## CPO PRE-2023

## TOPIC – CLOZE TEST ALL SHIFTS

## ENGLISH - BY PRAVEEN SIR



I hope you're all doing well and staying motivated. Remember, every challenge you face is an opportunity to grow. Keep pushing yourself and never stop learning. You've got this!

Stay focused, stay positive, and don't hesitate to ask for help if you need it.

Together, we can achieve great things.

| CLOZE 7                              |                             |                                     | 20 1 20                |  |
|--------------------------------------|-----------------------------|-------------------------------------|------------------------|--|
| The Amazon rainf                     |                             | women in their 20s and 30s use an   |                        |  |
| inspiring natural                    |                             | app that (5) like a cosmetics-      |                        |  |
| (1) across                           |                             |                                     | ebate the merits of    |  |
| American countries                   | •                           | various commo                       | n ingredients.         |  |
| Peru, Colombia,                      |                             |                                     |                        |  |
| Covering an (2)                      |                             | 1. (a) early                        | · · · · ·              |  |
| million square kilo                  | metres, it is the           | (c) ancient                         | (d) primitive          |  |
| largest tropical rai                 | nforest on Earth.           |                                     |                        |  |
| The Amazon jungle                    | is (3) for                  | 2. (b) of the                       | (b) in the             |  |
| its remarkable                       | biodiversity,               | (c) by the                          | (d) from the           |  |
| harbouring an asto                   | onishing array of           |                                     |                        |  |
| plant and animal sp                  | ecies that are still        | 3. (a) cherish                      | (b) propagate          |  |
| being discovered a                   | and studied. The            | (c) comply                          | (d) spend              |  |
| dense vegetation of                  | the jungle creates          |                                     |                        |  |
| a (4) and co                         |                             | 4. (a) though                       | (b) although           |  |
| supporting countle                   | _                           | (b) maybe                           | (d) perhaps            |  |
| providing crucial ed                 | _                           |                                     |                        |  |
| such as carbon s                     | •                           | 5. (a) stops                        | (b) functions          |  |
| climate regulation.                  | _                           | (b) dissolves                       |                        |  |
| (5) comm                             |                             | • •                                 |                        |  |
| thrived within its                   |                             | CLO                                 | ZE TEST -3             |  |
| centuries, preservir                 |                             | When another old cave is discovered |                        |  |
| and deep connectio                   | _                           | in the south of France, it is not   |                        |  |
| unu uoop oominoono                   | 11 00 0110 10110.           |                                     | ews. Rather, it is an  |  |
| 1. (a) reaches                       | (b) amounts                 | •                                   | Such discoveries are   |  |
| (c) lengths                          | (d) spans                   | •                                   | hese days that hardly  |  |
| (c) lengths                          | (u) spans                   | * *                                 | eed to them. However,  |  |
| 2. (a) estimated                     | (b) evaluated               |                                     | ux cave complex was    |  |
| (c) rated                            | (d) gauged                  |                                     | 1940, the world was    |  |
| (c) raceu                            | (u) gaugeu                  |                                     | nted directly on its   |  |
| 3. (a) acclaimed                     | (b) great                   | walls were h                        |                        |  |
| (c) renowned                         | (d) pre-eminent             |                                     |                        |  |
| (c) renowned                         | (d) pre-emment              |                                     | eople lived thousands  |  |
| 4 (a)ib-rant                         | (b) rigora                  |                                     | ne scenes show people  |  |
| 4. (a) vibrant                       | (b) vigour                  |                                     | ls, such as bison or   |  |
| (c) spirited                         | (d) lavish                  |                                     | er images (4)          |  |
| F (a) in dimensions                  | (1 <sub>0</sub> ) and a set | -                                   | st noticeably, horses, |  |
| 5. (a) indigenous                    | (b) ancient                 |                                     | n more than 300 wall   |  |
| (c) late                             | (d) organic                 |                                     | (5) all other          |  |
| a- a                                 |                             | animals.                            |                        |  |
| CLOZE 7                              |                             |                                     |                        |  |
| South Korea is the most cosmetically |                             | 1. (a) usually                      | (b) nearly             |  |
| (1) country (                        | •                           | (c) merrily                         | (d) suitably           |  |
| editors estimate th                  |                             |                                     |                        |  |
| the government's heavy investment    |                             | 2. (a) ghastly                      | · · · -                |  |
| (2) industry. It is ahead of its     |                             | (c) delusional                      | d)disorderly           |  |
| competitors, and it                  |                             |                                     |                        |  |
| twice as much on skincare products   |                             | 3. (a) overthrow                    | •                      |  |
| as consumers in the United States,   |                             | (c) encourage                       | ed (d) baffled         |  |
| the UK, and France                   | . Korean shoppers           |                                     |                        |  |
| are (4) the                          | world's most                | 4. (a) depict                       | (b) determine          |  |
| discerning. Eight out of 10 Korean   |                             | (c) imprint                         | (d) require            |  |

