Annexures
Chance Factors in Cloze Test
(with reference to grammar and comprehension)

Research Tool

A package of cloze tests [Advanced level]

By

Parul K Kotadia
MA
Lecturer in English
NS PATEL ARTS COLLEGE
Anand

For Doctoral Study

Under
Dr J H Khan
Professor & Head, Department of English
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Name of the student: ____________________________

Class: ___________ Age: ___________ Gender: ___________

Name of the Institution: _______________________________________

Name of the University to which your institution is affiliated: ___________

How long have you studied English by now: ___________ years.

How many of these years were in an institution where English was the medium of instruction? ___________ Years.

How would you rate your comprehension? (Tick mark one of the options.)

Very Good [ ] Good [ ] Average [ ] Poor [ ] very Poor [ ]

Instructions

1. There are 8 cloze passages given in this test booklet.

2. There are options given in brackets against the gaps in a few passages and no option given in others. You are required to fill in the blanks so as to complete each of these passages.

3. There is no Pass/Fail on these tests because these are diagnostic in nature and meant to be used in research.

4. We assure you that your performance will not be discussed with anyone but yourself. We shall maintain complete confidentiality.

5. In taking this test, you have the privilege as we do in being a part of a big research effort.

6. Please ensure that you do not take more than an hour and a half (90 minutes) in answering these tests.

7. Kindly make a mental note of what was going on in your mind before you filled in the blanks. We will ask you for this, individually, once the test is over.

Good luck! Your time starts now!
Passage 1

Fill in the blanks either with the most appropriate word from the brackets or by doing as directed in each case.

The World Wide Web (www) has been the most talked about and the most user-friendly of all Internet applications. In a very short (1) _______ (duration, span, limit, term) of time, since it was first started, it now stretches (2) ________ (across, along, parallel, cross) the whole world and creates an imaginary web of transactions (3) ________ (across, along, in, during) it. We shall now study more about this web.

The www (4) ________ (use proper auxiliary) be very simply defined as a universal database of knowledge. (5) ________ (insert proper form of the verb to inform) that is easily accessible to people around the world and (6) ________ (insert proper form of the verb to link) easily to other pieces of information. This allows any user (7) ________ (in, with, through, to) quickly find the things most important to themselves.

It is (8) ________ (insert proper article) Internet resource where one can get information about different topics (9) ________ (like, such, in, so) as the latest trends in programming language or the first (10) ________ (air craft, computer, satellite, cycle) designed by engineers at Boeing or how to grow strawberries (11) ________ (in, on, over, above) your 10th floor apartment, the list is endless. Above all, (12) ________ (this, it, that, those) information is available in a very attractive format.

All the (13) ________ (insert proper form of the verb to inform) on the WWW is presented in the form of pages. (14) ________ (it, this, these, its) pages are like the pages of a book, with one (15) ________ (page, book, letter, draft) can take you to another totally different page. For e.g.,
(16)(unless, suppose, while, when) you could use your mouse to click on a word (17)(in, on, above, upon) this page, if this was a web page, this mouse-click (18)(insert proper Auxiliary) show you a completely different, new page. Then from that (19)(page, paragraph, part, passage) you would have the option of coming back to this (20)(article, section, page, part) or clicking on another word on that page to go (21)(everywhere, anywhere, somewhere, nowhere) else. This complex web of transactions that gets created that (22)(insert proper form of the verb to give) the Web its name. This connected text is called 'hypertext', (23)(or, and, moreover, yet) the page on which it is contained is called a, (24)(web, transaction, colour, white) page.

These web pages are files, similar to those created (25)(on, in, into, above) a word processor. The difference is that word processor files (26)(proper form of the verb to have) extensions like .DOC or .TXT whereas these web documents have (27)(Insert proper article) HTML extension. These web documents are stored on computers connected (28)(in, into, to, within) a network. Many such networks join together to form the (29)(internet, network, web, hypertext) Therefore, when we need to read such a document stored (30)(on, into, within, in) a networked computer, we need to access that computer through the network. Simply put, this is how the Internet works.
Passage 2

Fill in the blanks with the most appropriate word. You are allowed to use only one word to fill in each blank.

Parents have some responsibilities to their progeny. Their role as parents undergoes change as their wards grow up. The parents who (1)insert proper form of the verb “to fulfill”) their responsibilities in the best interest of their (2)child, children, issue, issues) and attune their role to the necessities of (3)use proper form the pronoun ‘they’) wards are good parents.

