Table No. (1)

Table Showing the Number of Students Testwise

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Table No. (3)

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Table No. 4

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Mean Comprehension scores of group 'A' and group 'B'

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Group A: Those taking 1 to 5 tests
Group B: Those taking all the six tests
Table No. 8
Mean Reading Speed (WPM) of group 'A' and group 'B'

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Group A: Those taking 1 to 5 tests
Group B: Those taking all six tests
### Table No. 9

**Mean Reading Efficiency of Group 'A' and Group 'B'**

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Group A: Those taking 1 to 5 tests

Group B: Those taking all the six tests
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Table No. 11

Standard Deviations of Reading Speed (WPM) of Group 'A'
and Group 'B'

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Table No. 13
Statement Showing Test-wise Comprehension Scores of students Taking All the Six Tests

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<th>Test No. 1</th>
<th>Test No. 2</th>
<th>Test No. 3</th>
<th>Test No. 4</th>
<th>Test No. 5</th>
<th>Test No. 6</th>
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<tbody>
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<td>Com</td>
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<td>Sc</td>
<td>Com</td>
</tr>
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<td>15.7</td>
<td>15.0</td>
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<td>22.9</td>
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<td>8</td>
<td>24</td>
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<td>11</td>
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<td>7.1</td>
<td>5.7</td>
<td>17.1</td>
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A = Arts  Sc = Science  Com = Commerce
Table No. 14

Table Showing Comprehension Scores of Students
Faculty-wise and Test-wise

<table>
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<th>Comprehension</th>
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<th>Test No. 4</th>
<th>Test No. 5</th>
<th>Test No. 6</th>
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<tbody>
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<td>Sc</td>
</tr>
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<td>277</td>
<td>194</td>
<td>711</td>
<td>164</td>
<td>267</td>
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<td>Below 50%</td>
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<td>39</td>
<td>352</td>
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A = Arts  Sc = Science  Com = Commerce
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<th>Test No. 4</th>
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<th>Test No. 6</th>
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<td>C</td>
<td>D</td>
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<td>-</td>
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<td>122</td>
<td>93.8</td>
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<td>-</td>
<td>12</td>
<td>265</td>
<td>277</td>
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<td><strong>Percentage</strong></td>
<td>-</td>
<td>-</td>
<td>143</td>
<td>95.4</td>
<td>100</td>
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<tr>
<td><strong>Commerce</strong></td>
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<td>-</td>
<td>5</td>
<td>139</td>
<td>194</td>
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<td><strong>Percentage</strong></td>
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<td>-</td>
<td>146</td>
<td>97.4</td>
<td>100</td>
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<tr>
<td><strong>Total</strong></td>
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<td>-</td>
<td>20</td>
<td>691</td>
<td>711</td>
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<td>-</td>
<td>243</td>
<td>97.2</td>
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A = 111 RS to 140 RS  
B = 91 RS to 110 RS  
C+ = 71 RS to 91 RS  
C = 66 RS to 70 RS  
D = 099 RS to 65 RS
### Table No. 16

Table Showing the Percentage of Correct Responses to Facts, Inferences and Vocabulary Items

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Table No. 17

Table Showing the Percentage of Correct Responses to Facts, Inferences and Vocabulary Items

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<td>9</td>
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<td>35.7</td>
<td>15.7</td>
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Com. score
Table No. 18
Table Showing Number of Male and Female Students

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<td>193</td>
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Table No. 19
Table Showing Age Group of Students

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</tr>
<tr>
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<td>82</td>
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<td>-</td>
<td>100</td>
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Table No. 20

Table Showing Percentage of Marks Secured by Students at SSC Examination (General Efficiency)

<table>
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<tr>
<th>Faculty</th>
<th>Percentage of Marks</th>
<th>35% to 45%</th>
<th>46% to 60%</th>
<th>61% to 70%</th>
<th>Above 70%</th>
<th>Noply</th>
<th>Total</th>
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<td>100</td>
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<td>66</td>
<td>146</td>
<td>46</td>
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<td>02</td>
<td>277</td>
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## Table No. 21

**Table Showing Percentage of Marks Obtained in English at SSC Examination**

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<th>61% to 70%</th>
<th>Above 70%</th>
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<th>Total</th>
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<td></td>
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<td>10</td>
<td>01</td>
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<td>196</td>
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<td>05</td>
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(210)
### Table No. 22

Table Showing Medium of Instruction of Students at School

<table>
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<td>189</td>
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<td>01</td>
<td>196</td>
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<td>0.5</td>
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<td>179</td>
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<td>92.7</td>
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<td>5.7</td>
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</tbody>
</table>

| Total   | 629     | 19       | 629          | 19      | 18         | 666   |
| Percentage | 94.5    | 2.8      | 94.5         | 2.8     | 2.7        | 100   |
Table No. 22

Table showing groups of Students According to Income of Parents

<table>
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<td>Above Rs. 4300/-</td>
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<td>Rs. 1200/-</td>
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<td>51</td>
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Table No. 23

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Table No. 26

Table Showing Qualifications of Mothers of Students

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<th>Non-Matric</th>
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Table No. 23
Table Showing Number of Students Reading English Newspapers

