

CLAT 2025 Actual Exam Questions

English Language

Directions for questions 1 to 6: Read the passage below and answer the questions that follow.

From a very early age, I knew that when I grew up, I should be a writer. I had the lonely child's habit of making up stories and holding conversations with imaginary persons, and I think from the very start my literary ambitions were mixed up with the feeling of being isolated and undervalued. I knew that I had a facility with words and a power of facing unpleasant facts, and I felt that this created a sort of private world in which I could get my own back for my failure in everyday life. I wanted to write enormous naturalistic novels with unhappy endings, full of detailed descriptions and arresting similes, and also full of purple passages in which words were used partly for the sake of their sound. I give all this background information because I do not think one can assess a writer's motives without knowing something of his early development.

His subject-matter will be determined by the age he lives in at least this is true in tumultuous, revolutionary ages like our own-but before he ever begins to write he will have acquired an emotional attitude from which he will never completely escape. It is his job to discipline his temperament, but if he escapes from his early influences altogether, he will have killed his impulse to write. I think there are four great motives for writing, at any rate for writing prose. They are: (i) Sheer egoism: Desire to seem clever, to be talked about, to be remembered after death, to get your own back on grown-ups who snubbed you in childhood; (ii) Aesthetic enthusiasm: Desire to share an experience which one feels is valuable and ought not to be missed (iii) Historical impulse: Desire to see things as they are, to find out true facts and store them up for the use of posterity (iv) Political purpose: Desire to push the world in a certain direction, to alter other people's idea of the kind of society that they should strive after.

[Extracted with edits from George Orwell's "Why I Write"]

1. George Orwell's loneliness during childhood led to
 - (1) Estrangement with his father
 - (2) Unhappy days
 - (3) Making up stories
 - (4) Unpleasant incidents
2. Why does Orwell give background information?
 - (1) He had the lonely child's habits
 - (2) It is essential to know about motives of writers
 - (3) Because of his historic impulse
 - (4) Due to the aesthetic enthusiasm
3. If writer escapes from early impulses, he will ...
 - (1) Lose his urge to write
 - (2) Be unable to imagine creatively
 - (3) Be able to converse with imaginary characters
 - (4) Be able to influence others
4. For the author, aesthetic enthusiasm is an important motive for writing because it...
 - (1) Shapes the thoughts
 - (2) Creates an artistic piece
 - (3) Becomes invaluable
 - (4) Non-utilitarian
5. The author strongly advocates the writers to:
 - (1) Avoid any egoistic impression in their work
 - (2) Be apolitical in their approach
 - (3) Be contemporary in their treatment of their work
 - (4) None of the above
6. Which of the following is a synonym for the word "tumultuous"?
 - (1) Chaotic
 - (2) Disorderly
 - (3) Turbulent
 - (4) All of the above

Directions for questions 7 to 12: Read the passage carefully and answer the following questions

The right kind of education consists in understanding the child as he is without imposing upon him an ideal of what we think he should be. To enclose him in the framework of an ideal is to encourage him to conform, which breeds fear and produces in him a constant conflict between what he is and what he should be: and all inward conflicts have their outward manifestations in society. If the parent loves the child, he observes him, he studies his tendencies, his moods, and peculiarities. It is only when one feels no love for the child that one imposes upon him an ideal, for then one's ambitions are trying to fulfill themselves in him, wanting him to become this or that. If one loves, not the ideal but the child, then there is a possibility of helping him to understand himself as he is.

Ideals are a convenient escape, and the teacher who follows them is incapable of understanding his students and dealing with them intelligently; for him, the future ideal, the what should be, is far more important than the present child. The pursuit of an ideal excludes love, and without love no human problem can be solved. If the teacher is of the right kind, he will not depend on a method, but will study each individual pupil. In our relationship with children and young people, we are not dealing with mechanical devices that can be quickly repaired, but with living beings who are impressionable, volatile, sensitive, afraid, affectionate: and to deal with them, we have to have great understanding, the strength of patience and love. When we lack these, we look to quick and easy remedies and hope for marvellous and automatic results. If we are unaware, mechanical in our attitudes and actions, we fight shy of any demand upon us that is disturbing and that cannot be met by an automatic response, and this is one of our major difficulties in education.

(Extract with edits from "The right kind of Education" by J. Krishna Murti)

7. Which of the following currently reflects the intention of the author of this passage?
- (1) The right kind of education for a child cannot be without love, care and understanding
 - (2) True education should be governed by a tendency to conform a child to our ideals
 - (3) The teacher should focus on how a child should be according to his/her methodology, hope, or expectation
 - (4) Parents and teachers should work together collectively to guide a child on what she/he should do as per their ambitions
8. In light of the above passage, what will be the result of forcing a child to conform to the framework of an ideal?
- (1) It will make the child an ideal child
 - (2) It will create confusion and fear in the child
 - (3) The child will get into a conflict
 - (4) Will discourage the child to conform to the ideal
9. According to the author, what should be the attitude of a right kind of teacher?
- (1) They should not empathise with the students
 - (2) They should use modern and scientific methods of teaching
 - (3) They should focus on studying each student individually
 - (4) They should instill great ideals in the students
10. According to the passage, why do we look for quick and easy remedies and hope for marvellous and automatic results?
- (1) Because children are impressionable, volatile, sensitive, and affectionate
 - (2) Because of major difficulties in education
 - (3) Because we lack intelligence and skills
 - (4) Because we lack understanding, patience and love
11. What does the passage highlight as the quality of a parent who really desires to understand his child?
- (1) They look at their child through the prism of an ideal
 - (2) They observe and study the tendencies, moods, and peculiarities of the child
 - (3) They love their child to become someone great as per their ambitions
 - (4) They encourage the child to find out what she/he is and what she/he should be

12. What is the antonym for the word "volatile"?

- (1) Stable (2) Steady (3) Constant (4) All of the above

Directions for questions 13 to 18: Read the passage carefully and answer the questions that follow.

