

IPC 1 Entrance Examination Sample AY2027

Text and Question Booklet

Time allowed: 60 minutes

Total marks: 50

Instructions

- There are two sections: Section A (Reading) and Section B (Writing). Answer **all questions**.
- For reading sections, choose the **best answer (A–D)**.
- Use the answer sheet to answer the questions. Ensure you shade in the bubble completely.
- Write clearly in the writing section.
 - Dictionaries and electronic devices are **not permitted**.

• Text 1: Into the Deep

Word count: ~155

The deep sea is one of the least explored places on Earth. More than ninety percent of the ocean floor has never been seen by humans, and scientists believe many species remain undiscovered in the darkness below.

One of the strangest creatures in the deep sea is the anglerfish. The female anglerfish has a small glowing organ that hangs in front of her head like a fishing rod. This light attracts smaller fish in the dark water, and when they swim close enough, the anglerfish snaps them up with its enormous jaws.

Pressure in the deep ocean is extreme. At great depths, the water pushes down with a force far greater than at the surface. Despite this, many animals thrive there, including giant squid and certain species of shark.

Scientists use special underwater vehicles called submersibles to explore these depths. Each mission provides new data and often leads to the discovery of previously unknown creatures.

Adapted from "The Deep Ocean" — BBC Earth / BBC Future

Questions 1–13

- According to paragraph one, how much of the ocean floor has been seen by humans?
 - Less than ten percent
 - About half
 - More than seventy percent
 - Almost all
- Which animal is described in detail in the passage?
 - Giant squid
 - Sea cucumber
 - Anglerfish
 - Shark
- What do scientists use to explore the deep ocean?
 - Satellites
 - Submersibles
 - Scuba equipment
 - Fishing boats
- "Attracts" in **line 8** most nearly means:
 - scares
 - draws toward
 - pushes away
 - hides
- "Thrive" in **line 13** most nearly means:
 - live and grow successfully
 - disappear slowly
 - struggle to survive
 - move quickly
- "They" in **line 8** refers to:
 - anglerfish
 - the glowing organ
 - smaller fish
 - scientists
- "There" in **line 13** refers to:
 - the ocean surface
 - outer space
 - inside a vehicle
 - the deep ocean
- Why does the anglerfish use a glowing organ?
 - To help it see clearly
 - To communicate with other fish
 - To attract prey in the dark
 - To protect itself from pressure
- What can be inferred about deep-sea exploration missions?
 - They are usually unsuccessful
 - They often lead to new discoveries
 - They are simple to carry out
 - They focus only on known animals
- What is the main purpose of this passage?
 - To warn about dangers in the ocean
 - To tell a fictional story about sea creatures
 - To explain how to become a scientist
 - To inform readers about the deep sea
- Which of the following best states the main idea of the passage?
 - The deep sea is a harsh but active environment with much still unknown
 - Anglerfish are the most dangerous creatures in the ocean
 - The ocean floor has already been mostly explored
 - Deep-sea pressure prevents most life
- According to the passage, all are TRUE EXCEPT:
 - Many deep-sea species have not yet been discovered
 - Some animals are able to live in extreme pressure
 - The deep sea has lower pressure than the surface
 - Scientists use special vehicles to explore deep areas
- Which of the following is the best summary of the passage?
 - Scientists have explored most of the ocean and found only a few unusual creatures
 - The deep sea is an extreme environment where most animals cannot survive
 - The deep sea remains largely unexplored, and scientists continue to discover new life there
 - Underwater machines are mainly used to study common ocean animals

Text 2: News at the Speed of Light

Word count: 202

For most of human history, news spread slowly. A battle in one country might take weeks or months to be known elsewhere. Information moved at the speed of horses, ships, and messengers. Today, a single event can reach billions of people within seconds.

5 The rise of social media has changed how we receive information. Platforms like Instagram and YouTube allow anyone with internet access to share content instantly. This spread of information to ordinary people is positive in many ways. People can report events as they happen, without
10 relying on traditional editors or broadcasters.

However, speed does not always mean accuracy. False stories often spread faster than true ones because they are more

emotional and surprising. A 2018 study from MIT found that false news reached people six times faster than accurate reports. People often share shocking headlines without checking if they are true.

15 Because of this, media literacy has become an essential skill. Schools in some countries now teach students how to evaluate sources and question information. It is not enough to receive information quickly; people must also learn how to think about it carefully.

20 *Adapted from "The Spread of False News Online" — MIT Media Lab & The Guardian*