<table>
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<th>Sometimes</th>
<th>Never</th>
<th>No reply</th>
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<td>196</td>
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<td>60.2</td>
<td>21.9</td>
<td>8.2</td>
<td>100</td>
</tr>
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<td>Science</td>
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<td>183</td>
<td>38</td>
<td>15</td>
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<td>15</td>
<td>193</td>
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Table No. 29
Table Showing Students Receiving Training in Silent Reading in Schools

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<td>10</td>
<td>666</td>
</tr>
<tr>
<td>Percentage</td>
<td>64.8</td>
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</table>
Table No. 30

<table>
<thead>
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<th>Faculty</th>
<th>Yes</th>
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<th>No reply</th>
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<tbody>
<tr>
<td>Arts</td>
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<td>4.7</td>
<td>100</td>
</tr>
<tr>
<td>Percentage</td>
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<td>49.5</td>
<td>4.7</td>
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<td>193</td>
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<td>51.8</td>
<td>3.46</td>
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<tr>
<td>Total</td>
<td>45.5</td>
<td>49.4</td>
<td>5.1</td>
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</table>
### Table No. 31

Table Showing Number of Students Coming from Urban and Rural Areas

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Urban</th>
<th>Rural</th>
<th>No reply</th>
<th>Total</th>
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</thead>
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<tr>
<td>Arts</td>
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<td>55</td>
<td>5</td>
<td>196</td>
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<tr>
<td>Percentage</td>
<td>69.4%</td>
<td>28.0%</td>
<td>2.6%</td>
<td>100%</td>
</tr>
<tr>
<td>Science</td>
<td>165</td>
<td>111</td>
<td>1</td>
<td>277</td>
</tr>
<tr>
<td>Percentage</td>
<td>59.6%</td>
<td>40.0%</td>
<td>0.4%</td>
<td>100%</td>
</tr>
<tr>
<td>Commerce</td>
<td>114</td>
<td>72</td>
<td>7</td>
<td>193</td>
</tr>
<tr>
<td>Percentage</td>
<td>59.0%</td>
<td>37.4%</td>
<td>3.6%</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>415</td>
<td>238</td>
<td>13</td>
<td>666</td>
</tr>
<tr>
<td>Percentage</td>
<td>62.3%</td>
<td>35.7%</td>
<td>2.0%</td>
<td>100%</td>
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</tbody>
</table>
Table No. 32

Answers to Reading Comprehension Tests

<table>
<thead>
<tr>
<th>Tests</th>
<th>Question No.</th>
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<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Test No.1</td>
<td>b</td>
</tr>
<tr>
<td>Test No.2</td>
<td>c</td>
</tr>
<tr>
<td>Test No.3</td>
<td>a</td>
</tr>
<tr>
<td>Test No.4</td>
<td>c</td>
</tr>
<tr>
<td>Test No.5</td>
<td>b</td>
</tr>
<tr>
<td>Test No.6</td>
<td>c</td>
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</table>
TEST NO. 6

- Comprehension
- Speed
- Reading Efficiency

<table>
<thead>
<tr>
<th></th>
<th>SCIENCE</th>
<th>COMMERCE</th>
<th>ARTS</th>
<th>GROUP</th>
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</thead>
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<td>80</td>
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<tr>
<td>SP</td>
<td>80</td>
<td>30</td>
<td>20</td>
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<tr>
<td>RE</td>
<td>26</td>
<td>26</td>
<td>32</td>
<td>25</td>
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</tbody>
</table>

(228)
For Teachers of Junior College

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Name of the College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Name of the teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Academic qualifications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Professional qualification(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Training in E L T</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Experience of teaching English</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>V to VII</th>
<th>VIII to X</th>
<th>XI to XII or PUC</th>
<th>Ist year to IIIrd yr.</th>
</tr>
</thead>
</table>

7. Have you attended any Workshop / Seminar on E L T ?

8. Do you teach your students to read silently?

9. If yes, how many minutes per week do you devote to it?

10. How do you measure its effectiveness?

11. Does your college Library posses graded books?

12. If yes, approximately how many books does it have?

13. Do you suggest to your students books for extra reading?

14. Do you give any extra reading assignments to your students?

15. If yes, state how many per week?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Name of the College / school

2. Name of the student

3. Roll No.

4. Male / Female

5. Age

6. Percentage of marks obtained at the
S. S. C. Examination

7. Marks obtained in English at the S. S. C.
Higher level / Lower level

8. Medium of instruction at
   i ) Stds. V to VII
   ii ) Stds. VIII to X

9. Father / Guardian’s occupation

10. Father / Guardian’s income per month

11. How many members are there in your family?

12. Do you have separate room for study?
    Yes / No

13. What are your father’s educational
    qualifications?
    Post graduate / Graduate / Matriculate / Non-matric / Literate / Illiterate.

14. What are your mother’s educational
    qualifications?
    Post Graduate / Graduate / Matriculate / Non-matric / Literate / Illiterate.

15. Do you read any English books other than
    text-books?
    Yes / No

16. If yes, name any five English books you
    have read?
    1 )
    2 )
    3 )
    4 )
    5 )
17. Where do you get these books from?