Infancy of the child (4)use proper form of the verb “to be”) the most crucial period. The child requires more (5)use proper form of the word ‘parent’) care at this stage than anytime. A good (6)parent, parents, mother, father) is one who does not ignore even the (7)use proper form of the adjective ‘slight’) illness of his child. He provides him the (8)use proper form of the adjective ‘good’) possible medical assistance. He never displays anger to (9)insert proper article) child. However stressful his work life is, he (10)insert proper form of the verb “to take”) the child in his arms, goes about showing (11)insert proper article) places and things around and keeps it happy (12)some, all, every, few) the time. This way he teaches it what (13)hatred, duty, love, commitment) is all about. When the child reaches school (14)use proper form of the verb “to go”) age, a good parent admits him in the (15)use proper form of the adjective ‘good’) possible school. He provokes inquisitiveness in the child (16)in with, by, on) asking simple questions on the most ordinary things. (17)I, he, she, you) explains to it what is good and what (18)is, was, were, are) bad. And he practices it too. For instance, (19)use proper form of the verb “to be”) a smoker himself he cannot tell his child (20)with, in, at, so) conviction that
smoking is not a good habit. (21)__________(on, at, by, with) so doing the parent would be sowing in (22)__________(insert proper article) child the seeds of hypocrisy.

A good parent (23)__________(use proper form of the verb “to identify”) latent talent or skill in his child. He (24)__________(use proper form of the verb “to help”) him develop those skills or talents. When the (25)__________(child, boy, girl, issue) grows wayward a good parent admonishes him. When (26)__________(use proper form of the word “situate”) warrants, a good parent talks tough and acts (27)__________(tough, strong, firm, violent). After all children have impressionable minds. They get (28)__________(use proper form of the word ‘carry’) away by events unmindful of consequences. For instance, (29)__________(unless, if, whether, weather) a child is keeping a bad company, a (30)__________(good, bad, best, worst) parent takes his child to task. Not doing (31)__________(so, therefore, accordingly, then) is not in the child’s, interest. In short (32)__________(insert proper article) good parent loves his child. He does not (33)__________(pamper, punish, gratify, offend) it.

A good parent guides adolescent in making (34)__________(unimportant, insignificant, arrogant, hasty) decisions like pursuing a particular academic programme or (35)__________(doing, joining, meeting, learning) a particular school or college. At the same (36)__________(time, term, tempo, duration) he respects his adolescent child’s views also; Career (37)__________(use proper form of the word ‘guide’) is the most important thing a good parent (38)__________(use proper form of the verb “to undertake”) for his children. He never forces his preference (39)__________(on, in, with, upon) his ward.

Thus a good parent is in (40)__________(fact, truth, event, fiction) a good caretaker, teacher, friend, philosopher and guide all rolled into one for his child. It is not without reason that it is said that child is the father of man. A good parent helps the child grow into a gentleman.
Passage 3

Fill in the blanks with the most appropriate word. You are allowed to use only one word to fill in the blank.

The function of a religious man is to disturb, his duty is to wake up the sleepers, to shake the pillars of orthodoxy. He is at (1)__________ the product and the preceptor of his time. When we (2)__________ to him we are troubled and made unsure of our (3)__________ habits. He draws our attention to the distance between our (4)__________ and our practices.

We are victims of social divisions and (5)__________. However earnest we may be in our intentions, there is (6)__________yet that emotional integration among our peoples. Caste divisions, class (7)__________ still dominate us.

Religion is not reserved for philosophers and (8)__________. It is intended for the ordinary man also. In a (9)__________ dangerously distracted and troubled, even ordinary men require a sense (10)__________ the sacred. The bhakti cult is the most popular in (11)__________ India. Even today we find devotees going from place to (12)__________, changing on their way to temples, pouring out their hearts (13)__________ the deity. Oh God, destroy the me in we and (14)__________ thou in my stead. Oh God, all that is mine (15)__________ thine. True giving is a giving of oneself. The essence (16)__________ life for Muhammad was Islam or surrender to the will (17)__________ God. All religions emphasize the importance of prayer. Muhammad valued (18)__________ above all else. He enjoined it on his followers five (19)__________ a day and turned the world into a prayer hall. (20)__________ bhaktas who have made the literature of their age have (21)__________ of God as daridra-narayana. God has no wants, yet (22)__________ clothes Himself in human need that we may serve Him. (23)__________ has no hunger and yet He comes asking for bread (24)__________ we may offer Him. He comes in the guise of (25)__________ beggar for bread that we may bestow. Jesus said; 'I was thirsty and you quenched my thirst.'
Women’s education is still well below the national average, although the position is not as dismal as it was a decade or two ago. However, the number of girls in educational institutions is not among our proud statistics and, at the current rate of progress, it might take us thirty years more to achieve universal education for girls in some states.

