BLOGS

Reading Comprehension Questions and Answers for CLAT 2026- Part I

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Preparing for CLAT 2026? Gauge your preparation by attempting these reading comprehension questions based on the latest pattern.

Passage 1

That evening, after I'd finished the rest of my homework, the note about the essay caught my eye. I began thinking about the subject while chewing the tip of my fountain pen. Anyone could ramble on and leave big spaces between the words, but the trick was to come up with convincing arguments to prove the necessity of talking. I thought and thought, and suddenly I had an idea.

I wrote the three pages Mr. Keesing had assigned me and was satisfied. I argued that talking is a female trait and that I would do my best to keep it under control, but that I would never be able to break myself of the habit, since my mother talked as much as I did, if not more, and that there's not much you can do about inherited traits.

Mr. Keesing had a good laugh at my arguments, but when I proceeded to talk my way through the next class, he assigned me a second essay. This time it was supposed to be on "An Incorrigible Chatterbox." I handed it in, and Mr. Keesing had nothing to complain about for two whole classes. However, during the third class he'd finally had enough. "Anne Frank, as punishment for talking in class, write an essay entitled' Quack, Quack, Quack,' said Mistress Chatter back."

The class roared. I had to laugh too, though I'd nearly exhausted my ingenuity on the topic of chatterboxes. It was time to come up with something else, some thing original. My friend Sanne, who's good at poetry, offered to help me write the essay from beginning to end in verse. I jumped for joy. Keesing was trying to play a joke on me with this ridiculous subject, but I'd make sure the joke was on him. I finished my poem, and it was beautiful! Luckily, Keesing took the joke the right way.

He read the poem to the class, adding his own comments, and to several other classes as well. Since then I've been allowed to talk and haven't been assigned any extra homework. On the contrary, Keesing's is always making jokes these days.

Source: **The Diary of a Young Girl**

Question 1

What is the primary theme of the passage?

A. The impact of punishment on creativity
B. A student-teacher relationship filled with humor
C. The importance of following classroom rules
D. The challenges of expressing creativity through writing

Answer: B. A student-teacher relationship filled with humor

Question 2

Why does Mr. Keesing assign Anne Frank essays as punishment?

A. To test her writing abilities
B. To reprimand her for talking in class
C. To challenge her creativity
D. To prepare her for academic competitions

Answer: B. To reprimand her for talking in class

Question 3

How does Anne Frank handle the essay titled "Quack, Quack, Quack, said Mistress Chatterback"?

A. She writes a formal essay with serious arguments
B. She refuses to complete the assignment
C. She collaborates with a friend to compose a poem
D. She writes an essay mocking Mr. Keesing

Answer: C. She collaborates with a friend to compose a poem

Question 4

What does the passage suggest about Mr. Keesing's attitude towards Anne by the end of the narrative?

A. He becomes stricter and assigns more homework
B. He appreciates her humor and creativity
C. He ignores her behavior in class
D. He continues to assign her essays to keep her quiet

Answer: B. He appreciates her humor and creativity

Question 5

Which of the following best describes Anne's tone in the passage?

A. Humorous and resourceful
B. Defiant and rebellious
C. Formal and serious
D. Critical and sarcastic

Answer: A. Humorous and resourceful

Passage 2

Mr. van Daan. In the opinion of us all, this revered gentleman has great insight into politics. Nevertheless, he predicts we'll have to stay here until the end of '43. That's a very long time, and yet it's possible to hold out until then.

But who can assure us that this war, which has caused nothing but pain and sorrow, will then be over? And that nothing will have happened to us and our helpers long before that time? No one! That's why each and every day is filled with tension.

Expectation and hope generate tension, as does fear — for example, when we hear a noise inside or outside the house, when the guns go off or when we read new "proclamations" in the paper, since we're afraid our helpers might be forced to go into hiding themselves sometime. These days everyone is talking about having to hide. We don't know how many people are actually in hiding; of course, the number is relatively small compared to the general population, but later on we'll no doubt be astonished at how many good people in Holland were willing to take Jews and Christians, with or without money, into their homes.

There're also an unbelievable number of people with false identity papers. Mrs. van Daan. When this beautiful damsel (by her own account) heard that it was getting easier these days to obtain false IDs, she immediately proposed that we each have one made. As if there were nothing to it, as if Father and Mr. van Daan were made of money.

Mrs. van Daan is always sating the most ridiculous things, and her Putti is often exasperated. But that's not surprising, because one day Kerli announces, "When this is allover, I'm going to have myself baptized"; and the next, "As long as I can remember, I've wanted to go to Jerusalem. I only feel at home with other Jews!"

Pim is a big optimist, but he always has his reasons.

Source: **The Diary of a Young Girl**

Question 1

What is the primary source of tension for the individuals in the passage?

A. Fear of being discovered and the uncertainty of the war's end
B. Disagreements among the members in hiding
C. The lack of money for survival
D. The difficulty of obtaining false identity papers

Answer: A. Fear of being discovered and the uncertainty of the war's end

Question 2

What does Mrs. van Daan suggest upon hearing about false identity papers?

A. That everyone in hiding should get one made
B. That such papers are unnecessary for survival
C. That they should sell their possessions to afford them
D. That they ask their helpers for assistance

Answer: A. That everyone in hiding should get one made

Question 3

Which trait best describes Mr. van Daan based on the passage?

A. Practical and insightful

B. Pessimistic and fearful

C. Humorous and carefree

D. Reserved and indifferent

Answer: A. Practical and insightful

Question 4

What does the passage reveal about Mrs. van Daan’s personality?

A. She is serious and focused on survival

B. She is optimistic but unrealistic in her suggestions

C. She is empathetic toward others’ situations

D. She is detached from the group’s problems

Answer: B. She is optimistic but unrealistic in her suggestions

Question 5

What attitude does the narrator exhibit towards the ongoing situation?

A. Detached and indifferent

B. Hopeful but cautious

C. Fearful and resigned

D. Angry and defiant

Answer: B. Hopeful but cautious

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