18. Do you read any English newspaper?

19. If yes, name them:
   1) 
   2) 
   3) 

20. How often do you read English newspapers? Every day / some times / never

21. Did your teachers in high school teach you how to read silently? Yes / No

22. Do your teachers in College teach you how to read silently? Yes / No

23. Do you come from Urban or Rural area? Urban / Rural
विद्यार्थिसाठी प्रश्नावली

1. विद्यार्थ्याचे पूर्ण नाव

2. हृदेरी पटांबरीचे क्रमांक

3. पुतळा / सविंची

4. वय

5. एस.एस. सी. परीक्षेत भाषासंबंधी गुणांची शेंडवाणी

6. एस.एस. सी. परीक्षेत इंग्रजी विषयात उत्तर / निम्नलिखित भाषासंबंधी गुण

7. शिक्षणाचे माध्यम : इ. ५ वी ते ७ वी

8. इ. ८ वी ते १० वी

9. वडिलांचे / पालकाचे व्यवसाय

10. वडीलांचे / पालकाचे मासिक उत्पाद

11. कुटुंबातील सदस्यांची संख्या

12. अभ्यासासाठी तुम्हाला स्वतःत्र कौन आहे काय? होय / नाही

13. वडीलांची शैक्षणिक पात्रता

14. वडीलांची शैक्षणिक पात्रता

15. क्रमिक पुस्तकाशिवाय अन्य इंग्रजी पुस्तके तुम्ही वाचता काय? होय / नाही
१६. उत्तर होकार्यांच्या असल्यास कोणती पुस्तके वाचता?

1) 

2) 

3) 

4) 

5) 

१७. ही पुस्तके तुम्ही कोणती मिठविलिता?

१८. तुम्ही एखादे इंग्रजी वर्तमानपत्र वाचता काय?

१९. उत्तर होकार्याच्या असल्यास वर्तमानपत्राचे नाव लिहा.

1) 

2) 

3) 

२०. तुम्ही इंग्रजी वर्तमानपत्र कधी कधी वाचता?

२१. तुम्ही ह्या कडूमध्ये शिक्षक असताना तुमच्या शिक्षकांनी मुलांचा मनात्या मनाळ बाचून समजणाची सर्व सांगवली काय?

२२. कोणतेहीत तुमचे शिक्षण मनात्या मनाळ कसे वाचवेले हे विकल्पवत्त काय?

२३. तुम्ही शहरातील किंवा ग्रामीण भागातील?

शहरी / ग्रामीण
THE STORY OF THE FORTY BROTHERS

A long time ago there lived a rich farmer called Droos in the hills of Baluchistan. He had a beautiful house, about a dozen farms, a number of camels, a large flock of sheep. His servants looked after his farms and animals. People thought he and his wife Hanna, were very happy and they had no worries.

But they were not at all happy because they had no children. They gave food, clothes and money to the poor. They said their prayers five times a day and fasted for long periods every year. But God did not bless them with a son or daughter. They were very unhappy. They wanted to have a son specially.

One day, a fakir came to Droos' house and begged for something to eat in the name of Allah.

Droos said that he was most unhappy because he had no children though he had been giving food and money to poor people from a long time and he had not been rewarded for that.

The fakir picked up forty little stones and put them in Hanna's lap and said, "May Allah bless you, you may have many sons."

After about a year, Hanna gave birth to forty sons at the same time. Droos said to her, "My dear, we cannot feed all these forty bodies. Keep the best of them and I'll take the other thirty-nine to the high hills and leave them there. Hanna agreed and took the fairest and fattest of her little sons in her arms. Droos took the rest of them to the high hills and left them there.

Some years later, a shepherd saw a wild goat climbing a rock and followed it. He came to an open space in the rocks and saw a large number of children there. They were playing among the wild tulips.

The shepherd was frightened. He did not go near the children but ran down the rock and returned to his flock.

In the evening he told his master about these children and soon the news reached Droos and Hanna too.

Droos at once knew that those children were his sons. He went there and saw thirty-nine beautiful little boys playing in front of the cave. Droos went near them and spoke to them, but they ran and hid themselves in the cave. He waited there for a long time but they did not come out.

Droos was very unhappy. "My own children don't want to see my face," he said to himself. He returned home and told Hanna of what had happened. She was very sad and started crying.

A few days later, Hanna saw a holy man and asked him, "How can I get back my children from the rocks?" The holy man replied, "Take their brother to the hillside and they will come and play with him."

Hanna took her son to the hills. The thirty-nine brothers saw him and ran to him. He spoke to them and they were charmed. They played together for some time and then came with him to Hanna. She kissed them and gave them sweets. They ate the sweets and went with her to her house.

Droos was very very happy. He gave them good clothes and money to the poor and invited all his friends to eat with him. Everybody praised him, his wife and his forty sons.

Droos taught his forty sons to say their prayers and to read the Quran. They were clever children and the parents were pleased to listen to them.

But the happiness of Droos and Hanna came to an end suddenly. One day all the forty sons died at the same time. Men and women from all over the place came and wept with them for three days. Droos took the bodies of his forty sons and buried them by the hillside where once they had played.

