English Medium
Second Edition · November 2026

TET-II

FREE DEMO

English Language

Reading, grammar and communication

- Detailed concepts and classroom examples
- Topic-linked practice with explained answers
- Selected earlier-examination questions

BOOK 03 | Mathematics-Science Series

Prepared by
Ajay R Raval
M.Sc., M.Ed.

gujtest.com

GUJTEST

English Language

Gujarat TET-II · English Medium

Mathematics-Science Series · Book 03

Prepared by

Ajay R Raval

M.Sc., M.Ed.

Examinations qualified

TET-1 (2025) | TET-2 (2023) | TAT (2023)

Second Edition · November 2026

The common Gujarati-English language component carries 25 marks together. This volume covers English fundamentals, communication and comprehension, including prose, poetry, inference, grammar, listening and speaking. Syllabus basis: the resolution of 8 October 2025.

GUJTEST

Publication Notice

This independent GUJTEST study guide is for personal examination preparation. No examination authority endorses it. No promise is made of marks, passing, rank, selection or appointment. The examining authority's current syllabus and final answer keys prevail.

Reasonable care has been taken, but errors or later changes may remain. Rights and remedies that cannot lawfully be waived remain available.

Copyright is reserved in GUJTEST's original text, design and compilation. Third-party rights remain with their holders. Personal study and personal printing are permitted. Except as permitted by law, copying, forwarding, uploading, resale or republication requires the relevant rights holder's written permission.

Earlier-examination items are identified by year and question number. Clarified wording is indicated. Where original alternatives are unavailable, a short-answer form is retained. The 2013 records derive from a provisional-key source and are not represented as final-key verification. Historical phrasing is distinguished from the standard usage taught in this edition.

© GUJTEST | gujtest.com

Preface

Dear learner,

Reading an English question well means noticing both its wording and its purpose. A grammatically possible expression may still be wrong for the intended meaning; a plausible inference may still lack evidence in the passage. This volume brings reading, grammar, vocabulary and classroom communication together through those distinctions.

Read the explanations, tables, literary extracts and worked examples before attempting each chapter's practice. The second edition retains the original exercises, adds practice from a wider range of taught subtopics and mixes the new items with the retained questions. Each answer includes an explanation and an English Study link to the relevant teaching paragraph or table row earlier in the book.

The selected earlier-examination items are labelled by year and question number. Where the available record does not provide the original alternatives, the item remains in short-answer form. Alternatives have not been invented. A provisional historical answer or awkward historical wording is explained beside the item. The 2013 records have not been verified against a final key.

British school usage is followed consistently where a choice of spelling is needed. Recognised variants, dialect in literary dialogue and modern usage are explained in context. Original public-domain literary extracts retain their authors' wording and are credited beside the text; the accompanying explanations and exercises are prepared for study.

After answering, return to the linked explanation and check why the other alternatives fail. Use the rule in a fresh sentence or support a reading inference with a particular detail. Accurate understanding matters more than memorising an answer letter.

Ajay R Raval
GUJTEST

Contents

No.	Chapter	Pages
1	Reading for Meaning, Inference and Evidence	1-5
2	Narrative and Dialogue: Motive, Action and Viewpoint	6-11
3	Poetry: Speaker, Image, Contrast and Tone	12-17
4	Informational Reading: Facts, Sequence and Qualification	18-22
5	Scientific Prose: Definition, Relation and Cause	23-26
6	Sounds, Spelling and Dictionary Skills	27-35
7	Words, Phrases and Sentence Parts	36-42
8	Nouns: Types, Number and Possession	43-49
9	Pronouns and Clear Reference	50-57
10	Articles, Determiners and Quantity	58-64
11	Adjectives and Degrees of Comparison	65-71
12	Adverbs: Meaning, Position and Comparison	72-78
13	Verbs, Auxiliaries and Irregular Forms	79-85
14	Subject-Verb Agreement	86-92
15	Present Time: Simple, Continuous and Perfect	93-101
16	Past Time and Sequence of Events	102-109
17	Future Reference and Conditional Sentences	110-117
18	Modals: Ability, Permission and Obligation	118-124
19	Prepositions and Relational Meaning	125-131
20	Conjunctions and Clauses	132-139
21	Questions, Negatives and Sentence Types	140-146
22	Infinitives, Gerunds and Participles	147-154
23	Active and Passive Voice	155-162
24	Direct and Reported Speech	163-170
25	Vocabulary, Collocation and Figurative Expressions	171-184
26	Punctuation, Editing and Clear Writing	185-191
27	Critical Reading: Claim, Evidence and Scope	192-195
28	Listening, Speaking and Classroom Communication	196-199
29	Language and Classroom Communication	200-204
30	Integrated Prose and Poetry Practice	205-211

