

RIE CEE Language Proficiency

Sample Paper – 3

Duration: 30 Minutes

Maximum Marks: 40

Instructions

- This paper contains **20** Multiple Choice Questions (Single Correct Answer), modelled on the **Language Proficiency in English** section of the **RIE CEE** (NCERT Regional Institutes of Education Common Entrance Exam).
- Each correct answer carries **+2 marks**. There is a penalty of **–0.5 mark** for every incorrect answer. Unattempted questions carry **0 marks**.
- Only **one** option is correct. Choose carefully before marking, since wrong answers are penalised.
- The actual exam is a **Computer Based Test (CBT)**; attempt this paper in one timed sitting of 30 minutes.
- Use of mobile phones, calculators, or electronic gadgets is not permitted.

Q1. Directions (Q.1–Q.4): Read the following passage and answer the questions that follow.

For most of the last century, a classroom meant rows of desks, a single textbook, and a teacher who poured facts into waiting minds. That picture is fading. Researchers in education now argue that genuine learning happens when a child is allowed to puzzle over a problem, make mistakes, and arrive at understanding on her own. The teacher's task, in this view, is not to deliver answers but to ask the right questions and to build a climate in which curiosity feels safe. Such a shift is demanding. It asks teachers to surrender a little control and to trust that confusion, handled with patience, is often the first step towards mastery rather than a sign of failure.

Which of the following best expresses the main idea of the passage?



- (A) Textbooks should be removed from every modern classroom.
- (B) Teachers no longer have any useful role to play in schools.
- (C) The teacher's role is shifting from giving answers to guiding inquiry.
- (D) Confusion in students always signals that teaching has failed.

Q2. According to the passage, what is described as “often the first step towards mastery”?

- (A) Memorising a single textbook from cover to cover.
- (B) Confusion that is handled with patience.
- (C) Sitting silently in rows of desks.
- (D) Receiving facts poured in by the teacher.

Q3. In the passage, the word “**surrender**” (in “surrender a little control”) is closest in meaning to

- (A) give up
- (B) demand back
- (C) record
- (D) strengthen

Q4. The tone of the writer towards the new approach to teaching can best be described as

- (A) dismissive and mocking
- (B) anxious and fearful
- (C) completely neutral and uninvolved
- (D) approving yet realistic about its demands

Q5. Choose the option that correctly completes the sentence:

By the time the inspector reached the school, the children _____ their morning assembly.



- (A) finish
- (B) had already finished
- (C) will finish
- (D) are finishing

Q6. Choose the option that fills both blanks correctly:

She is _____ honest teacher and also _____ university gold medallist.

- (A) a . . . a
- (B) the . . . an
- (C) a . . . the
- (D) an . . . a

Q7. Choose the correct preposition to complete the sentence:

The principal congratulated the staff _____ their excellent results.

- (A) for
- (B) about
- (C) on
- (D) with

Q8. Choose the option that completes the sentence with the correct verb:

Neither the headmistress nor the senior teachers _____ willing to cancel the field trip.

- (A) were
- (B) was
- (C) is
- (D) has been

Q9. Choose the option that completes the sentence correctly:

Every student must submit _____ own project before the holidays.



- (A) their
- (B) his or her
- (C) its
- (D) them

Q10. Identify the part of the sentence that contains an error:

The new teaching method (A)/ have helped many (B)/ shy children to speak (C)/ confidently in class. (D)

- (A) Part A
- (B) Part D
- (C) Part B
- (D) Part C

Q11. Identify the part of the sentence that contains an error:

Hardly the bell had rung (A)/ when the pupils rushed (B)/ out of the noisy hall (C)/ towards the playground. (D)

- (A) Part A
- (B) Part B
- (C) Part C
- (D) Part D

Q12. Choose the best replacement for the underlined part:

If she would have studied the lesson, she would have answered every question.

