Prepp

Your Personal Exams Guide

NDA	CDS	SSC CGL	CBSE UGC NET
IAS	SSC CHSL	CTET	MPSC
AFCAT	CSIR UDC NET	IBPS PO	UP POLICE
SSC MTS	SBI PO	BPSC	UPTET
IBPS RRB	IBPS CLERK	IES	UPSC CAPF
SSC Stenogr..	RRB NTPC	SSC GD	RBI GRADE B
RBI Assistant	DSSSB		

CDS 2 2025 English Question Paper (14-Sep-2025)

Total Time: 2 Hour

Total Marks: 100

Instructions

1. Test will auto submit when the Time is up.
2. The Test comprises of multiple choice questions (MCQ) with one correct answers.
3. The clock in the top right corner will display the remaining time available for you to complete the examination.

Navigating & Answering a Question

1. The answer will be saved automatically upon clicking on an option amongst the given choices of answer.
2. To deselect your chosen answer, click on the clear response button.
3. The marking scheme will be displayed for each question on the top right corner of the test window.

English

1. The opposing political parties nevertheless took a bilateral position in the national interest.
   (+0.833, -0.277)

   a. impartial

   b. intermittent

   c. perilous

   d. bipartisan

2. Although she had sampled food from all the restaurants in the food court, she remained indefinite towards the culinary fare on offer.
   (+0.833, -0.277)

   a. imperious

   b. indifferent

   c. imperilled

   d. disinvested

3. The attitude of the whalers was marked by antipathy towards the marine life they had to encounter.
   (+0.833, -0.277)

   a. sympathy

   b. empathy

   c. indifference

   d. animus

4. The family was rendered diligent due to the crash in the share market.   **(+0.833, −0.277)**

    a. indigent

    b. intransigent

    c. indignant

    d. apathetic

---

5. He had cultivated such great temperance in his personality that he was impassioned in his dealing with the vicissitudes of life.   **(+0.833, −0.277)**

    a. dispassionate

    b. perfunctory

    c. devolved

    d. disambiguated

---

6. The document was discerned to be a postscript, where clearly an earlier manuscript had been replaced by a new one.   **(+0.833, −0.277)**

    a. parchment

    b. palimpsest

    c. pastiche

    d. montage

---

7. He was accused of simulism for having copied from someone else without due acknowledgement.   **(+0.833, −0.277)**

a. sensationalism

b. institutionalism

c. plagiarism

d. spoonerism

---

8. The domineering manager behaved in a paternal manner with his subordinates, not allowing them to decide for themselves.   (+0.833, −0.277)

   a. prim

   b. petulant

   c. presumptuous

   d. paternalistic

---

9. Much to their disappointment, the team leader spared no more than a reflective glance at the draft plan drawn up by his team.   (+0.833, −0.277)

   a. perfunctory

   b. precise

   c. engaging

   d. egregious

---

10. Her actions were considered salutary because they were done without good reason or cause.   (+0.833, −0.277)

    a. ingratiated

    b. gratuitous

---

  c. grating

  d. gargantuan

---

11. Directions: Each item in this section has a sentence with three underlined parts labelled (a), (b) and (c). Read each sentence to determine whether there is an error in any underlined part and indicate your response on response the answer as (d). sh   **(+0.833, −0.277)**

  (a) In his well-recognised stentorian yet amused voice
  (b) the principal demanded an unique excuse
  (c) from the student hauled up for alleged minor misdemeanour.
  (d) No error

  a. In his well-recognised stentorian yet amused voice

  b. the principal demanded an unique excuse

  c. from the student hauled up for alleged minor misdemeanour.

  d. No error

---

12. Directions: Each item in this section has a sentence with three underlined parts labelled (a), (b) and (c). Read each sentence to determine whether there is an error in any underlined part and indicate your response on response the answer as (d). sh   **(+0.833, −0.277)**

  (a) The visiting school children
  (b) went around the lake
  (c) during trip to the famous lake city.
  (d) No error

  a. The visiting school children

b. went around the lake

c. during trip to the famous lake city.

d. No error

---

13. Directions: Each item in this section has a sentence with three underlined parts labelled (a), (b) and (c). Read each sentence to determine whether there is an error in any underlined part and indicate your response on response the answer as (d). sh   (+0.833, −0.277)

