

## **Test Series-1-Online CSS-2026**

**October 2025**

### **English Precis & Composition**

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**Total Marks: 50**

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#### **Test-1**

##### **Q.1. Make a precis of the following passage; also suggest a suitable title. (15+5 = 20)**

The physics teacher down the hall always starts her class by dropping random objects from different heights. Last Tuesday it was a feather and a hammer. The students expect the hammer to hit first, naturally, but when she does it in the vacuum chamber, their faces change completely. That moment of confusion, that brief pause before understanding settles in, reveals something profound about how minds actually work. Most people carry around half-formed ideas about gravity, motion, and force based on everyday experience. A ball thrown forward curves downward. Heavy things fall faster than light things. These intuitions feel rock-solid until confronted with evidence that challenges them. The vacuum chamber demonstration strips away air resistance and reveals gravity's true nature, but more importantly, it demonstrates how easily accepted truths can crumble under scrutiny. Children ask endless questions about everything around them until somewhere along the way, curiosity gets trained out of them. Schools often reward memorization over questioning, completion over exploration. Students learn to seek the "right" answer rather than better questions. This systematic dampening of natural curiosity might explain why so many adults feel uncomfortable with scientific uncertainty, preferring simple explanations to complex realities.

Medical journals publish thousands of studies each year, yet conflicting findings regularly make headlines, leaving the public confused and frustrated. Coffee causes cancer one week, prevents it the next. Eggs are dangerous, then beneficial, then somewhere in between. The problem lies not with the science itself but with expectations about how knowledge progresses. Science moves forward through accumulation of evidence, revision of theories, and constant questioning of assumptions. Each study adds one small piece to an enormous puzzle, rarely providing definitive answers by itself. The scientific method demands reproducibility, peer review, and statistical significance, yet these safeguards create an inherently messy process where conclusions shift as new data emerges. Public education rarely teaches this iterative nature of scientific discovery, instead presenting established facts as immutable truths discovered long ago by brilliant individuals. Real research involves failed experiments, revised hypotheses, and years of incremental progress punctuated by occasional breakthroughs. The local newspaper runs a health section every Wednesday, and the same readers who religiously follow every dietary recommendation seem perpetually bewildered when recommendations change. Perhaps the issue runs deeper than science communication, touching something fundamental about human nature and the desire for certainty in an uncertain world.

**Q.2. Read the passage carefully and answer the questions that follow. (20)**

In every era, human beings have redefined what it means to be intelligent. For centuries, intelligence was associated with wisdom — the slow, reflective understanding that came from observation, experience, and moral reasoning. Then came the industrial age, where intelligence was measured by one's ability to calculate, plan, and execute efficiently. Today, in the digital age, we seem to have redefined intelligence once more — not as depth of thought, but as speed of response. The faster one types, reacts, or adapts to new information, the more “intelligent” one appears. This redefinition, however, conceals a quiet danger. In valuing speed above reflection, we risk confusing reaction with understanding. Our devices train us to skim rather than read, to scroll rather than think. A person who can respond instantly to ten messages may seem smart, but may also be incapable of a sustained, independent idea. True intelligence has always involved the ability to pause: to resist the immediate and search for the essential.

Ironically, the very technology that expands human access to knowledge may also diminish our capacity to turn that knowledge into wisdom. With infinite information at our fingertips, thinking feels unnecessary; why reflect when answers are available in seconds? Yet what machines provide is data, not meaning. Meaning must be made through interpretation, connection, and insight; all of which require time and stillness. The future, therefore, may not belong to those who know the most facts or process the most data, but to those who can still think slowly, clearly, and independently in a world that never stops accelerating. Intelligence, if it is to serve humanity, must rediscover its moral and contemplative dimension. Otherwise, we risk producing a generation that knows everything but understands nothing.

**Questions:**

1. How does the author trace the evolution of the concept of intelligence across different eras?
2. What danger does the author associate with valuing speed over reflection?
3. According to the passage, how has technology altered the relationship between knowledge and wisdom?
4. What kind of intelligence does the author believe will be most valuable in the future?

**Q3. Choose the word that is most **SIMILAR** in meaning to the Capitalized word. (10)**

1) JUBILANT	(a) Blissful (b) Laconic (c) Mercurial (d) Oblique
2) LATENT	(a) Multifarious (b) Pugnacious (c) Mammoth (d) Insipid
3) RUSE	(a) Inure (b) Proclivity (c) Sagacity (d) Stratagem
4) QUAGMIRE	(a) Adamant (b) Ephemeral (c) Quandary (d) Fastidious
5) PANACEA	(a) Interfering (b) Alleviate (c) Sanctimonious (d) Stupefy
6) MAGNANIMOUS	(a) Deride (b) Conglomerate (c) Brusque (d) Zenith
7) LANGUID	(a) Hackneyed (b) Juxtapose (c) Malevolent (d) Inveterate
8) MODICUM	(a) Obsequious (b) Nascent (c) Plethora (d) Lilliput
9) NEOPHYTE	(a) Black (b) Red (c) Green (d) Orange
10) HAPLESS	(a) Dominant (b) Unlucky (c) Ingenuous (d) Mitigate

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