- (A) would study
- (B) will have studied
- (C) would be studying
- (D) had studied

Q13. Choose the word that is most nearly the SAME in meaning as **DILIGENT**:



- (A) careless
- (B) industrious
- (C) cheerful
- (D) doubtful

Q14. Choose the word that is most nearly OPPOSITE in meaning to LUCID:

- (A) bright
- (B) simple
- (C) obscure
- (D) brief

Q15. Choose the word for: *a person who learns a trade or craft from a skilled master.*

- (A) tutor
- (B) examiner
- (C) graduate
- (D) apprentice

Q16. Choose the option that best gives the meaning of the idiom “to learn the ropes”:

- (A) to become familiar with how something is done
- (B) to tie things together carelessly
- (C) to give up an effort halfway
- (D) to teach someone a harsh lesson

Q17. Choose the word that best fills the blank:

A good mentor does not merely transfer knowledge; she _____ a life-long love of learning in her students.

- (A) invents



- (B) instils
- (C) insults
- (D) installs

Q18. Choose the word that best fills the blank:

The workshop was so _____ that even the quietest trainees began to ask questions.

- (A) tedious
- (B) compulsory
- (C) engaging
- (D) expensive

Q19. Rearrange the parts P, Q, R, S to form a meaningful sentence:

- (P) that students remember best
- (Q) research repeatedly shows
- (R) what they have discovered for themselves
- (S) rather than what they are simply told

- (A) P Q R S
- (B) R Q P S
- (C) Q P S R
- (D) Q P R S

Q20. Rearrange the parts P, Q, R, S to form a meaningful sentence:

- (P) a patient teacher
- (Q) can turn an ordinary lesson
- (R) into a moment of real curiosity
- (S) with a single well-timed question

- (A) P Q S R
- (B) Q P R S
- (C) P S Q R
- (D) S P Q R



Detailed Solutions

Q1.

Solution

Concept — Main idea: The main idea is the single point the whole passage builds towards, not one stray detail.

Step 1 — Find the through-line: The passage contrasts the old “pouring facts” classroom with a new view in which the teacher asks questions and builds safe curiosity.

Step 2 — Match to an option: “The teacher’s role is shifting from giving answers to guiding inquiry” captures exactly this change.

Why other options are wrong:

- (A) The passage never calls for removing textbooks; it only de-centres them.
- (B) It redefines the teacher’s role, not abolishes it.
- (D) The passage says confusion is often a first step to mastery, the opposite of always signalling failure.

Final Answer: The shift in the teacher’s role is the central idea ⇒ **C**

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

Q2.

Solution

Concept — Locating a detail: A detail question is answered by matching the wording of the passage, not by guessing.

Step 1 — Find the phrase: The passage says “confusion, handled with patience, is often the first step towards mastery.”

Step 2 — Match the option: Option (B), “Confusion that is handled with patience,” restates this exactly.

Why other options are wrong:

- (A), (C), (D) all describe the old classroom the passage moves away from, not the step towards mastery.

Final Answer: Patiently handled confusion is the first step ⇒ **B**

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



Q3.

Solution

Concept — Vocabulary in context: A word’s meaning is fixed by how it is used in the sentence, not by its rarest dictionary sense.

Step 1 — Read the phrase: “surrender a little control” means the teacher willingly lets go of some control.

Step 2 — Pick the synonym: “give up” carries this sense of voluntarily letting go.

Why other options are wrong:

- (B) “demand back” is the opposite of surrendering.
- (C) “record” is unrelated to the idea of releasing control.
- (D) “strengthen” would mean keeping more control, not less.

Final Answer: surrender = give up ⇒

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

Q4.

Solution

Concept — Tone/attitude: Tone is the writer’s feeling, read from word choices, not from a single sentence.

Step 1 — Note the positive words: “genuine learning,” “curiosity feels safe,” and “towards mastery” show the writer favours the approach.

Step 2 — Note the balance: Words like “demanding” and “asks teachers to surrender control” admit the difficulty, so the writer is approving but realistic.

Why other options are wrong:

- (A) Nothing mocks the approach; the writer supports it.
- (B) The writer is hopeful, not fearful.
- (C) The clear preference shown rules out a fully neutral tone.

Final Answer: approving yet realistic ⇒

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



Q5.

Solution

Concept — Past perfect tense: When two past actions happen, the earlier one takes the past perfect (“had” + past participle).

Step 1 — Order the actions: The inspector “reached” (simple past) is the later action; the assembly ending happened before it.

Step 2 — Apply the rule: The earlier action needs “had already finished.”

Why other options are wrong:

- (A) “finish” is present and breaks tense agreement.
- (C) “will finish” is future, impossible after “By the time . . . reached.”
- (D) “are finishing” is present continuous and clashes with the past frame.