(a) The unfair distribution
(b) of assets among the family members
(c) angered the more hardworking members of the familyowned firm.
(d) No error

a. The unfair distribution

b. of assets among the family members

c. angered the more hardworking members of the familyowned firm.

d. No error

---

14. Directions: Each item in this section has a sentence with three underlined parts labelled (a), (b) and (c). Read each sentence to determine whether there is an error in any underlined part and indicate your response on response the answer as (d). sh   (+0.833, −0.277)

(a) Given the nature of the problem
(b) it was not unnatural for there to be
(c) bad blood among the two of them.
(d) No error

a. Given the nature of the problem

b. it was not unnatural for there to be

c. bad blood among the two of them.

d. No error

---

15. Directions: Each item in this section has a sentence with three underlined parts labelled (a), (b) and (c). Read each sentence to determine whether there is an error in any underlined part and indicate your response on response the answer as (d). sh

(+0.833, –0.277)

(a) He emphasised the need for
(b) strict discipline and compliance
(c) among the newly-appointed staff.
(d) No error

a. He emphasised the need for

b. strict discipline and compliance

c. among the newly-appointed staff.

d. No error

---

16. Directions: Each item in this section has a sentence with three underlined parts labelled (a), (b) and (c). Read each sentence to determine whether there is an error in any underlined part and indicate your response on response the answer as (d). sh

(+0.833, –0.277)

(a) The officer marvelled
(b) at the low attendance
(c) remarking on the presence of less than twenty people at work.
(d) No error

a. The officer marvelled

b. at the low attendance

c. remarking on the presence of less than twenty people at work.

d. No error

17. Directions: Each item in this section has a sentence with three underlined parts labelled (a), (b) and (c). Read each sentence to determine whether there is an error in any underlined part and indicate your response on response the answer as (d). sh

(+0.833, −0.277)

(a) The entire attention of the visiting
(b) dignitaries centred around
(c) the craftwork on display.
(d) No error

a. The entire attention of the visiting dignitaries

b. centred around

c. the craftwork on display.

d. No error

18. Directions: Each item in this section has a sentence with three underlined parts labelled (a), (b) and (c). Read each sentence to determine whether there is an error in any underlined part and indicate your response on response the answer as (d). sh

(+0.833, −0.277)

(a) A group of wayfaring tourists
(b) who had trudged for hundreds of kilometres
(c) has finally arrived at the destination.
(d) No error

a. A group of wayfaring tourists

b. who had trudged for hundreds of kilometres

c. has finally arrived at the destination.

d. No error

---

19. Directions: Each item in this section has a sentence with three underlined parts labelled (a), (b) and (c). Read each sentence to determine whether there is an error in any underlined part and indicate your response on response the answer as (d). sh

(+0.833, −0.277)

(a) The tumult among the gathered spectators
(b) rose to a crescendo
(c) upon the arrival of their most favourite superstar.
(d) No error

a. The tumult among the gathered spectators

b. rose to a crescendo

c. upon the arrival of their most favourite superstar.

d. No error

---

20. Directions: Each item in this section has a sentence with three underlined parts labelled (a), (b) and (c). Read each sentence to determine whether there is an error in any underlined part and indicate your response on response the answer as (d). sh

(+0.833, −0.277)

(a) The listings on the menu that had been proffered by him
(b) were selected after meticulous care
(c) and discernment with regard to taste and preference.
(d) No error

a. The listings on the menu that had been proffered by him

b. were selected after meticulous care

c. and discernment with regard to taste and preference.

d. No error

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21. Not _ _ _ _ _ _ _ _ _ _ metal is necessarily solid in its natural state.　　　(+0.833, –0.277)

 a. each

 b. every

 c. all

 d. any

---

22. The reminder has gone out on _ _ _ _ _ _ _ _ _ _ occasions, requiring　　(+0.833, –0.277)
personnel to complete their personal files.

 a. further

 b. several

 c. untold

 d. most

---

23. It is important for people to work _ _ _ _ _ _ _ _ _ _ their co-workers in　　(+0.833, –0.277)
the office to ensure maximum productivity.