It is said that the forty little brothers still play among the flowers on the hill.
READING COMPREHENSION
TEST NO. 1
The Story of the Forty Brothers

1) Droos lived in:—
   a) Afghanistan
   b) Baluchistan
   c) Hindustan
   d) Baghdad

2) People thought Droos and his wife Hanna were very happy because,
   a) they had no worries.
   b) they gave money to the poor people.
   c) they were kind to strangers.
   d) their servants looked after the farms and animals.

3) Droos and Hanna were very unhappy because,
   a) they gave food and clothes to the poor.
   b) they fasted for long periods every year.
   c) they had no children.
   d) they had forty children.

4) Droos left the other thirty-nine children near the hill because,
   a) they were not healthy.
   b) they were not fair looking.
   c) he did not like them.
   d) he was not able to feed them.

5) The wild goat was seen climbing a rock by,
   a) the children.
   b) a fakir.
   c) the people.
   d) a shepherd.

6) The word underlined in the sentence,
   "He had not been rewarded for that”, means,
   a) presented.
   b) awarded.
   c) gifted.
   d) given.
7) The word 'Charmed' in the sentence, "He spoke to them and they were charmed" means,
   a) frightened
   b) pleased
   c) attracted
   d) disturbed

8) Hanna brought her children back from the hill side by,
   a) taking their brother to them.
   b) showing them good clothes.
   c) giving them food.
   d) giving them money.

9) Droos and Hanna’s happiness came to an end, because,
   a) the children did not like the house.
   b) one of the sons was lost.
   c) all the sons went to the hill side
   d) all the sons died.

10) The people of the place say, that,
   a) the brothers still play among the flowers.
   b) the brothers are seen at night.
   c) the brothers are seen every day.
   d) the brothers visit the village.
The Story of the Forty Brothers

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    a) the children did not like the house.
    b) one of the sons was lost.
    c) all the sons went to the hill side
    d) all the sons died.
THE GOLDEN TOUCH

Hundreds of years ago, there ruled in Greece a king called Midas. He was very rich. One of the rooms in his palace was nearly full of gold.

But Midas spent very little on himself. He was miser and greedy. He wanted to have more gold. He had only one child, a daughter named Marigold. Midas loved her dearly but he loved his gold more than he loved her.

The room in which Midas kept his gold had iron doors and each door had double lock on it. It was dark but Midas spent an hour in it every evening and made it sure that it was there. One evening a stranger entered the room and stood before him. Midas was surprised. He asked, "How did you come here?" The stranger smiled and his smile lit up the room. He said, "I have come to have a look at your treasure and to congratulate you that you have a lot of gold."

Midas replied sadly, "I wish I had more. I'd be a happy man if everything which I touched became gold." The stranger said, "I can grant you this boon, but you will be sorry afterwards." Midas said, "I'll be the happiest man on the earth if you grant me this boon."

The stranger said, "I grant you the golden touch, from tomorrow on everything which you touch will become gold." The stranger disappeared.

Midas got up early next morning. First he touched the bed-sheet and the pillow on it. Both at once changed into bright yellow gold. Midas jumped with joy. Everything which he touched, his clothes, shoes, the doors, the curtains all turned into gold.

In the garden, roses, bushes, and insects on them which Midas touched, became gold. He was very happy to see so much gold around him. He went back to the palace for breakfast and sat down to eat.

Just then Marigold ran crying because the roses in her hand were turned into hard and rough gold having no smell.

Midas comforted her. She sat at the breakfast table. He picked up the jug of milk and began to pour milk out of it into her cup, but the jug and the milk at once turned into gold. Then the cake, the fish, the egg which he touched all became gold.

Midas was hungry but he could not eat anything. He was most unhappy. He took Marigold in his arms and she was also turned into gold.

Midas began to cry like a child. "The Golden touch has ruined me. I have ruined myself." He repeated to himself. Then suddenly the same stranger appeared before him.

"Why are you crying? Aren't you the happiest man in the world now?" he asked.

"Oh I'm the most miserable man in the world," replied Midas, "I can't eat and drink. I have lost my only child. Please help me or I am going to kill myself."

"I'll help you", said the stranger, "if you reply my questions."

Stranger: Is gold better than a cup of water?
Midas: No it is not. I cannot drink gold.
Stranger: Would you like to have a loaf of bread or a bar of gold?
Midas: A loaf of bread. I cannot eat a bar of gold.
Stranger: Do you want the real, living Marigold or this golden statue of her?
Midas: Oh, please, I want my living child.

"I am glad you have become wiser now. Your heart has not changed into gold. Go and bathe in the river which flows by your garden. Bring a pitcher of water from it and sprinkle water on all those things which have changed into gold", said the stranger.

The stranger disappeared. Midas ran to the river with an empty pitcher. He bathed and filled the pitcher with its water. He brought it to the palace and sprinkled the water on all those things which had changed into gold. They at once became what they were before.