(it, you, we, there) should not be forgotten, however, that the education to girls ought to be strictly in accordance with their needs. At present, practically no distinction exists between the education of boys and that of girls. The two sexes are taught the same subjects both in school and at college and they have to appear in the same examinations. This is clearly absurd. (you, we, they, he) must not lose sight of the fact that, when boys have to be fitted for careers, girls have to be prepared primarily for their duties as daughters, aunts, wives, and mothers. It is true that many girls (can, could, will, would) like to take up jobs like the boys, but so the syllabuses and courses of studies should not be exactly, purely, partially, all the same. Girls ought to receive a good (special, formal, informal, general) education. No matter
what other subjects they are (21)__________, (proper form of the verb “to teach”) cookery, music, painting and hygiene should receive a (22)__________ (particular, general, special, formal) emphasis. Subjects like arithmetic, history, geography and science (23)__________ (is, were, will, are) no doubt be common to boys and girls, (24)__________ (and, but, yet, or) in addition to these subjects—or, if necessary (25)__________ (in, on, at, upon) the expense of these subjects—girls must learn how to cook, how to look after a sick child or an ailing husband, and if possible, how to play upon the violin or sitar.
Fill in the blanks with the most appropriate possible word. You are allowed to use only one word to fill each blank.

It was a lovely garden, with soft green grass. Here and there over the grass were flowers like stars. There were about twelve peach (1)_________ that were covered in pink flowers (2)_________ spring, and in autumn they had (3)_________ fruit. The birds sang sweetly on (4)_________ trees, and all the children used (5)_________ stop their games so that they (6)_________ listen to them. ‘How happy we (7)_________!’ they cried to each other.

One (8)_________ the Giant came back. He had (9)_________ to visit another giant in Cornwall, (10)_________ had stayed with him for seven (11)_________. When he arrived he saw all (12)_________ children playing in the garden.

‘What (13)_________ you doing?’ he cried in a (14)_________ deep voice, and the children ran (15)_________.

‘This garden belongs to me,’ said (16)_________ Giant. ‘Nobody is allowed to play (17)_________ it except myself.’ So he built (18)_________ high wall all round it, and (19)_________ up a notice board saying ‘Keep (20)_________.’

He was a very selfish Giant.

(21)_________ the poor children had nowhere to (22)_________. They tried to play on the (23)_________, but the road was very dusty (24)_________ full of hard stones, and they (25)_________ not like it. They used to (26)_________ round the high walls when school
over, and talk about the beautiful inside.

'How happy we were there!' said to each other.

Then the came, and all over the country were little flowers and little birds. in the Selfish Giant’s garden it still winter. The birds did not to sing in it as there no children, and the trees forgot flower. Once, a beautiful flower put its head out from the grass. But when it saw the notice board, it was so sorry for the children that it slipped back into the ground again, and went off to sleep.
Fill in the blanks with the most appropriate word in the blank. You are allowed to use only one word to fill in each blank.

25 percent of the husbands felt that their in-laws were interfering in their marital life directly or indirectly. (1)__________ such, the wife’s parents (2)__________ very few opportunities to (3)__________ directly in the marital (4)__________ of couples as it (5)__________ seldom that a couple (6)__________ with the wife’s parents. (7)__________ the in-laws can create (8)__________ lot of nuisance by (9)__________ their daughters. This is (10)__________ some of the husbands (11)__________. In all the three (12)__________ classes, the husbands complained (13)__________ in-laws interference, but it (14)__________ highest in the middle (15)__________. In 2 percent cases (16)__________ the husbands lived with (17)__________ wife’s people, at their (18)__________, their interference was felt (19)__________ acutely. If the wife (20)__________ the only child, only (21)__________ child, or an over-fondled (22)__________ of the parents, their (23)__________ for the daughter resulted (24)__________ unnecessary interference. Some of (25)__________ parents sheltered their daughters (26)__________ much that the moment (27)__________ faced any problem at (28)__________ husbands’ place, they would (29)__________ the protection of their (30)__________. The father, mother, brother, (31)__________ any other relative of (32)__________ wife would reach the (33)__________ place as soon as (34)__________ hear of any trifling (35)__________. This was very resented (36)__________ the husbands. Some of (37)__________ felt that the parents (38)__________ mostly responsible for the (39)__________ of their daughter’s marriage. (40)__________ of the husbands said, “(41)__________ parents are committing a (42)__________ mistake. They are giving (43)__________
education to their girls, (44)______ they are not teaching (45)______ girls to adjust in (46)______ husbands’ families.” A lawyer (47)______ said, “Now a days, (48)______ are not worried if (49)______ daughters live at their (50)______ houses or not. They (51)______ that the girls can earn their own living and hence won’t be a source of economic burden on them. Hence, they do not try to send their daughters, in case they come away.” The husbands are of the opinion that by not trying to send their husband’s place, these parents are destroying their marital life.
Fill in the blanks with the most appropriate word. You are allowed to use only one word to fill in each blank.