 a. for

 b. into

 c. with

 d. over

---

24. You can choose _ _ _ _ _ _ _ _ _ _ shirt you like from the collection　　(+0.833, –0.277)
available in the shop.

a. whatever

b. whatsoever

c. whichever

d. which

---

25. Depending on your preference, you can choose to complete either or _ _ _ _ _ _ _ _ _ _ courses being offered by the university.   **(+0.833, −0.277)**

   a. some

   b. many

   c. any

   d. both

---

26. Directions: In the following items similar sounding words are given, followed by sentences wherein in each sentence one of these words has been used, and underlined. You are required to identify those sentences in which these words have been used most appropriately and mark your response in the Answer Sheet accordingly.   **(+0.833, −0.277)**

   Dairy, Dreary, Diary
   1. She quietly stored all her sacred memories in her private dairy.
   2. The proceedings of the meeting went on and on and were quite dreary.
   3. They always bought their milk products from the local diary.
   In which of the sentences given above has/have the words been used correctly?

   a. 1 and 3 only

b. 2 only

c. 2 and 3 only

d. 1, 2 and 3

---

27. Directions: In the following items similar sounding words are given, followed by sentences wherein in each sentence one of these words has been used, and underlined. You are required to identify those sentences in which these words have been used most appropriately and mark your response in the Answer Sheet accordingly.

(+0.833, −0.277)

Braid, Beard, Brood
1. The engineers were asked to braid the river by converting it into single body with the aid of an artificial dam.
2. Wise men, they say, often sport a beard.
3. Among certain avian species the males are known to brood the eggs laid by females.
In which of the sentences given above has/have the words been used correctly?

a. 1 and 3 only

b. 2 only

c. 2 and 3 only

d. 1, 2 and 3

---

28. Directions: In the following items similar sounding words are given, followed by sentences wherein in each sentence one of these words has been used, and underlined. You are required to identify those sentences in which these words have been used most appropriately and mark your response in the Answer Sheet accordingly.

(+0.833, −0.277)

Lesion, Legion, Lesson
1. The scan of the affected area indicated the presence of a life-threatening lesion.
2. He had a legion of followers who hung on to his every word.
3. It is important to lesson the burden of others as we venture through life.
In which of the sentences given above has/have the words been used correctly?

a. 1 and 2 only

b. 1 only

c. 2 only

d. 1, 2 and 3

29. Directions: In the following items similar sounding words are given, followed by sentences wherein in each sentence one of these words has been used, and underlined. You are required to identify those sentences in which these words have been used most appropriately and mark your response in the Answer Sheet accordingly.

(+0.833, –0.277)

Depose, Deplore, Deport
1. The director asked the actor to depose himself and instead act naturally.
2. The people are enthusiastically declaring that they deplore the salutary impact of the decisions taken by the administration.
3. Under extreme circumstances, the government can deport someone from a country.
In which of the sentences given above has/have the words been used correctly?

a. 1 and 2 only

   b. 2 and 3 only

   c. 2 only

   d. 3 only

---

30. Directions: In the following items similar sounding words are given, followed by sentences wherein in each sentence one of these words has been used, and underlined. You are required to identify those sentences in which these words have been used most appropriately and mark your response in the Answer Sheet accordingly.

   (+0.833, −0.277)

   Bate, Bait, Bade
   1. Those who had gathered for the unveiling were asked to bate their curiosity.
   2. They set the bait to capture the leopard for tagging.
   3. He reluctantly bade goodbye to his belongings.
   In which of the sentences given above has/have the words been used correctly?

   a. 1, 2 and 3

   b. 2 and 3 only

   c. 1 only

   d. 2 only

---

31. Someone's ears are flapping

   (+0.833, −0.277)

   a. Someone in a state of intense agitation

   b. Someone in a state of heightened excitement

   c. Someone desperate to eavesdrop on a conversation

    d. Someone embarrassed at being caught in the act of lying

---

32. Twist of the knife   **(+0.833, −0.277)**

    a. Slicing through the difficulties that one faces in life

    b. To accept defeat in the face of an enemy

    c. The last thrust of a difficult operation

    d. To make someone who is already feeling bad, feel worse with one's words or actions