Midas and Marigold had a good breakfast. "I have learnt a great lesson today. My child," said Midas, "Man does not live by gold."
READING COMPREHENSION

TEST NO. 2

THE GOLDEN TOUCH

1. One of the rooms in Midas's palace was nearly full of,
   a) money.
   b) silver.
   c) gold.
   d) iron

2. Midas loved his gold.
   a) much more than his palace.
   b) much more than himself
   c) much more than his life.
   d) much more than his daughter.

3. The underlined phrase in the sentence,
   "The stranger smiled and his smile lit up the room" means, his smile,
   a) made the room cheerful.
   b) made the room colourful.
   c) made the room yellow.
   d) set the room on fire.

4. Marigold ran in crying, because,
   a) she was holding a bunch of roses.
   b) she was holding the roses which had no smell.
   c) she was holding the old roses.
   d) she was holding the roses which were not fresh.

5. The underlined word in the sentence,
   "I am the most miserable in the world," means,
   a) miser.
   b) poor.
   c) unhappy.
   d) unlucky.
6 Midas began to cry like a child because,
   a) he was very hungry.
   b) he could not eat and drink.
   c) the golden touch had ruined him.
   d) the stranger had disappeared.

7 The stranger appeared for the second time when.
   a) Midas was killing himself.
   b) Midas was holding Marigold.
   c) Midas was having break-fast.
   d) Midas was crying like a child.

8 According to the stranger Midas had become a wise man because,
   a) he changed his heart into gold.
   b) he had not changed his heart into gold.
   c) he had taken bath in the river.
   d) he had turned his daughter into a golden statue.

9 The things at once became what they were when Midas,
   a) put all the things in the river.
   b) took bath in the river.
   c) prayed to the stranger.
   d) sprinkled water.

10 Midas learnt the lesson that,
   a) Man does not live by wealth.
   b) Man does not live by greed.
   c) Man does not live by gold.
   d) Man does not live by bread.
READING COMPREHENSION
TEST NO. 2

THE GOLDEN TOUCH

1 Midas loved his gold.
   a) much more than his palace.
   b) much more than himself
   c) much more than his life.
   d) much more than his daughter.

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   d) Man does not live by bread.
EARTHQUAKES

Do you remember the earthquake that shook Koyna? It took place on 11th December, 1967, and it was the severest earthquake that Maharashtra had in recent times. It caused a great deal of damage in Koyananagar and surrounding areas. Koyananagar which was newly and recently planned and constructed was completely damaged. It was mostly workers, clerks, officers, engineers, doctors and a host of other persons engaged in the settlement and development work who lived in Koyananagar. All the newly built barracks came down to the ground in pieces. Offices, the godowns, the residential quarters, hotels, and shops were turned into heaps of broken bricks, lime and cement. There was a heavy loss of property, wealth and life. It took many months and a vast amount of money to bring Koyananagar back to normal.

What is an earthquake? An earthquake is the shaking of the earth, a tremor which runs through it and causes house, trees and even hills to shake and sometimes collapse. This shaking and tremor causes small and big cracks in the earth.

If the earthquake takes place at a place where a river flows, it causes change in the direction of the flow of the river. Sometimes the water of the river runs down into a big crack caused by the earthquake. Sometimes a deep ditch is caused and water comes out of it. Thus change in the route of a river or coming out of water from a crack or a ditch results in great damage to life and property.

But what is it that causes the earth to shake in this way? The cause lies in the structure of the earth itself. Though we think of the earth as hard and firm and that it is the same up to its centre, it is not solid all the way down to its centre. In fact, its surface is made up of an outer part called the crust. This part of the earth is generally hard. The crust is usually not more than twenty miles deep, though the depth varies in different parts of the world. The crust is never more than fifty miles deep and in some places it is very much less than even twenty miles. We may think that twenty miles is very deep but it is not much more than a thin layer when we compare it to the distance of 40,000 miles from the surface to the centre of the earth.

Under the crust is another layer which is probably semi-liquid and extends to a depth of about 2000 miles. Then there is a central core which is liquid, perhaps of melted iron. Some scientists think that at its very centre, the core of the earth becomes solid again because of the surrounding pressure.

There are continuous disturbances under the surface of the earth and this causes violent tremors to occur. The disturbances cause the crust to be strained, and to stretch until it cannot stretch any more. When this happens, the crust either moves to adjust itself to the pressure or cracks in places which are already weak. Earthquakes usually take place between five and thirty miles below the surface of the earth. The place where the shock occurs is called the “focus” of the earthquake, and the point on the surface directly above the focus is called the “epicentre.”

Earthquake shocks are measured by instruments made especially for this purpose. These instruments are called “Seismographs”, and the scientists who study earthquakes are called “Seismologists”. When the earth shakes the Seismograph records the extent of the shock on a graph. Some of these instruments are very sensitive and can record the slightest tremor that takes place even hundreds of miles away.

When an earthquake takes place, waves are generated in the earth’s crust, just as waves are created on a pond of water when a stone is thrown into it. There are different types of earth waves which start at the focus. The primary waves and secondary waves travel through the interior of the earth, but the waves that travel on the surface cause the greatest damage.
READING COMPREHENSION
TEST NO. 3
EARTHQUAKES

1. The violent tremors occur because of,
   a) the continuous disturbances under the surface of the earth.
   b) the continuous disturbance over the surface of the earth.
   c) the surrounding pressures.
   d) the structure of the earth.