GUJTEST

CHAPTER

1 Reading for Meaning, Inference and Evidence

Reading comprehension is the construction of meaning from a text. It involves the words on the page, their grammatical relationships, the organisation of ideas and relevant prior knowledge. A reader checks an interpretation against textual evidence rather than substituting a personal opinion for what the passage says.

Three levels of response

Level	What the reader does	Evidence required
Literal	Finds an explicitly stated detail, event or reason.	The relevant sentence or connected sentences.
Inferential	Works out an unstated but supported meaning.	Details that make the inference reasonable.
Critical	Examines a claim, viewpoint or strength of evidence.	The argument, its assumptions and its limits.

An inference must be supported; it is not an invented continuation of a story. If a passage says that a character pauses before answering, the pause alone does not prove dishonesty. Other details may show uncertainty, surprise or careful thought.

Purpose and reading strategy

- **Skimming:** read for the overall topic, organisation and central idea.
- **Scanning:** locate a specific item such as a name, date or figure.
- **Close reading:** examine wording, connections, qualification and implication.
- **Rereading:** return to the relevant part to confirm or revise an answer.

A question about a word's meaning needs its local **context**. A question about the main idea needs the passage as a whole. A title should cover the central concern rather than a minor detail. For a pronoun, identify the noun or idea that makes the sentence coherent; the nearest noun is not automatically the referent.

Connectives and scope

Words such as however, therefore, although, because and unless show relations between ideas. Quantifiers and qualifiers such as some, usually, only, may and in this case limit a claim. Removing a qualification can change an accurate statement into an exaggerated one.

Read the task as carefully as the passage

Careful comprehension practice requires attention both to the text and to the question. In a comprehension test, first identify whether the task asks for the correct statement, the incorrect statement, a reason, an inference or a contextual synonym. Then locate the evidence and eliminate options that add unsupported information.

Vocabulary and grammar serve meaning. Tense can establish event order; a modal can show possibility rather than certainty; a passive can change the focus of a sentence without changing the underlying event. The following chapters apply these ideas to reading and language practice.

Read systematically: six question types

A useful answer identifies both the requested meaning and the evidence that supports it. Do not use a general fact to override the words of an unseen passage.

Type or idea	Meaning and example
Main idea / suitable title	Identify the idea developed across the passage, not an attractive detail from one sentence. A title must fit the scope of the whole extract.
Detail and sequence	Locate the stated information and connect dates, pronouns and time expressions. Before and after establish a relation that should survive paraphrasing.
Inference	Combine relevant clues without adding an unsupported event or motive. A possible explanation is not necessarily the only established explanation.

Type or idea	Meaning and example
Word in context	Substitute the proposed meaning into the sentence. The correct dictionary sense must preserve the surrounding idea.
Purpose and tone	Distinguish informing, persuading, describing and questioning. Support a tone such as concern or irony with wording rather than a personal reaction.
Reference and cohesion	Trace pronouns, repeated key words and connectors. However introduces contrast; therefore introduces a conclusion.

Worked reasoning: A passage states that a pupil checked the instrument twice before recording a result. This supports careful checking. It does not by itself prove fear, dishonesty or a defective instrument. Choose the inference with the least unsupported addition.

Chapter practice

1. A passage says that a learner checked a measurement twice. Which inference has the clearest direct support?
(A) The instrument was broken.
(B) The learner was dishonest.
(C) The learner checked the result carefully.
(D) Every other learner was careless.
Answer: C. The learner checked the result carefully. Repeated checking supports care; the other choices add causes or comparisons not established.
Study link: Read systematically: six question types, p. 3.