---

33. Blow your own trumpet   **(+0.833, −0.277)**

    a. Be very loud in company

    b. All sound and fury, signifying nothing

    c. Excessively boastful of one's own achievements

    d. Be scathing in one's criticism of others

---

34. Get under someone's skin   **(+0.833, −0.277)**

    a. To fall intensely in love with someone

    b. To cause intense liking in someone

    c. To understand someone completely

    d. To annoy or irritate someone intensely

---

35. Many hands make light work   **(+0.833, −0.277)**

    a. Many people working together can light a new path

b. Many people helping can help accomplish a task quickly

c. Many people working together can make work non-serious

d. Workers light up the work they undertake

---

36. A bird in hand is worth two in the bush (+0.833, −0.277)

a. What's hidden is always a matter of speculation

b. What we have is always more valuable that what we have a chance of getting

c. A gift is always better kept close to oneself

d. What can happen is always better than what has happened

---

37. Make heavy weather (+0.833, −0.277)

a. Cloud seeding

b. To pollute the air

c. To complain about wet and rainy conditions

d. Unnecessarily create difficulty in dealing with a task

---

38. Sweep under the carpet (+0.833, −0.277)

a. Maintain secrecy under any circumstance

b. Hide from general view

c. Keep a problem under wraps in the hope that it will be forgotten

d. Do a quick clean up job

---

39. A purple patch   **(+0.833, –0.277)**

    a. A beautiful valley of flowers

    b. The final bloom of the season

    c. A great run of luck or success or form

    d. A bodily discolouration related to heredity

---

40. Put out to pasture   **(+0.833, –0.277)**

    a. To retire or render redundant

    b. To feed someone

    c. To diminish importance

    d. To incubate

---

41. Directions : In the following items a pair of sentences (S1, S2) is given.   **(+0.833, –0.277)**
Select the most appropriate and relevant co-relationshipofthe
second sentence to the first from among the options (a), (b), (c)
and (d), and mark your response on the Answer Sheet accordingly.

    S1: Failure is the stepping stone to success.
    S2: Successive failures are not however successive stepping
    stones to success.
    The second sentence:

    a. contradicts the wisdom of the first

    b. contrasts the wisdom of the first

    c. confirms the wisdom of the first

    d. qualifies the wisdom of the first

---

42. Directions : In the following items a pair of sentences (S1, S2) is given. Select the most appropriate and relevant co-relationshipofthe second sentence to the first from among the options (a), (b), (c) and (d), and mark your response on the Answer Sheet accordingly. **(+0.833, −0.277)**

    S1: All human beings are created equal in every respect.
    S2: Some people are more equal than others.
    The second sentence:

    a. contradicts the first

    b. corroborates the first

    c. correlates to the first

    d. coincides with the first

---

43. Directions : In the following items a pair of sentences (S1, S2) is given. Select the most appropriate and relevant co-relationshipofthe second sentence to the first from among the options (a), (b), (c) and (d), and mark your response on the Answer Sheet accordingly. **(+0.833, −0.277)**

    S1: The origin of the universe has been traced to the Big Bang.
    S2: There can be no knowledge of what existed before the Big Bang.
    The second sentence:

    a. contradicts the assertion made in the first

    b. explains the basis behind the first

    c. establishes limits on the assertion made in the first

   d. confirms the assertion made in the first

---

44. Directions : In the following items a pair of sentences (S1, S2) is given. Select the most appropriate and relevant co-relationshipofthe second sentence to the first from among the options (a), (b), (c) and (d), and mark your response on the Answer Sheet accordingly.   **(+0.833, −0.277)**

   S1: The highest clouds in the skies are the most fascinating.
   S2: We are most attracted to those things that are most out of our reach.
   The second sentence:

   a. reiterates the axiom stated in the first

   b. annuls the axiom stated in the first

   c. contradicts the axiom stated in the first

   d. contrasts the assertion made in the first

---

45. Directions : In the following items a pair of sentences (S1, S2) is given. Select the most appropriate and relevant co-relationshipofthe second sentence to the first from among the options (a), (b), (c) and (d), and mark your response on the Answer Sheet accordingly.   **(+0.833, −0.277)**

