

GAT Remedial Practice – Grade 10

Skills: Author's Purpose and Context Clues

Reading Passage: Reading in the Digital Age

In today's digital world, teenagers have access to endless information through smartphones, social media, and online videos. Although technology provides convenience, it can encourage students to consume information without examining it carefully. In contrast, reading requires patience, concentration, and the ability to evaluate ideas critically. These skills are essential not only for academic success but also for making informed decisions.

Reading also expands vocabulary by exposing students to unfamiliar words in meaningful contexts. Rather than immediately consulting a dictionary, readers can use contextual clues to infer a word's meaning. These clues may include examples, explanations, synonyms, or contrasting ideas within the surrounding sentences. For instance, an impulsive person acts without considering the consequences of a decision.

Unlike impulsive individuals, cautious people carefully evaluate possible outcomes before taking action. Despite these benefits, some teenagers consider reading tedious because it requires sustained attention. However, selecting books that reflect personal interests can make reading more engaging. Schools can promote literacy by providing diverse reading materials and encouraging independent reading.

Developing strong reading habits does not require students to abandon technology completely. Instead, teenagers should balance digital entertainment with activities that strengthen critical thinking. Ultimately, regular reading can help students become more analytical, independent, and confident learners.

Part A: Author's Purpose

1. What is the author's primary purpose in this passage?

- A. To criticize teenagers for using digital devices in their daily lives
- B. To explain the advantages of reading and encourage a balanced approach to technology
- C. To persuade schools to replace digital learning with printed books
- D. To describe how social media has changed the way teenagers communicate

2. Why does the author include the example of Omar and his classmates?

- A. To demonstrate how contrasting information can help readers infer a word's meaning
- B. To prove that students who read books make fewer mistakes than others
- C. To suggest that impulsive behavior is necessary for academic success
- D. To explain why students should avoid working in groups

Part B: Context Clues

3. What does the word *infer* most nearly mean as used in the third paragraph?

- A. To memorize information without understanding it
- B. To identify a word by looking it up in a dictionary
- C. To reach a conclusion using available information and clues
- D. To replace an unfamiliar word with a simpler expression

4. What does the word *tedious* most nearly mean in the fifth paragraph?

- A. Challenging but rewarding
- B. Boring and requiring considerable effort
- C. Exciting and full of surprises
- D. Unfamiliar and difficult to explain

Answer Key and Explanations

1. B — To explain the advantages of reading and encourage a balanced approach to technology.

The author discusses the benefits of reading while acknowledging that technology can be useful. The conclusion recommends balancing digital entertainment with reading.

2. A — To demonstrate how contrasting information can help readers infer a word's meaning.

The word *unlike* introduces a contrast between Omar and his classmates. Their behavior helps readers understand that *impulsive* refers to acting without careful thought.

3. C — To reach a conclusion using available information and clues.

The passage explains that readers can use surrounding sentences to determine the meanings of unfamiliar words without consulting a dictionary.

4. B — Boring and requiring considerable effort.

The context explains that some students dislike reading because it requires sustained attention. This suggests that *tedious* means boring or tiresome.

Teacher's remedial tip: Ask students to underline the evidence in the passage before selecting an answer. For context clues, encourage them to examine the words and phrases surrounding the unfamiliar word. For author's purpose, ask them to consider the overall message rather than focusing on just one paragraph.