| 5. (a) outlasting                    | (b) outreaching                                       | tiger, Panthera Tigr  | ris. Scientists have                 |  |
|--------------------------------------|---|---|--------------------------------------|--|
| (b) outnumbering                     |   | further (4)   |                                      |  |
|                                      |   | subspecies: the ext   | inct Bali, Caspian                   |  |
| CLOZE T                              | EST-4   | and Javan subspec   | ies, and the living                  |  |
| It is said that                      | everyone lives  | Malayan, Sumatra  | n, South China,                      |  |
| (1) selling s                        | something. What                                       | Indochinese, Beng   | al and Amur (or                      |  |
| you can (2)                          | from this   | Siberian) subspeci  | es. Of these six                     |  |
| statement is that                    | teachers live by                                      | subspecies, AZA   | accredited zoos                      |  |
| selling knowledge,                   | philosophers live                                     | currently manage  |                                      |  |
| by selling wisdom                    | and priests earn                                      | Malayan, and  | Sumatran. The                        |  |
| their living by                      | selling spiritual                                     | Smithsonian's Na  | tional Zoo and                       |  |
| comfort. Though it n                 | nay be possible to                                    | Conservation Biol   |                                      |  |
| measure the value of                 | of material goods                                     | home to Sumatran  |                                      |  |
| in terms of money                    | , it is extremely                                     | Sumatran tigers a   |                                      |  |
| difficult to (3)                     |   | <del>-</del>  | Critically Endangered on the         |  |
| of the services whic                 |   |   | International Union for Conservation |  |
| for us. There are time               |   | of Nature's Red List, and Amur tigers                                     |                                      |  |
| (4) give every                       |   | have been classified as Endangered  |                                      |  |
| to save our lives, yet               |   | 1. (a) long   |                                      |  |
| paying a surgeon                     |   | (c) sharp   | (d) blunt                            |  |
| offering us preci-                   |   |   |                                      |  |
| service. The (5)                     |   | 2. (a) about  | (c) with                             |  |
| such that skills have                |   | (c) into  | (d) along                            |  |
| the same way that g                  | oods are paid for                                     |   |                                      |  |
| at a shop.                           |   | 3. (a) dogs   | (b) rabbits                          |  |
| 1. (a) by                            | (b) over  | (c) elephants   | (d) cats                             |  |
| (c) of                               | (d) into  |   | And 5                                |  |
|                                      | and the second  | 4. (a) declared   | (b) restricted                       |  |
| 2. (a) revive                        | · · -   | (c) classified  | (d) generalized                      |  |
| (c) choose                           | (a) derive  | F (a) 4-4-11-4  | (h)                                  |  |
| 2 (2) 222221                         | (In) and and  | 5. (a) detailed   | (b) recorded                         |  |
| 3. (a) conceal                       | (b) extort  | (c) listed  | (d) numerated                        |  |
| (c) mock                             | (c) estimate  | CI OZE  | TROT C                               |  |
| 4 (a) thoughtfully                   | (b) norfootly   | CLOZE ' Discrimination  | refers to the                        |  |
| 4. (a) thoughtfully (c) thoroughly   | <ul><li>(b) perfectly</li><li>(d) willingly</li></ul> | inequitable or (1)  |                                      |  |
| (c) thoroughly                       | (u) willingly   | individuals or colle  |                                      |  |
| 5. (a) conditions                    |   |   |                                      |  |
| (b) interferences                    |   | of attributes such as ethnicity, sex, age and sexual orientation. Studies |                                      |  |
| (c) obstacles                        | (d) connections                                       | have indicated that   |                                      |  |
| (c) obstacles                        | (u) cominections                                      | discrimination can  |                                      |  |
| CLOZE T                              | EST-5   | of stress-induced   | •                                    |  |
| Among the largest species of cats in |   | individual's mental   |                                      |  |
| the world, tigers are                | <del>-</del>  |   | sponses. The                         |  |
| with (1) teetl                       | _   | experience of stress  | _                                    |  |
| agile bodies. They range across Asia |   | unfavourable emo  |                                      |  |
| from Russia all the                  | _   | including but   | not limited to                       |  |
| and mainland Southeast Asia.         |   | (3), despair  |                                      |  |
| Researchers still have much to learn |   | Furthermore, anxie  |                                      |  |
| (2) these beautiful,                 |   | to a rise in hea  | <del>-</del>                         |  |
| endangered (3) There is              |   | behaviours such as  |                                      |  |
| currently one recognized species of  |   | and (4)   |                                      |  |