Questions 14–28

14. According to paragraph one, how long could news take to travel in the past?
(A) A few hours
(B) A few days
(C) Weeks or months
(D) Several years
15. What did the 2018 MIT study find?
(A) True news spreads faster than false news
(B) False news reaches people much faster than true news
(C) Social media is always reliable
(D) Editors are no longer needed
16. In **line 8**, "This" ("This spread of information...") refers to:
(A) traditional media
(B) social media platforms
(C) fast internet speed
(D) government control
17. In **line 14**, "accuracy" most nearly means:
(A) speed
(B) correctness
(C) popularity
(D) importance
18. In **line 15**, "surprising" most nearly means:
(A) unexpected
(B) predictable
(C) boring
(D) slow
19. In **line 23**, "it" in "think about it carefully" refers to:
(A) the curriculum
(B) media literacy
(C) the school system
(D) the information
20. Why do false stories often spread faster than true stories?
(A) They are written by experts
(B) They are more emotional and surprising
(C) They are shorter
(D) They are more accurate
21. What can be inferred about traditional editors and broadcasters?
(A) They are now more powerful
(B) Their role has decreased
(C) They mainly spread false news
(D) They have all disappeared
22. What does the passage suggest is a risk of fast information sharing?
(A) People always check information carefully
(B) People often share information without verifying it
(C) People trust only experts
(D) People avoid social media
23. Why has information spread become much faster today?
(A) Anyone can share information instantly online
(B) Traditional media has disappeared
(C) People read more news than before
(D) Governments control information
24. Why have some schools added media literacy to their curriculum?
(A) Students requested it
(B) Governments required it worldwide
(C) People need skills to evaluate information
(D) Social media companies demanded it
25. The writer's attitude toward social media is best described as:
(A) completely negative
(B) strongly supportive
(C) uninterested
(D) balanced, recognising both benefits and risks
26. According to the passage, all of the following are true EXCEPT:
(A) False news can spread faster than true news
(B) Social media allows people to share information instantly
(C) News in the past moved slowly
(D) Media literacy guarantees that all information is accurate
27. What is the main message of the passage?
(A) Social media should be banned
(B) Fast information sharing makes critical thinking more important
(C) Traditional media is always better
(D) Students should avoid the internet
28. Which best summarises paragraph four?
(A) Schools are entertaining students with media lessons
(B) Media literacy is only important for professional journalists
(C) All countries require media literacy
(D) Some schools now feel it is important to teach media literacy

Text 3: What the Stones Remember

Word count: 242

5 There is a particular kind of silence that belongs only to very old places. I first encountered it in the ruins of a stone monastery in the mountains, where the walls, though roofless, still held their shape after seven centuries. Standing among them, I noticed that the noise of the world — traffic, wind, the ordinary hum of being alive — seemed to fall away. What remained was something harder to name.

10 We tend to think of silence as an absence, a mere emptiness where sound has been removed. But this silence felt different. It had weight. It suggested that something had once happened here, and that the stones, patient and indifferent, had simply continued to exist long after the people were gone. I found myself thinking about what it means to leave something behind — whether a building, a book, or even a habit of kindness passed from one person to another.

20 Philosophers have often asked what gives a human life its meaning. Many answers have been offered: love, achievement, contribution to something larger than oneself. What struck me in that old place was a quieter possibility — that meaning might not need to be proclaimed or recorded at all. Perhaps it is enough simply to have been present, to have shaped a small corner of the world, and to leave it subtly different from how you found it.

The monastery had no sign explaining its history. Whatever was remembered there was remembered in stone.

25 *Adapted from "Places of Silence" — an essay in the tradition of The Atlantic / Aeon Magazine*

Questions 29–40

- 15
29. In paragraph one, why does the writer say the noise of the world “seemed to fall away”?
- (A) The place created a feeling of separation from everyday life
(B) The mountains blocked outside sounds
(C) The monastery was completely silent
(D) The writer could not hear properly
30. What does the writer imply about the stones in paragraph two?
- (A) They should be protected as historical objects
(B) They show that places can outlast the people who built them
(C) They are dangerous to visitors
(D) They represent human failure
31. What can be inferred about the writer’s view of memory and history?
- (A) They can be preserved in physical places without explanation
(B) They must be written down to survive
(C) They exist only in people’s minds
(D) They are not important to understanding the past
32. In **line 2**, “encountered” most nearly means:
- (A) built
(B) avoided
(C) experienced
(D) forgot
33. In **line 11**, “indifferent” most nearly means:
- (A) aggressive
(B) curious
(C) unchanged and unconcerned
(D) emotional
34. In **line 10**, “It” (“It suggested”) refers to:
- (A) philosophers
(B) the stones
(C) the ruins of the monastery
(D) the silence
35. How would you best describe the writer’s attitude?
- (A) Critical and dismissive
(B) Fearful and uncertain
(C) Reflective and quietly moved
(D) Bored and uninterested
36. What is the writer’s main idea about meaning in life in paragraph three?
- (A) It depends on public recognition
(B) It requires major achievements
(C) It can come from small, quiet actions
(D) It can only be understood through philosophy
37. What is the main function of paragraph one?
- (A) Give historical facts
(B) Describe a personal experience that introduces the main idea
(C) Argue for the preservation of old buildings
(D) Explain location in detail
38. All are mentioned as sources of meaning EXCEPT:
- (A) love
(B) achievement
(C) contributing to something larger
(D) gaining wealth
39. What is the overall theme of the passage?
- (A) Old buildings are more valuable than new ones
(B) Historical places lose meaning without explanation
(C) Quiet actions and presence can create lasting meaning
(D) Silence is always a result of loss
40. Which is the best summary of the passage?
- (A) A description of a monastery’s history
(B) A reflection on quiet meaning in life
(C) An explanation of silence in old places
(D) An argument for preserving buildings

Section B: Writing (10 points)

Writing Task

Some people believe that students should have homework every day, while others think homework is unnecessary. Do you **agree** or **disagree**? Include at least **two reasons** and **one example**.

- Write **180–240 words**
- Organize your ideas clearly.
- This task is **not related** to the reading texts.

This space may be used for **planning ONLY**. Do **not** write your response to the above question in this space. Write your response on the answer sheet.

- Write your response on the **answer sheet**.