   S1: A four-stroke engine is more efficient than a two-stroke engine.
   S2: The two-stroke engine has been phased out to protect the environment.
   The second sentence:

   a. correlates to the first

   b. contradicts the first

---

c. contrasts with the first

d. confirms the first

---

46. Directions : In the following items a pair of sentences (S1, S2) is given. Select the most appropriate and relevant co-relationshipofthe second sentence to the first from among the options (a), (b), (c) and (d), and mark your response on the Answer Sheet accordingly. **(+0.833, −0.277)**

S1: Bottled water is safer than tap water.
S2: In many countries tap water is fed to babies.
The second sentence:

a. asserts the first

b. confirms the first

c. contrasts with the first

d. is an extension of the first

---

47. Directions : In the following items a pair of sentences (S1, S2) is given. Select the most appropriate and relevant co-relationshipofthe second sentence to the first from among the options (a), (b), (c) and (d), and mark your response on the Answer Sheet accordingly. **(+0.833, −0.277)**

S1: The peacock is India's national bird.
S2: The Great Indian Bustard is the state bird of Rajasthan.
The second sentence:

a. provides additional information to what is contained in the first

b. provides contradictory information to what is contained in the first

c. provides less information than what is contained in the first

d. provides escalatory information to what is contained in the first

---

48. Directions : In the following items a pair of sentences (S1, S2) is given. Select the most appropriate and relevant co-relationshipofthe second sentence to the first from among the options (a), (b), (c) and (d), and mark your response on the Answer Sheet accordingly.   **(+0.833, −0.277)**

S1: Field games are generally more popular than individual sports.
S2: Across the world tennis is more popular than hockey.
The second sentence :

a. reiterates the first

b. contradicts the first

c. contrasts with the first

d. reinforces the first

---

49. Directions : In the following items a pair of sentences (S1, S2) is given. Select the most appropriate and relevant co-relationshipofthe second sentence to the first from among the options (a), (b), (c) and (d), and mark your response on the Answer Sheet accordingly.   **(+0.833, −0.277)**

S1: Forest cover is conducive to ecological recovery.
S2: Unchecked urbanisation leads to environmental degradation.
The second sentence:

a. correlates to the first

b. disputes the first

c. contrasts with the first

d. contradicts the first

---

50. Directions : In the following items a pair of sentences (S1, S2) is given. Select the most appropriate and relevant co-relationshipofthe second sentence to the first from among the options (a), (b), (c) and (d), and mark your response on the Answer Sheet accordingly.

(+0.833, −0.277)

S1: Indians have been emigrating to countries across the world for centuries.
S2: The Indian diaspora is a model of success across the world.
The second sentence:

a. corroborates the first

b. disputes the first

c. is a logical consequence of the first

d. has no logical dependence on the first

---

51. Directions: Each of the following items in this section consists of a sentence, parts of which have been jumbled. These parts have been labelled as P, Q. R, and S. You are required to unjumble the sentence, and mark (d). You are required to unjumble the sentence, and mark your response accordingly by choosing the appropriate sequence given in the options (a), (b), (c) and (d).

(+0.833, −0.277)

(P) and the outcome in cases selected in prior years'
(Q) the suggestions received from the field
(R) formations are reviewed by a cross functional
(S) committee to refine the scenarios and parameters

a. QPRS

---

b. PQRS

c. SQPR

d. RSQP

---

52. Directions: Each of the following items in this section consists of a sentence, parts of which have been jumbled. These parts have been labelled as P, Q. R, and S. You are required to unjumble the sentence, and mark (d). You are required to unjumble the sentence, and mark your response accordingly by choosing the appropriate sequence given in the options (a), (b), (c) and (d).   **(+0.833, −0.277)**

(P) pollution control equipment broadly
(Q) include wastewater treatment plants,
(R) the various categories of water
(S) drinking water treatment plants and effluent treatment plants

a. PQRS

b. QSRP

c. RPQS

d. SRQP

---

53. Directions: Each of the following items in this section consists of a sentence, parts of which have been jumbled. These parts have been labelled as P, Q. R, and S. You are required to unjumble the sentence, and mark (d). You are required to unjumble the sentence, and mark your response accordingly by choosing the appropriate sequence given in the options (a), (b), (c) and (d).   **(+0.833, −0.277)**

(P) facilitate the present and prospective entrepreneurs
(Q) for manufacturing and service units

(R) were notified in 2020, with guidelines to
(S) some new composite criteria of classification

a. RPQS

b. SQPR

c. SQRP

d. QSPR

---

54. Directions: Each of the following items in this section consists of a **(+0.833, −0.277)**
sentence, parts of which have been jumbled. These parts have
been labelled as P, Q. R, and S. You are required to unjumble the
sentence, and mark (d). You are required to unjumble the sentence,
and mark your response accordingly by choosing the appropriate
sequence given in the options (a), (b), (c) and (d).