| simultaneously causing a (5)in health-promoting activities such |                   | CLOZE TEST - 8                       |                    |  |
|---|-------------------|--------------------------------------|--------------------|--|
| as quality sleep and v  | _                 | Rabindranath Tagor                   | e founded a small  |  |
| 1. (a) tragic   |                   | school at Santinike                  | tan in 1901 and    |  |
| (c) systematic  | (d) pathetic      | Kala Bhavan, an art                  |                    |  |
| 2. (a) motivate   | (b) inspire       | Visva Bharati Unive                  | _                  |  |
| (c) support   | (d) trigger       | 1921. Located in an                  |                    |  |
| . , 11  | (                 | some distance fro                    |                    |  |
| 3. (a) deafness   | (b) impairment    | Calcutta, Kala Bhay                  |                    |  |
| (c) death   | (d) anxiety       | alternative metho                    | _                  |  |
| (0) 404011  | (4) 41111009      | training, in which                   |                    |  |
| 4. (a) prescribed   | (b) mandatory     | practice was (3)                     |                    |  |
| (c) legitimate  | (d) illicit       | learning through                     |                    |  |
| (c) legitimate  | (u) IIIICIC       |                                      |                    |  |
| 5. (a) unfruitful   | (b) unboowel      | living as a part of na               |                    |  |
| •   | (b) upheaval      | surroundings with t                  |                    |  |
| (b) decline   | (d) rise          | red earth dotted                     | · ·                |  |
|   | C/T /7            | colours of the changing seasons, the |                    |  |
| CLOZE TE  | <u> </u>          | animals and birds (5                 | ) inspiration      |  |
| O   |                   | to students.                         | /1-11              |  |
| Swans are large   |                   | 1. (a) later                         | (b) slower         |  |
| (1) to the f  | •                 | (b) faster                           | (d) better         |  |
| which also includes of  |                   |                                      |                    |  |
| They (2) for their beauty and                                   |                   | 2. (a) idyllic                       | (b) normal         |  |
| grace and are often   | <del>-</del>      | (c) reliable                         | (d) magical        |  |
| of love, fidelity, and  |                   |                                      |                    |  |
| are also famous for their (3)                                   |                   | 3. (a) investigated                  | • •                |  |
| features, such as their long necks,                             |                   | (c) accepted                         | (d) aspired        |  |
| large wingspans, and  | _                 |                                      |                    |  |
| feathers. (4)   | _, not all swan   | 4. (a) vistas                        | (b) murk           |  |
| species are white; th   |                   | (c) haze                             | (d) band           |  |
|   | athers with a red |                                      |                    |  |
| bill. Swans are fo  | <b>∀</b>          | 5. (a) agreed                        | (b) provided       |  |
| continent and are   |                   | (c) groomed                          | (d) refused        |  |
| strong pair bonds. The  | hey mate for life |                                      |                    |  |
| and can live up to 20   | years.            | CLOZE TE                             | <u>EST – 9</u>     |  |
| 1. (a) belonging  | (b) belong        | The concept of moti                  | vation focuses on  |  |
| (b) belonged  | (d) belongs       | explaining what 'mo                  | ves' behaviour. In |  |
|   |                   | fact, the term (1)_                  | is derived         |  |
| 2. (a) are known  |                   |                                      | word 'movere',     |  |
| (b) have knowing  | (c) had know      | referring to moven                   | nent of activity.  |  |
| (d) were known  | •                 | Most of our everyda                  | •                  |  |
| 3. (a) popular  | (b) distinctive   | <u> </u>                             | n in terms of      |  |
| (c) similar   | (d) finite        | motives. Motives als                 |                    |  |
| • •   | • •               | (3) about bel                        | -                  |  |
| 4. (a) consequently   | (b) formerly      | will work hard in scl                | <b>-</b>           |  |
| (c) because   | (d) however       | business, in music,                  |                    |  |
| • •   | • •               | many other situatio                  |                    |  |
| 5. (a) for example  | (b) in addition   | a very strong need                   | • =                |  |
| (c) after all   | (d) of course     | Hence, motives are                   | • •                |  |
| • •   | . •               | that enable us to 1                  | _                  |  |