2. The Koyana earthquake was the severest because,
   a) it continued for many days.
   b) the offices turned into a heap of broken bricks.
   c) it destroyed the dam very badly.
   d) there was heavy loss of life and property.

3. An earthquake means,
   a) moving of the earth.
   b) collapsing of the houses.
   c) shaking of the earth.
   d) shaking of the hills.

4. The surface of the earth is made up of an outer part called,
   a) the crust.
   b) a tremor.
   c) thin layers.
   d) epi-centre.

5. The crust is never more than,
   a) 20 miles deep.
   b) 50 miles deep.
   c) 200 miles deep.
   d) 4000 miles deep.

6. The underlined word in the following sentence,
   'There are continuous <disturbances under the surface of the earth>' means,
   a) cracks
   b) noises
   c) disorders
   d) damages
7. The core of the earth becomes solid again because of,
   a) the surrounding heat.
   b) the surrounding pressure.
   c) the surrounding disturbances.
   d) the surrounding cold.

8. The place where the shock occurs is called,
   a) epi-centre.
   b) seismograph.
   c) tremor.
   d) focus.

9. The underlined word in the following sentence,
   "The waves are generated in the earth's crust means,
   a) produced
   b) stopped
   c) passed
   d) recorded

10. What causes the greatest danger is:
   a) primary waves.
   b) secondary waves.
   c) waves that travel on the surface.
   d) waves that travel under the surface.
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How did man learn to fly? There is an old Greek story of a man and his son who made an attempt to fly the way birds do. They fitted wings of feathers and wax to their sides and began to fly by flapping the wings. They were soon flying away over the sea. The younger man flew too high and the heat of the sun melted the wax and the feathers dropped off and he fell into the sea and died. But the father was able to fly a long distance and then land safely on the earth.

Man first succeeded in going up in the air in balloons filled with hot air. Hot air moves upward and so a balloon filled with it rises into the sky. The first men to go up in a balloon were two Frenchmen called the Montgolfier brothers. Their balloon carried fire to produce heat and smoke. The men sat in a basket at the bottom. Sometime later, another Frenchman sent up a balloon filled with a gas which was lighter than air. This balloon did not have to carry fire for producing hot air, so it was not dangerous like the one used by the Montgolfier brothers. But balloons were not useful for ordinary travelling. They could not be steered.

So experiments were started for making flying machines that could be steered. About 1890, Otto Lilienthal, a German, made a glider and flew in it. A glider is a machine with big broad wings like those of an aeroplane but without an engine. When it is pushed into the air from a high place it goes some distance and then glides slowly down to the ground.

Attempts were being made to prepare an engine for a glider. An American named Langley built a flying machine driven by an engine. It was only a model and it did not carry a man. But Langley succeeded in making it fly a short distance.

The engine which Langley made was a steam engine and perhaps it was too heavy to carry a man in the air. Only a few days later the Wright brothers, Wilbur and Orville also from America, flew in a machine driven by an engine and landed safely after a short but thrilling flight.

The Wright brothers gained experience in controlling the machine in the air and the effect of varying wind currents on the machine's flight.

Then they made a tail to control and steer the machine, fixed a fan to drive the plane forward and thus made an aeroplane. They used a petrol driven machine.

On the morning of 17th December, 1903, Orville made the first flight by a plane at Kittyhawk. That was the first real flight ever made by man.

The Wright brothers made a number of flights. By the end of 1905 they could fly over a distance of 20 miles at a time.

The Wright brothers had done an amazing thing. The dream, man had dreamt from the beginning, had come true. They made flying a reality.

The brothers set up a factory for manufacturing planes when they were asked to make aeroplanes by American and other governments in Europe. They not only made and sold planes but also taught hundreds of people to fly.

After the death of Wilbur in 1912, Orville sold the company with all their rights. He too died in 1948.

The aeroplanes of modern times are very different from the ones that the Wright brothers flew in. Some of them can carry several hundred people and can fly at speeds higher than the speed of sound. They can fly in all kinds of weather and over thousands of miles without stopping. But the machine in which Wright brothers made their first flight has an honoured place in history. You can see it still in the Smithsonian Institute in the United States of America.
READING COMPREHENSION
TEST NO. 4

The Story of Aeroplane

1. The younger man fell into the sea and died because,
   a) he did not fly with his father.
   b) he did not know how to fly.
   c) he flew too high and the sun melted wax on his shoulder.
   d) he flew too high and did not know how to come down.

2. Man first succeeded in going up in the air in,
   a) a balloon.
   b) a glider.
   c) a petrol machine.
   d) a flying machine.

3. The first men to go up in a balloon were,
   a) Otto Lilienthal and others.
   b) Wright brothers.
   c) Langley and others.
   d) Mongolfier brothers.

4. The balloon sent up by the Frenchman was not dangerous because,
   a) it did not carry water.
   b) it did not carry fire.
   c) it was filled with hot air.
   d) it was filled with cold air.

