not hopeless.
- Option D: The serious tone is neither amused nor flippant.

Final Answer: Concerned but constructive, pointing toward remedies ⇒

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

Q16.

Solution

Concept — Argument / detail: List the three layers exactly as the passage names them.

Passage support: “The most obvious is hardware”; “The second is connectivity”; “The third, and least visible, is skill.” So the three layers are hardware, connectivity, and digital skill.

Why other options are wrong:

- Option B: Teachers and libraries are remedies, not the layers of the divide.
- Option C: Homework and applications are consequences, not the three gaps.
- Option D: These terms do not match the passage’s named layers.

Final Answer: Hardware, connectivity, and digital skill ⇒

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



Q17.

Solution

Concept — Vocabulary in context: Read “chasm” against the “modest gap in equipment” it is contrasted with.

Passage support: A small gap “widens . . . into a chasm in opportunity,” as disadvantages “accumulate into large later ones.” The contrast with a modest gap shows “chasm” means a deep, wide gulf.

Why other options are wrong:

- Option A: A bridge would join the two sides, not divide them.
- Option B: A hairline crack is far too small for the widening described.
- Option C: A chasm is a gap in space, not a pause in time.

Final Answer: A deep, wide gulf or gap ⇒ **D**

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

Q18.

Solution

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

Passage support: “The tools themselves are neutral,” and what decides the outcome “is the will to make access a right rather than a privilege.” So the conclusion turns on human will, not the technology itself.

Why other options are wrong:

- Option B: It argues the divide “could” be closed, not that it is hopeless.
- Option C: It calls for broad access, not access for the wealthy alone.
- Option D: The passage denies technology fixes the gap on its own.

Final Answer: The outcome depends on the will to make access a right ⇒ **A**

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



Q19.

Solution

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

Passage support: Against a world “engineered against quiet,” the essay insists silence and solitude are “among the most nourishing conditions a mind can know,” while urging “balance” rather than total withdrawal. Option C states exactly that.

Why other options are wrong:

- Option A: The passage explicitly says this is “not an argument for the hermitage.”
- Option B: It argues that constant stimulation “robs” the mind, so noise is not harmless.
- Option D: Insight comes “not when we strain” but when we step away.

Final Answer: Silence and solitude nourish the mind and are worth reclaiming in balance ⇒

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

Q20.

Solution

Concept — Inference: Read the stated conditions under which insight appears.

Passage support: “The flash of insight . . . tends to come not when we strain at a problem but when we step away from it, in the shower or on a walk, precisely when the noise stops.” So insight arrives in quiet moments away from the problem.

Why other options are wrong:

- Option A: Performing for an audience belongs to the discussion of solitude, not insight.
- Option C: Constant stimulation is said to rob the mind of this work.
- Option D: Ceaseless concentration is the very thing insight avoids.

Final Answer: When we step away from a problem, in quiet moments ⇒

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



Q21.

Solution

Concept — Tone / attitude: Gauge how warmly the author argues for quiet.

Passage support: The essay calls silence and solitude “nourishing,” urges us to reclaim “a resource we have allowed to drain away,” and ends on the “quiet, invisible work of becoming ourselves.” That is warm advocacy, gently made, which is appreciative and quietly persuasive.

Why other options are wrong:

- Option B: The calm, reflective voice is not alarmed or fearful.
- Option C: The author champions solitude rather than mocking it.
- Option D: The clear preference for quiet rules out strict neutrality.

Final Answer: Appreciative and quietly persuasive ⇒

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

Q22.

Solution

Concept — Argument / detail: Find the sentence describing the brain’s hidden labour.

Passage support: In quiet moments the brain “consolidates memory, stitches together scattered ideas, and rehearses the future.” So its idle-time work is exactly this consolidation and connection.

Why other options are wrong:

- Option A: Performing for an audience belongs to the passage on solitude.
- Option B: The brain is only “appearing” idle; it is not doing nothing.
- Option D: Chasing notifications is the constant stimulation that robs it of this work.

Final Answer: By consolidating memory, linking ideas, and rehearsing the future ⇒

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



Q23.

Solution

Concept — Vocabulary in context: Read “curdles into loneliness,” which “harms us as surely as any noise.”

Passage support: Too much solitude turns into loneliness, a clearly bad outcome, so “curdles” names a souring into something worse.

Why other options are wrong:

- Option A: The solitude does not vanish; it worsens into loneliness.
- Option B: Freezing is a different process and misses the sense of spoiling.
- Option C: Brightening is the opposite of turning to harm.

Final Answer: Turns or sours into something worse ⇒ D

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

Q24.

Solution

Concept — Summary / best title: A good title names the whole thesis, not a rejected extreme.

Passage support: The essay defends the “quiet, invisible work” of silence and solitude while warning against too much of it, arguing they “still matter” in a noisy, connected age. A title joining “the quiet work” with why they still matter captures the balance.

Why other options are wrong:

- Option A: It praises being alone in balance, not warns against it outright.
- Option C: The passage says it is “not an argument for the hermitage.”
- Option D: It calls loneliness a harm, not a good.

Final Answer: The quiet work, and why silence and solitude still matter ⇒ B

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



Answer Key

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