(P) outside the formal education system
(Q) the policy seeks to educate and
(R) equip potential entrepreneurs, both within and
(S) in the entrepreneurship domain

a. PQRS

b. SRPQ

c. RSQP

d. SQRP

---

55. Directions: Each of the following items in this section consists of a **(+0.833, −0.277)**
sentence, parts of which have been jumbled. These parts have
been labelled as P, Q. R, and S. You are required to unjumble the
sentence, and mark (d). You are required to unjumble the sentence,

and mark your response accordingly by choosing the appropriate sequence given in the options (a), (b), (c) and (d).

(P) organizing Rozgar Melas across the nation for
(Q) providing suitable job opportunities in the private sector to the youth
(R) National Skill Development Corporation under the aegis of MSDE has been
(S) to give impetus to the employment initiatives in the country

a. SRQP

b. PQSR

c. RPQS

d. QSPR

---

56. Directions: Each of the following items in this section consists of a sentence, parts of which have been jumbled. These parts have been labelled as P, Q. R, and S. You are required to unjumble the sentence, and mark (d). You are required to unjumble the sentence, and mark your response accordingly by choosing the appropriate sequence given in the options (a), (b), (c) and (d).   (+0.833, –0.277)

(P) to women-led development and the dream of New India
(Q) India is moving from women's development
(R) and an equal partner in the country's overall development
(S) is where women are empowered, strong

a. QPRS

b. QPSR

c. SQPR

d. PSRQ

---

57. Directions: Each of the following items in this section consists of a sentence, parts of which have been jumbled. These parts have been labelled as P, Q. R, and S. You are required to unjumble the sentence, and mark (d). You are required to unjumble the sentence, and mark your response accordingly by choosing the appropriate sequence given in the options (a), (b), (c) and (d).

(+0.833, −0.277)

(P) to provide additional one crore LPG
(Q) Ujjwala 2.0 was launched in 2021
(R) households under the Pradhan Mantri Ujjwala Yojana
(S) connections to adult women of poor

a. QSRP

b. SRPQ

c. PSQR

d. QPSR

---

58. Directions: Each of the following items in this section consists of a sentence, parts of which have been jumbled. These parts have been labelled as P, Q. R, and S. You are required to unjumble the sentence, and mark (d). You are required to unjumble the sentence, and mark your response accordingly by choosing the appropriate sequence given in the options (a), (b), (c) and (d).

(+0.833, −0.277)

(P) process from the initial stage of planning
(Q) environmental impact assessment
(R) is a planning tool to integrate environmental
(S) concerns into the developmental

a. QSRP

---

b. QRSP

c. SPQR

d. QPSR

---

59. Directions: Each of the following items in this section consists of a sentence, parts of which have been jumbled. These parts have been labelled as P, Q. R, and S. You are required to unjumble the sentence, and mark (d). You are required to unjumble the sentence, and mark your response accordingly by choosing the appropriate sequence given in the options (a), (b), (c) and (d).

(+0.833, −0.277)

(P) that may push the viewers to
(Q) hours of content are shown in a way
(R) think that they are watching a
(S) programme rather than an advertisement

a. QPRS

b. SQPR

c. SQRP

d. RSQP

---

60. Directions: Each of the following items in this section consists of a sentence, parts of which have been jumbled. These parts have been labelled as P, Q. R, and S. You are required to unjumble the sentence, and mark (d). You are required to unjumble the sentence, and mark your response accordingly by choosing the appropriate sequence given in the options (a), (b), (c) and (d).