5. To go up in the air the Wright Brothers used,
   a) a balloon.
   b) hot air.
   c) a diesel machine.
   d) a petrol machine

6. The balloons were not useful for ordinary travelling because,
   a) they could not be steered.
   b) not many could sit in them.
   c) they could not go very far.
   d) they could not go very high.
7. The steam engine was made by,
   a) Otto Lilienthal.
   b) Wright Brothers.
   c) Langley.
   d) Montogolier.

8. Orville made the first flight in the year,
   a) 1803.
   b) 1903.
   c) 1805.
   d) 1905

9. The flight by Wright brothers has an honoured place in history because,
   a) it was the first real flight.
   b) it could fly at a speed higher than the speed of sound.
   c) their plane could carry several hundred people.
   d) it could fly thousands of miles without stopping.

10. The underlined word in the sentence.
    'The Wright brothers had done an amazing thing' means,
    a) shocking
    b) right
    c) astonishing
    d) good
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THE GRAIN

Once some children found a small round thing in a valley. It was like a grain of corn, but was as big as an egg. A passerby saw and bought it. He sold it to the Tsar.

The Tsar wanted to know what it was. So he sent for his wise men and told them to examine it. But they could not tell whether it was an egg or grain of corn.

One day a hen saw it on the window sill. It picked it and made a whole in it. Now the Tsar’s wise men knew that it was a grain of corn and told it to him.

The Tsar was surprised. He wanted to know where that grain was grown. His wise men again consulted their books but could not tell when and where such grain was grown. So they advised the Tsar to send for a very old peasant and ask him about it.

The Tsar ordered and the servants brought a very old peasant. He had become bluish because of the old age and had lost his teeth. He walked on crutches with a lot of difficulty. He was completely deaf and had nearly lost his sight.

The Tsar showed him the grain and asked when and where it was grown.

The old man could not see clearly, so he felt the grain with his hands and declared that he had never sowed or reaped such a grain, “But perhaps my father can tell you”, he said.

The Tsar ordered to bring his father. The servants brought him. He looked healthier and stronger than his son and walked on one crutch only. His sight was good and he could hear better than his son.

The Tsar showed him the grain and said, “I am greatly puzzled by this grain. Please tell me if you ever grew or bought such grain in your time.”

“I am sure I did not”, replied the old man. “In my time everyone grew his corn and money was not used in trade. So nobody bought or sold any grain. Perhaps my father can answer your question.”

The Tsar then sent for his father.

The father was found and brought to the Tsar.

He walked easily without any crutches at all and he could see and hear clearly. The Tsar showed him the grain and the old man’s eyes sparkled with joy. He looked at the grain carefully and said, “It’s a very long time since I saw a grain of my time.”

The Tsar was glad. He asked, “When and where was it grown?” “Was such grain bought and sold anywhere?”

The old man replied, “In my time such grain was grown everywhere. I sowed and reaped it in my field. Nobody did the sinful thing like buying and selling. We knew nothing about money and every man had as much grain as he wanted.”

“And where was your field?” asked the Tsar.

“My field was God’s earth” replied the old man. “I ploughed where I liked and that was my field. The earth was free then and no man ever called any part of it as his own.”

“Thank you for what you have told me”, said the Tsar. “But I have two more questions to ask. Please answer them for me. My first question is; why is it that such grain grew in your time but does not grow now? And my second question is; Why is it that you are fitter and stronger than your son and grandson? You can walk easily without crutches and you can see, hear and speak clearly, but they can’t. Why is it so?”

The old man replied, “The answer to your questions is simple. The reason for these things is that now men do not want to work for their living but try to grab what belongs to others. In my time everybody worked hard and nobody ever wanted what did not belong to him. All men loved each other and feared God and lived as He wanted them to live.”
RELAND COMPREHENSION

TEST NO. 5

THE GRAIN

1. The small round thing was found in a valley by,
   a) the king.
   b) some children.
   c) a passer by.
   d) the wise men.

2. To examine the small round thing the Tsar sent for,
   a) the wise men.
   b) the passer by.
   c) the soldiers.
   d) the old man.

3. The wise men knew that the small round thing was a grain of corn because,
   a) the passer by made a hole in it.
   b) the first old man made a hole in it.
   c) the hen made a hole in it.
   d) the wise men made a hole in it.

4. The man looked bluish because,
   a) some one had painted his face.
   b) he was old.
   c) he was afraid of the king.
   d) the soldiers had beaten him.

5. "I'm greatly puzzled by this grain.
   The underlined word in the above sentence means,
   a) shocked.
   b) feared.
   c) pleased.
   d) confused.

(P.T.O.)
6 The big grain of corn was grown in the time of,
   a) the first old man.
   b) the second old man.
   c) the third old man.
   d) the fourth old man.

7 The earth was free in the time of,
   a) the grandfather
   b) the father.
   c) the passer by.
   d) the Tsar.

8 The underlined phrase in the sentence,
   "The old man's eyes sparkled with joy" means that his eyes.
   a) widened with joy.
   b) brightened with joy.
   c) filled with joy.
   d) watered with joy.