about behaviour in many different situations. In other words, motivation is one of the (5) behaviour. Instincts, drives, needs, goals, and incentives come under the broad cluster of motivation.

- 1. (a) human behaviour
  - (b) instinct
  - (c) motivation
- (d) psychology
- 2. (a) behaviour
- (b) motivation
- (c) goal
- (d) incentive
- 3. (a) directions
- (b) predictions
- (c) decisions
- (d) clarification
- 4. (a) motivation
- (b) desire
- (c) grow
- (d) achievements
- 5. (a) meaning
- (b) ways
- (c) determinants (d) causes

## **ANSWER KEY**

| CLOZE TEST -1 |               |      |      |      |  |  |  |
|---------------|---------------|------|------|------|--|--|--|
| 1. D          | 2. A          | 3. C | 4. A | 5. A |  |  |  |
|               | CLOZE TEST -2 |      |      |      |  |  |  |
| 1. B          | 2. B          | 3. D | 4. D | 5. D |  |  |  |
|               | CLOZE TEST -3 |      |      |      |  |  |  |
| 1. A          | 2. B          | 3. D | 4. A | 5. C |  |  |  |
| CLOZE TEST -4 |               |      |      |      |  |  |  |
| 1. A          | 2. D          | 3. D | 4. D | 5. A |  |  |  |
| CLOZE TEST -5 |               |      |      |      |  |  |  |
| 1. C          | 2. A          | 3. D | 4. C | 5. C |  |  |  |
| CLOZE TEST -6 |               |      |      |      |  |  |  |
| 1. B          | 2. D          | 3. D | 4. D | 5. C |  |  |  |
| CLOZE TEST -7 |               |      |      |      |  |  |  |
| 1. B          | 2. A          | 3. B | 4. D | 5. B |  |  |  |
| CLOZE TEST -8 |               |      |      |      |  |  |  |
| 1. A          | 2. A          | 3. B | 4. A | 5. B |  |  |  |
| CLOZE TEST -9 |               |      |      |      |  |  |  |
| 1. C          | 2. A          | 3. B | 4. D | 5. C |  |  |  |
|               |               |      |      |      |  |  |  |