(+0.833, −0.277)

(P) engaged in performing visual and literary arts
(Q) in the field of intangible heritage

(R) the Ministry extends financial support to individuals,
(S) group of individuals and cultural organisations

a. RSPQ

b. QPSR

c. RQPS

d. PSQR

---

61. Directions: In this section, each item consists of six sentences of a passage. The first and sixth sentences are given in the beginning as S1 and S6.The middle four sentences in each have been jumbled up and labelled as P, accordingly Q, R, and on S. the You Answer are required t

    (+0.833, –0.277)

S1: The Tungabhadra is the chief tributary of the Krishna formed by the union, near Kudali, of the two streams Tunga and Bhadra.
S6 : The Tungabhadra has served as a historic natural frontier right through the centuries.
P: The river is perennial in character and comes down in frequent heavy rushes during the rains.
Q : The rain-bearing river was dammed by the rulers of Vijayanagara near Hampi for watering the palaces and gardens of that great city.
R : The united stream strikes in a north-easterly direction through Mysore and skirts the adjacent districts.
S: The bed of both the headstreams of the Tungabhadra is rocky.

a. PQSR

b. PRSQ

c. RSPQ

d. RQSP

62. Directions: In this section, each item consists of six sentences of a passage. The first and sixth sentences are given in the beginning as S1 and S6.The middle four sentences in each have been jumbled up and labelled as P, accordingly Q, R, and on S. the You Answer are required t

(+0.833, -0.277)

S1: In July 1917, Prince Lvov was replaced by a socialist revolutionary Alexander Kerensky as the head of the provisional government.
S6: In Russia the Soviets have been in existence since 1905, and the Soviet system played a especially important role under the Provisional Government.
P: However, such a partial replacement failed to satisfy the Bolsheviks.
Q: The revolutionaries did not want a parliamentary republic nor a bourgeois democracy but rather they wanted a soviet of workers, soldiers, and labourers.
R: When the February Revolution broke out, the leader of the Bolsheviks, Lenin, was in Switzerland.
S: He arrived in Russia in April 1917, and was followed by Trotsky.

a. PQSR

b. PRSQ

c. QPSR

d. RQSP

63. Directions: In this section, each item consists of six sentences of a passage. The first and sixth sentences are given in the beginning as S1 and S6.The middle four sentences in each have been jumbled up and labelled as P, accordingly Q, R, and on S. the You Answer are required t

(+0.833, -0.277)

S1: The history of India's struggle for freedom is an enthralling one.
S6: A more vibrant retelling is perhaps required of this tumultuous period of our history.
P: It has all the drama and excitement of an epic tale.
Q: And yet, in most history textbooks, what students encounter is facts, figures, names and numbers.
R: As in epics, heroism was often accompanied by extreme sacrifice.
S: Accounts of this period are loaded with tales of loyalty, allegiance, high ideals and peaceful protests.

a. PQSR

b. SQRP

c. QPSR

d. PRSQ

64. Directions: In this section, each item consists of six sentences of a passage. The first and sixth sentences are given in the beginning as S1 and S6.The middle four sentences in each have been jumbled up and labelled as P, accordingly Q, R, and on S. the You Answer are required t

(+0.833, −0.277)

S1: Louis XVI of the Bourbon family of Kings married the Austrian princess Marie Antoinette in 1770.
S6: Remarkably nevertheless, under Louis XVI, France helped the thirteen American colonies to gain their independence from Britain.
P: Furthermore, lenders, who gave the state credit, now began to charge 10 per cent interest on loans.
Q: The ascension was preceded by a war that added more than a billion livre to a debt that had already risen to more than 2 billion livre.

R: In 1774, Louis XVI ascended the throne of France at the age of 20.

S: Long years of war had drained the financial resources of France.

    a. SRPQ

    b. SQRP

    c. RQSP

    d. RSQP

---

65. Directions: In this section, each item consists of six sentences of a passage. The first and sixth sentences are given in the beginning as S1 and S6.The middle four sentences in each have been jumbled up and labelled as P, accordingly Q, R, and on S. the You Answer are required t   **(+0.833, −0.277)**

S1: Montesquieu was a great philosopher of his time.

S6: He supported constitutional monarchy in France like the English one.

P: He wanted power to be shared between the king, the nobles, and the Third Estate.

Q: In his book *The Spirit of the Laws*, he propagated the theory of separating powers into three branches of government the Legislative, the Executive and the Judiciary.