9 The grandfather was fitter and stronger than his son and grandson, because,
   a) he had worked for his own living.
   b) he had not done any sinful thing.
   c) he had taken exercise daily.
   d) he had lived for others.

10 The grandfather wanted the people.
    a) to grab what belonged to others.
    b) to live happily.
    c) to help one another.
    d) to love all the people.
REASING COMPREHENSION
TEST NO. 5

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The Importance of Petroleum

Petroleum plays a very important part in our lives. We all know something of the important role played by petroleum. It would not be wrong if we said that our civilization depends more on a constant supply of this raw material than on any other. Without its constant supply most of the activities of civilized man would stop. Petroleum is the spirit of modern life. From petroleum come huge quantities of petrol and diesel oil which are needed to drive aeroplanes, motor cars, buses, tankers, motor cycles, scooters and mopeds. They are also needed to drive various types of pumps, machines and engines. Paraffin oil or kerosene—also from petroleum—powers the most modern jet engines as well as tractors used on farms and brings heat and light to isolated places all over the world. Many types of stoves require kerosene. It is also used to wash oily and greasy parts of machines and tools. Ships today use oil fuel almost entirely in place of coal, and this kind of oil is used more and more in the furnaces of factories as well as in railway locomotives. All machines from the most delicate wrist watch to the largest generator in the power station, have to be lubricated in order to run smoothly. The different types of oil for this purpose come from petroleum. The tar on motor roads up and down the country and the rubber tyres of a good proportion of the vehicles which run on them are also a product of this important material. Without tyres most of the vehicles would have become useless because only with the tyres the vehicles can run with speed and without much trouble of shakes and shocks due to unlevelled road.

Very few of us know that many ordinary things in everyday use are derived from petroleum. These are derived from petroleum by the skill of the industrial chemist, for example, coating on the paper. Such paper is used to protect food and other useful things from moisture and other minor bad effects of weather. This paper is used for wrapping the bread, sweets and various other kinds of food. The other very important and widely used thing derived from petroleum is plastic. Plastic is used to make the most ordinary and the most useful articles. We use plastic buttons, plastic toys, dolls, shoes and many other things. Many useful utensils are made from plastic. Radio cases, transistors and parts of television are also made from plastic. Floor polish, washing powder, synthetic textiles which look like silk, and wood and even weed killer for the garden are all made partly from materials got from petroleum.

There is a great demand for crude petroleum at present. This demand is met by drawing petroleum from deeper and deeper wells into the rocks of the earth's crust. If is imprisoned in vast amounts in the earth's crust. In fact the word petroleum itself comes from two Latin words, Petra = rock and Oleum = oil. In the past too people made use of it but in different ways from ours today. They were limited to the small amounts which seeped up through cracks in the rocks of the earth's crust and could be found on the surface. Where this happened, the action of the sun and the wind caused the more oily constituents to evaporate, leaving a black sticky residue called pitch or asphalt. This was prized as a water-proof material for roofing houses and caulking boats in ancient times. We are told, in the Old Testament that Noah's Ark was pitched within and without. The eternal fire which the ancient Persian regarded as the most important mystery of their religion was fed by escaping gas which forced its way to the surface from underground petroleum deposits situated near the shores of the Black Sea. Doctors in olden days knew, that petroleum had a soothing effect on the skin, specially in the case of burns. So they collected it and used it as we use vaseline.
The Importance of Petroleum

1. Our civilization depends largely on a constant supply of,
   a) paraffin oil.
   b) kerosene.
   c) petroleum.
   d) machines.

2. Petroleum is said to be the spirit of modern life because,
   a) it is used in aeroplanes.
   b) petrol is needed to drive machines.
   c) many ordinary things are derived from petroleum.
   d) most of the activities required by civilized man depend on petroleum.

3. The different types of oil for lubricating machines come from,
   a) paraffin oil.
   b) kerosene.
   c) tar.
   d) petroleum.

4. Many ordinary things in everyday use are derived from petroleum by the skill of,
   a) the industrial chemist.
   b) the industrialist.
   c) the engineer.
   d) the technician.

5. In past ages pitch was used for making,
   a) waterproof material.
   b) sealing wax.
   c) oil.
   d) tyres.

6. There is a great demand for crude petroleum at present because,
   a) it is very cheap.
   b) it is used in machines.
   c) it is used to derive kerosene.
   d) it is used for water proofing.
7 The Latin word *Petra* and *Oleum* mean,
   a) diesel oil.
   b) crude oil.
   c) rock oil.
   d) coconut oil.

8 The underlined phrase in the sentence,
   "The small amount of petroleum was seeped up through the cracker's means,
   a) passed out
   b) put into
   c) leaked out
   d) goes into

9 "The doctors knew that petroleum had a soothing effect",
   The underlined word in the above sentence means,
   a) curing
   b) worsening
   c) little
   d) comforting

10 The eternal fire which the Persian regarded as mystery was fed by,
   a) escaping gas.
   b) escaping air.
   c) escaping kerosene.
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Bhandarkar S. S., Association of Indian Universities 1927-75, (New Delhi: Association of Indian Universities, 1975).


