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GUJARAT TET-1
ENGLISH MEDIUM SERIES

BOOK 03

English Language

Reading, Grammar and Meaning in Context

- Unseen Prose and Poetry
- Rules, Forms and Worked Examples
- Chapter Practice with Explanations

First Edition · November 2026

Topic-wise study with explained practice
and solved earlier examination questions.

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Concepts · Worked Examples · Solved Questions

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CHAPTER 02

Prose Comprehension: Narrative and Explanation

Passage 1: The repaired balance

When the school kitchen's old balance began to give inconsistent readings, the cook wanted to replace it. Leena noticed that one pan hung slightly lower than the other even when both were empty. She asked permission to examine the instrument with her science teacher. They found a piece of dried food beneath one support. After cleaning it, they checked the balance again using equal packets of salt.

The pans now stood at the same height. Leena was pleased, but her teacher asked her to repeat the check with heavier packets. The balance worked correctly on those trials too. They then placed an object on one pan and changed the masses on the other until the beam became level. Only after these checks did the cook return the balance to daily use.

At the next assembly, Leena did not announce that old equipment never needed replacement. She explained that this instrument had a small, repairable fault. The class agreed to keep the balance clean and check it regularly. A label beside it recorded the date of inspection and reminded users to begin with empty pans.

Reading the reasoning

The passage separates an observation, an explanation and a test. The uneven empty pans were the observation. Food under a support was the proposed cause. Repeated checks with different loads supplied evidence that the repair worked. The conclusion is deliberately limited to this balance; it does not justify a rule about all old equipment.

Passage 2: A route through the village

The village had two paths to the health centre. One was short but crossed a low stretch that flooded after heavy rain. The other followed the raised main road. It was longer and had a bus stop near its end. For

most of the year people used both routes, choosing according to their needs.

During the monsoon, a group of volunteers recorded which parts of the short path became difficult to cross. They did not rely on a single day's observation. They visited after different amounts of rain, spoke to people who used wheelchairs or walking sticks, and marked the deepest section on a simple map. Their report recommended a safer crossing and a clear sign directing people to the main road whenever water covered the path.

Some residents initially objected that the sign would make everyone's journey longer. The volunteers replied that it was intended for flooded conditions. On dry days the shorter path would remain open. After a discussion, the residents accepted the proposal and requested a light near the diversion point. The project changed from a disagreement about distance into a shared discussion about access and safety.

Scope and qualification

The important condition is “whenever water covered the path.” Removing that qualification produces the misleading claim that the volunteers wanted the short route closed permanently. The inclusion of different users also explains why distance alone could not determine accessibility.

Passage 3: Why a pot feels cool

A porous earthen pot can keep its water cooler than the surrounding air under suitable conditions. A little water reaches the outer surface through tiny pores. When this water evaporates, it takes energy from the pot and its contents. The remaining water can therefore become cooler. Moving, relatively dry air helps evaporation; humid air reduces its rate.

The pot is not producing coldness from nothing. Energy is being transferred as liquid water changes into vapour. Nor does the effect prove that the water is safe to drink. Cooling and purification are different processes. A clean pot and safe water are still necessary.

An experiment comparing two containers should control important conditions. Equal starting temperatures and similar locations make the comparison more useful. If one container is left in sunlight and the other in shade, the result cannot fairly be attributed only to their materials. A sensible explanation considers the conditions under which the observation was made.

How explanation differs from narration

The passage explains a mechanism and its limits. Words such as *when*, *therefore* and *under suitable conditions* connect causes and effects. The warning about purification prevents a false inference from a correct observation.

Questions from earlier examinations

The following questions were asked in earlier examinations on the topics explained above. Wording is adapted; year, medium, set and original number identify each item.

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1. A passage describes village workers working in shops, homes and open spaces. Which answer best preserves the passage's information about workplaces?

A. Only in shops

B. In shops, homes, open spaces or under trees

C. Only in open fields

D. Only in a blacksmith's workshop

Answer: B. The passage mentions several kinds of workplace. Options restricted to one workplace omit information.

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2. In a passage distinguishing village crafts, which item belongs to the weaver's work rather than the potter's work?

A. Small clay lamps

B. Clay jugs

C. Clay plates

D. Bed-sheets

Answer: D. A weaver makes cloth products. A potter shapes clay into articles such as lamps, jugs and plates.

Practice Questions

1. In Passage 1, what first suggested a fault before any load was added?

A. The salt was wet.
B. The empty pans were uneven.
C. Leena disliked the cook.
D. The beam had disappeared.

2. Why were heavier equal packets tested after cleaning?

A. To make the pans dirty
B. To check that the repair also worked with another load
C. To show salt is lighter than food
D. To avoid all measurements

3. What was Leena's final claim?

A. Replacement is always wasteful.
B. Every old instrument is perfect.
C. All faults are caused by food.
D. This balance had a repairable fault.

4. Which record supported future maintenance?

A. A list of all assemblies
B. The price of every meal
C. Leena's height
D. The inspection date

5. When did the volunteers recommend using the main-road diversion?

A. Only during holidays
B. Only before sunrise
C. When floodwater covered the path
D. At all times forever

6. Why were wheelchair users consulted?

A. To assess access beyond distance alone
B. To cancel the project
C. To measure buses
D. To count schoolchildren

7. What changed during the village discussion?

A. Every resident moved away.
B. Distance became part of a wider safety discussion.
C. The health centre closed.
D. The main road vanished.

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8. What directly produces cooling in the earthen pot example?

A. Evaporation taking energy

B. The disappearance of gravity

C. The creation of ice inside every pot

D. The elimination of all microbes

9. Which inference is explicitly rejected in Passage 3?

A. Conditions influence results.

B. Cool water must be safe to drink.

C. Air movement can affect evaporation.

D. Sunlight can alter a comparison.

10. Which comparison is fairest?

A. Different initial temperatures and locations

B. Equal initial temperatures and similar locations

C. Unknown quantities in changing weather

D. One pot in sunlight and one in shade

Answers and explanations

1. B. The empty balance was already unequal, making its condition worth checking.

2. B. Repeated checks under varied loads strengthened the conclusion.

3. D. She limited her conclusion to the evidence available.

4. D. The label recorded when the instrument had been checked.

5. C. The diversion was conditional on unsafe flooded conditions.

6. A. Different users could experience obstacles that a simple distance comparison missed.

7. B. The project developed into a discussion of safe, inclusive access.

8. A. Evaporation draws energy from the pot and water.

9. B. Cooling does not establish microbiological safety.

10. B. Keeping relevant conditions similar makes the material comparison more meaningful.

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