Final Answer: had already finished ⇒

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

Q6.

Solution

Concept — Articles a/an: Choose “a” or “an” by the SOUND that begins the next word, not the spelling.

Step 1 — First blank: “honest” begins with a silent “h,” a vowel sound, so it takes “an.”

Step 2 — Second blank: “university” begins with a “yoo” sound, a consonant sound, so it takes “a.”

Why other options are wrong:

- (A) “a honest” is wrong; the h is silent.
- (B), (C) use “the,” but the sentence introduces general, non-specific descriptions.

Final Answer: an honest . . . a university ⇒

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



Q7.

Solution

Concept — Verb + preposition collocation: “Congratulate” is fixed with the preposition “on.”

Step 1 — Recall the pattern: congratulate someone *on* something.

Step 2 — Apply it: “congratulated the staff on their excellent results” is correct.

Why other options are wrong:

- (A) “for” suits “thank,” not “congratulate.”
- (B) “about” suits “talk/worry,” not this verb.
- (D) “with” does not follow “congratulate” in standard usage.

Final Answer: congratulate . . . on ⇒ C

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

Q8.

Solution

Concept — Neither . . . nor agreement: With “neither . . . nor,” the verb agrees with the subject NEAREST to it.

Step 1 — Find the nearer subject: The word closest to the verb is “teachers,” which is plural.

Step 2 — Choose the verb: A plural subject takes “were.”

Why other options are wrong:

- (B), (C) “was”/“is” are singular and ignore the nearer plural “teachers.”
- (D) “has been” is singular and also wrong in number.

Final Answer: the nearer subject “teachers” takes “were” ⇒ A

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



Q9.

Solution

Concept — Pronoun agreement: A pronoun must match its antecedent in number; “every student” is singular.

Step 1 — Identify the antecedent: “Every student” is grammatically singular.

Step 2 — Choose the pronoun: The standard singular form for a person of either sex is “his or her.”

Why other options are wrong:

- (A) “their” is plural and clashes with the strictly singular “every student.”
- (C) “its” is used for things, not people.
- (D) “them” is an object pronoun, not a possessive.

Final Answer: his or her ⇒

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

Q10.

Solution

Concept — Subject-verb agreement in error spotting: A singular subject needs a singular verb.

Step 1 — Find the subject: The subject is “The new teaching method,” which is singular.

Step 2 — Check the verb in Part B: “have helped” is plural; it should be “has helped.”

Why other options are wrong:

- (A) “The new teaching method” is a correct singular noun phrase.
- (D) “confidently in class” is grammatically fine.
- (C) “shy children to speak” is correct as the object of “helped.”

Final Answer: the error is in Part B (“have” should be “has”) ⇒

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



Q11.

Solution

Concept — Inversion after “Hardly”: When a sentence opens with “Hardly,” the auxiliary verb must come before the subject.

Step 1 — Check the order in Part A: “Hardly the bell had rung” keeps normal order, which is wrong.

Step 2 — Correct form: It should read “Hardly had the bell rung,” with “had” before “the bell.”

Why other options are wrong:

- (B), (C), (D) are all grammatically correct as written.
- Only the opening clause violates the inversion rule.

Final Answer: the error is in Part A ⇒

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

Q12.

Solution

Concept — Third conditional: The “if” clause of an unreal past condition uses the past perfect (“had” + past participle), never “would have.”

Step 1 — Read the main clause: “she would have answered” is the result, signalling a third conditional.

Step 2 — Fix the if-clause: The condition must be “If she had studied,” not “would have studied.”

Why other options are wrong:

- (A) “would study” belongs to a second conditional, mismatched here.
- (B) “will have studied” is future perfect, wrong for an unreal past.
- (C) “would be studying” is conditional continuous and ungrammatical in the if-clause.

Final Answer: had studied ⇒

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



Q13.

Solution

Concept — Synonym: A synonym shares the core meaning of the given word.

Step 1 — Define the word: “Diligent” means hardworking and careful in one’s tasks.

Step 2 — Match it: “Industrious” also means hardworking, so it is the synonym.

Why other options are wrong:

- (A) “careless” is the opposite of diligent.
- (C) “cheerful” describes mood, not effort.
- (D) “doubtful” relates to uncertainty, not industry.