Education is not the amount of information that is put into your brain and runs riot there, undigested, all your life. We must have life-building, man-making, character-making assimilation of ideas.... If education were identical with information, the libraries are the sages in the world and encyclopaedias are the rishis. Getting by heart the thoughts of others in a foreign language and stuffing your brain with them and taking some University degree, you consider yourself educated. Is this education? What is the goal of your education? Open your eyes and see what a piteous cry for food is rising in the land of Bharata, proverbial for its food. Will your education fulfill this want?

We want that education by which character is formed, strength of mind is increased, the intellect is expanded and by which one can stand on one's own feet. What we need to study independent of foreign control, different branches of the knowledge that is our own, and with it the English language and Western science; we need technical education and all else that will develop industries so that men instead of seeking for service may earn enough to provide for themselves and save against a rainy day. The end of all education, all training, should be man-making. The end and aim of all training are to make the man grow. The training by which the current expression of will are brought under control and become fruitful, is called education. What our country now wants are muscles of iron and nerves of steel, gigantic wills, which nothing can resist, which can penetrate into the mysteries and secrets of the universe and will accomplish their purpose in any fashion, even if it meant going down to the bottom of the ocean, meeting death face to face.

There is only one method of attaining knowledge. It is by concentration. The very essence of education is concentration of mind. From the lowest to the highest man, all have to use the same method to attain knowledge. The chemist who works in the laboratory concentrates on elements to analyze them. Knowledge is acquired by concentration.

[Extracted with edits from "Education" by Swami Vivekananda]

13. Education, as described by the author means:

- (1) Information (2) Library (3) Degrees (4) None of the above

14. As per the author, the aim of education should be:

- (1) To help a person build his/her character (2) To help a person earn his/her livelihood
(3) To help a person develop his/her intellect (4) All of the above

15. According to the author the country wants:

- (1) Massive will power (2) Spirit of philanthropy
(3) Iron and steel industries (4) All of the above

16. According to the author, we need to study:

- (1) English Language (2) Technical Education
(3) Western Science (4) All of the above

17. According to the author, which among the following is key to attain knowledge?

- (1) University Degrees (2) Library
(3) Concentration of mind (4) Hard work and sports training

18. Which of the following words is related to the word "assimilation"?

- (1) Integration (2) Adjustment (3) Acclimatization (4) All of the above

Directions for questions 19 to 24: Read the passage below and answer the questions that follow.

Punctually at midday, he opened his bag and spread out his professional equipment, which consisted of a dozen cowrie shells, a square piece of cloth with obscure mystic charts on it, a notebook, and a bundle of palmyra writing. His forehead was dazzling with sacred ash and vermillion, and his eyes sparkled with a sharp, abnormal gleam which was really an outcome of a continual searching look for customers, but which his simple clients took to be a prophetic light and felt comforted. The power of his eyes was considerably enhanced by their position-placed as they were between the painted forehead and the dark whiskers which streamed down his cheeks: even a half-wit's eyes would sparkle in such a setting. People were attracted to him as bees are attracted to cosmos or dahlia stalks. He sat under the boughs of a spreading tamarind tree which flanked a path running through the town hall park. It was a remarkable place in many ways: a surging crowd was always moving up and down this narrow road morning till night. A variety of trades and occupations was represented all along its way: medicine sellers, sellers of stolen hardware and junk, magicians, and, above all, an auctioneer of cheap cloth, who created aware and Sunday to attract the whole town. Next to him vociferousness came ed enough din all daydnut, who gave his ware a fancy name each day, calling it me a vendor of fried groundnut, won the next "Delhi Almond and on the third Raja's Delicacy Ice Cream" and so on and so forth, and people flocked to him. A considerable portion of this crowd dallied before the astrologer too. The astrologer transacted his business by the light of a flare which crackled and smoked up above the groundnut heap nearby.

(Extracted with edits from "An Astrologer's Day" by R.K. Narayan)

19. Which among the following is the meaning of the expression 'vociferousness'?

- (1) Expressing opinions or feelings in a loud and confident way
- (2) Words that are spoken or sung to have a magical effect
- (3) Willing or prepared to do something
- (4) To hang about aimlessly

20. When did the astrologer usually start his day's business?

- (1) When people are attracted to him as bees
- (2) When the surging crowd moves up and down the road
- (3) Punctually at midday
- (4) By the light of a flare

21. What was considered as a prophetic light by the simple clients of the astrologer?

- (1) The resplendent forehead of the astrologer with sacred ash and vermillion
- (2) The sparkling eyes of the astrologer with an abnormal gleam
- (3) The dark whiskers which streamed down the cheeks of the astrologer
- (4) The saffron coloured turban around the head of astrologer

22. Which among the following is the word for the phrase 'Bright and colourful in an impressive way'?

- (1) Mystic
- (2) Flare
- (3) Sparkle
- (4) Dazzling

23. Which among the following is not a trade or occupation represented in the pathway running through the town hall park?

- (1) Magicians
- (2) Medicine sellers
- (3) Auctioneers of cheap Bags
- (4) Sellers of Stolen Hardware

24. Who among the following used names like "Bombay Ice Cream", "Delhi Almond." and "Raja's Delicacy" to attract the crowd?

- (1) The sellers of cheap clothes
- (2) The sellers of Medicine
- (3) The ice cream seller
- (4) The groundnut seller