2. You need an exact date in a long notice. Which reading strategy fits?
(A) Identifying rhyme **(B)** Ignoring headings
(C) Scanning **(D)** Skimming for the main idea
Answer: C. Scanning. Scanning locates a specific item, such as a date.
Study link: Purpose and reading strategy, p. 1.

3. Which task chiefly needs skimming?
(A) Checking each verb ending **(B)** Identifying the overall topic
(C) Checking one exact date **(D)** Copying one selected sentence
Answer: B. Identifying the overall topic. Skimming gives an overview rather than an isolated detail.
Study link: Purpose and reading strategy, p. 1.

GUJTEST

4. A passage says that some pupils may need oral clarification. Which summary preserves its scope?
(A) All pupils always need oral clarification.
(B) Oral clarification may help some pupils.
(C) No pupil can read.
(D) Written instructions never work.
Answer: B. Oral clarification may help some pupils. Some and may preserve the limited claim.
Study link: Connectives and scope, p. 2.

5. How should a pronoun's referent be chosen?
(A) Use grammar and meaning together
(B) Always use the nearest noun
(C) Always use the first noun
(D) Choose the longest noun
Answer: A. Use grammar and meaning together. The reference must make grammatical and contextual sense.
Study link: Purpose and reading strategy, p. 2.

6. What does therefore normally introduce?
(A) A contrast without a conclusion
(B) A quoted speaker
(C) A spelling question
(D) A conclusion
Answer: D. A conclusion. Therefore signals a conclusion drawn from preceding information.
Study link: Reference and cohesion, p. 3.

7. When selecting a title, which feature matters most?
(A) It fits one rare word only.
(B) It is the longest option.
(C) It adds an event after the passage ends.
(D) It represents the passage's central idea and scope.
Answer: D. It represents the passage's central idea and scope. A title should fit the whole extract, not an isolated detail or unsupported addition.
Study link: Purpose and reading strategy, p. 2.

GUJTEST

19. Set B (A Poison Tree): Which contrast organises the poem's beginning?
(A) Winter and summer
(B) Anger expressed to a friend and anger concealed from a foe
(C) Two classroom buildings
(D) Morning lessons and homework
Answer: B. Anger expressed to a friend and anger concealed from a foe. The first stanza sets up the difference in responses to anger.
Study link: Reading the poem: anger, concealment and the tree, p. 206.

20. Set B (A Poison Tree): What does "stole" mean in the line about entering the garden?
(A) Learned a lesson
(B) Repaired the tree
(C) Moved secretly into the garden
(D) Bought a new Pitcher
Answer: C. Moved secretly into the garden. The verb describes stealthy entry in the context, not necessarily the theft of a named object in that line.
Study link: Reading the poem: anger, concealment and the tree, p. 206.

21. Set B: Whose voice is traced by my in my foe?
(A) The poem's speaker **(B)** The Crow in Set A
(C) Every reader automatically **(D)** The teacher as factual narrator
Answer: A. The poem's speaker. The pronoun belongs to the poem's speaking voice, not the other passage.
Study link: Check grammar without losing the passage meaning, p. 206.

22. Set B (A Poison Tree): Which interpretation is most defensible?
(A) Every tree is poisonous.
(B) The poem is a factual farming manual.
(C) All disagreement must lead to the same event.
(D) The poem explores the destructive development of concealed anger.
Answer: D. The poem explores the destructive development of concealed anger. The interpretation follows the central metaphor without turning it into an unsupported universal factual claim.
Study link: Reading the poem: anger, concealment and the tree, p. 206.

Continue your preparation with GUJTEST

GUJTEST

Study with a clear plan. Practise with purpose.

Digital Books

Detailed study material organised by subject, with explanations and practice.

Subject-wise Practice

Build confidence through focused questions and explained answers.

Full Mock Tests

Practise a complete paper under timed conditions and review your performance.

GUJTEST

gujtest.com

WhatsApp: 7984281053

Personal study and personal printing are permitted. Please do not forward or redistribute this book.