Final Answer: diligent = industrious ⇒ **B**

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

Q14.

Solution

Concept — Antonym: An antonym carries the opposite meaning of the given word.

Step 1 — Define the word: “Lucid” means clear and easy to understand.

Step 2 — Find the opposite: “Obscure” means unclear or hard to understand, the exact opposite.

Why other options are wrong:

- (A) “bright” is close in sense to lucid, not opposite.
- (B) “simple” overlaps with the meaning of clear.
- (D) “brief” refers to length, not clarity.

Final Answer: opposite of lucid = obscure ⇒ **C**

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



Q15.

Solution

Concept — One-word substitution: Replace a definition with the single precise word it describes.

Step 1 — Read the definition: “a person who learns a trade or craft from a skilled master.”

Step 2 — Name it: Such a learner is an “apprentice.”

Why other options are wrong:

- (A) a “tutor” teaches; he does not learn the trade.
- (B) an “examiner” assesses others.
- (C) a “graduate” has completed a degree, not a craft apprenticeship.

Final Answer: apprentice ⇒

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

Q16.

Solution

Concept — Idiom meaning: An idiom carries a figurative sense, not a literal one.

Step 1 — Recall the idiom: “to learn the ropes” comes from sailing, where new sailors had to master the ship’s ropes.

Step 2 — Give the figurative sense: It means to become familiar with how a task or job is done.

Why other options are wrong:

- (B) is a literal misreading about tying ropes.
- (C) describes quitting, not learning.
- (D) confuses it with “teach someone a lesson.”

Final Answer: to become familiar with how something is done ⇒

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



Q17.

Solution

Concept — Word choice (meaning + grammar): The blank needs a verb that fits both sense and the object “a love of learning.”

Step 1 — Read the sense: A mentor gradually plants or builds a love of learning in students.

Step 2 — Pick the word: “Instils” means to gradually establish an idea or feeling in someone, which fits perfectly.

Why other options are wrong:

- (A) “invents” means to create something new, not to nurture a feeling.
- (C) “insults” is negative and makes no sense.
- (D) “installs” suits machines or software, not a love of learning.

Final Answer: instils ⇒

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

Q18.

Solution

Concept — Word choice by logic: The blank must explain WHY even shy trainees began asking questions.

Step 1 — Read the effect: The workshop made quiet trainees feel drawn in and willing to participate.

Step 2 — Pick the cause: “Engaging” means interesting and involving, which would draw shy trainees out.

Why other options are wrong:

- (A) “tedious” (boring) would make them more silent, not less.
- (B) “compulsory” explains attendance, not eagerness to speak.
- (D) “expensive” has nothing to do with participation.

Final Answer: engaging ⇒

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



Q19.

Solution

Concept — Sentence rearrangement: Build a grammatical, logical sentence by finding the opener and tracking the contrast.

Step 1 — Find the start: “Research repeatedly shows” (Q) is the natural opener that introduces a claim.

Step 2 — Build the claim: It is followed by “that students remember best” (P), then “what they have discovered for themselves” (R), then the contrast “rather than what they are simply told” (S).

Step 3 — Read it back: Q-P-R-S reads: “Research repeatedly shows that students remember best what they have discovered for themselves rather than what they are simply told.”

Why other options are wrong:

- (A), (B) do not begin with the introducing clause Q.
- (C) Q P S R puts the contrast (S) before R, breaking the “R rather than S” structure.

Final Answer: Q P R S ⇒ D

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

Q20.

Solution

Concept — Sentence rearrangement: Identify the subject first, then attach the verb, object, and modifier in order.

Step 1 — Find the subject: “A patient teacher” (P) is the subject that must start the sentence.

Step 2 — Attach the verb phrase: “can turn an ordinary lesson” (Q) follows, then “with a single well-timed question” (S), then the result “into a moment of real curiosity” (R).

Step 3 — Read it back: P-Q-S-R reads: “A patient teacher can turn an ordinary lesson with a single well-timed question into a moment of real curiosity.”

Why other options are wrong:

- (B) starts with the verb phrase Q, leaving no subject.



- (C) P S Q R puts the means before the verb, which reads awkwardly.
- (D) starts with S, an adverbial phrase, with no subject yet.

Final Answer: P Q S R ⇒

[Go Back to Q20](#)



Answer Key

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