One way of isolating the real problem is to eliminate the things that are not wrong. Start by attempting to write out, as many factors as (1) can, which you feel, definitely are (2) the problem. In the case of (3) turning away to competition, you might, (4) analysis, uncover such facts as these: (5) quality of your product is excellent; (6) is well manufactured; it is speedily (7) efficiently delivered; the pricing policy is (8) fair. Through such an analysis, you (9) find out what is not problem.

(10) this done, you can begin to (11) out a brief definition of what (12) feel is really the problem that (13) turning customers away from your product (14) to competition. For example, you might (15) the fact that once your product (16) bought and put into use, customers (17) poor service. So they are turning (18) competition. If you determine that this (19) the problem, you are ready to (20) along to the next step in (21) overall problem-solving process.

Your problem solving role
Once the problem (22) been identified and you are able (23) write it out in a relatively (24) paragraph, your next step is to (25) what role if any you can (26) in solving it. You do this (27) examining how the problem affects you (28) the territory manager. You

:13:
must examine (29) authority to control or develop a (30), and who else it affects in (31) organization or your customer's organization. If (32) have determined your degree of authority (33) control or developed a solution, and (34) identified who else is affected by (35) particular problem and their interests in (36) it solved, you are ready for (37) next step. Ask yourself whether the (38) is really worth solving in relation (39) other parts of your job. It (40) highly important to resolve this question (41) you spend a great deal of (42) developing a solution which really will (43) accomplish an objective or which may (44) some other part of your operation. (45) yourself what are the consequences of (46) solving it. What would really happen (47) no action was taken? Will the (48) continue as it is, or is (49) going to get worse? By looking (50) the consequences of not solving a (51) you will be better able to (52) the real problem solution. This brings in the element of how soon it has to be solved, and you are then able to look at all the varied constraints, which may affect your ability to solve a problem.
Fill in the blanks with the most appropriate word. You are allowed to use only one word to fill in each blank.

The Solar or Sun System is the name that astronomers give to the Sun and all the planets, which move round the Sun. The word ‘planet’ (1)_____________ from the Greek word meaning ‘wanderer’ because the planets behave (2)_____________ wandering starts. When we look at the night sky, we (3)_____________ often see that, as well as the constellations of stars, (4)_____________ are also one or two bright ‘stars’ which seem to (5)_____________ much less. If we watch these for several nights on (6)_____________ we shall notice that each night they have changed their (7)_____________ in the sky, and that they wander in and out (8)_____________ the constellations. These are not stars but planets, and there (9)_____________ five, which we can see without a telescope. Were we (10)_____________ at the sky from one of these planets, from Mars (11)_____________ example, we should still see five, because we should then (12)_____________ the Earth looking just like other planets. They cannot always (13)_____________ seen; we can see them only when they have moved (14)_____________ that part of the sky, which we see at night. (15)_____________ do not twinkle as the stars do because they are (16)_____________ closer to us, and are not just pin points of (17)_____________ in the sky. This makes their light steadier than starlight.

(18)_____________ planets do not just wander anywhere about the sky; they (19)_____________ in orbits round the Sun, just as our Earth does. (20)_____________ are much nearer the Sun than others; the nearest is (21)_____________ planet Mercury, then comes Venus, and next the Earth. Further (22)_____________ from the Sun than the Earth is Mars, then the (23)_____________ Jupiter, and then Saturn, which was the most distant planet (24)_____________ could be seen before astronomers had telescopes. When
astronomers began (25)_________ use telescopes, they discovered more distant planets, and these distant (26)_________ are hundreds of very tiny planets called Asteroids, which can (27)_________ seen only through a telescope.

The planets all move round (28)_________ Sun in the same direction what are very nearly circles. (29)_________ closest to the Sun move faster than those that lie (30)_________ out. Therefore Mercury moves faster than the Earth, and Saturn (31)_________ more slowly. So Mercury has a ‘year’ of 88 days (32)_________ (that is, it takes 88 days to orbit the Sun), (33)_________ Pluto, the most distant planet, has a ‘year’ of more (34)_________ 248 years by Earth time. Because their orbits are not (35)_________ circles, the planets are sometimes further away from the Sun (36)_________ at other times. When they are at the point in (37)_________ orbit which is furthest from the Sun they are moving (38)_________ slowly than at the point when they are nearest. The Earth, for instance, moves most slowly in June and most quickly in December.