R: To prevent any one of the three classes from becoming too powerful, Montesquieu suggested the making of a new constitution based on checks and balances.

S: If this was done, he argued, there would be no tyranny and the liberty of the individual could be safeguarded.

    a. PQSR

    b. SQRP

c. QPRS

d. RSQP

---

66. Directions: In this section, each item consists of six sentences of a passage. The first and sixth sentences are given in the beginning as S1 and S6.The middle four sentences in each have been jumbled up and labelled as P, accordingly Q, R, and on S. the You Answer are required t   **(+0.833, −0.277)**

S1: Glaciation has important effects on the landscape beyond the direct modifications created by ice erosion and deposition.
S6: At the same time, ice advanced from the Welsh mountains into the Vale of Evesham and combined with northern ice to pond up a large proglacial lake covering much of the Midlands.
P: One example is that glaciation frequently disrupts pre-existing drainage lines, initiating a new pattern persisting after the ice has disappeared.
Q: The Midlands, what is now the Coventry/Warwick area, was formerly drained by the head waters of the River Soar, flowing into the Trent south of Nottingham.
R: Two well-documented instances of such effects occur in England.
S: During glaciation, the valleys of Soar and Trent were occupied by ice advancing from the north.

a. PQSR

b. RPQS

c. SRPQ

d. RSQP

---

67. Directions: In this section, each item consists of six sentences of a passage. The first and sixth sentences are given in the beginning as S1 and S6.The middle four sentences in each have been jumbled up and labelled as P, accordingly Q, R, and on S. the You Answer are required t

(+0.833, −0.277)

S1: The primary evidence for climate change that occurred many million years ago is the rocks and deposits themselves.

S6: In other words, despite the clear legacy in many parts of the world of recent glaciation, the vast majority of sedimentary rocks were laid down in warm climatic conditions.

P: Sediments and fossil in the poles tell us a great deal about the environment in which they were laid down.

Q: We must, of course, bear in mind when interpreting this information that, because of the movement of the continents, no one latitude of the Earth has necessarily gone through such marked climatic vicissitudes.

R: Nevertheless, even allowing for this factor, one of the most remarkable discoveries about the climate change of the past is that the two poles of the Earth have been free of ice for at least 90 per cent of the known history of the planet.

S: We may find in close proximity to one another, coal deposits indicating the humid conditions of the tropics, red sandstones laid down in deserts and morainic materials reflecting polar conditions.

a. PQSR

b. QSPR

c. SQRP

d. RSQP

68. Directions: In this section, each item consists of six sentences of a passage. The first and sixth sentences are given in the beginning as S1 and S6.The middle four sentences in each have been jumbled up and labelled as P, accordingly Q, R, and on S. the You Answer are required t

(+0.833, −0.277)

S1: Every geological period has been dominated by one particular form of life; as conditions changed to those of a new period, different types of organisms emerged into dominance.

S6: The origin of completely new biological systems is comparatively rare, so consequently only a few major types have developed during the history of life.

P: Individual shifts rely on opportunity, ecological access, and the development of a new adaptation.

Q: Characteristically these shifts are rapid and are followed by a bout of adaptive radiation into the new ecological zone for example, with the emergence of life on land.

R: Within each period, natural selection has created a vast array of adaptive experiments culminating in a breakthrough to a new biological system that may cross the ecological barrier to the next period.

S: Every breakthrough of shift in dominance is dependent on ones that have occurred before so that the process of evolution is progressive.

a. PQSR

b. QSPR

c. RSPQ

d. RQPS

69. Directions: In this section, each item consists of six sentences of a passage. The first and sixth sentences are given in the beginning as S1 and S6.The middle four sentences in each have been jumbled up and labelled as P, accordingly Q, R, and on S. the You Answer are required t

(+0.833, −0.277)

S1: The sun is the primary transmitter of energy for the processes of change on the Earth's surface and in the atmosphere.
S6: Only a small part of insolation is absorbed and converted into thermal energy.
P: Its rays are transmitted in various wavelengths of the solar spectrum, mainly in the ultraviolet, visible, and infrared bands.
Q: When components of the solar spectrum reach the earth, the insolation is partially absorbed and converted to thermal energy.
R: The amount of energy the earth receives from other celestial bodies is negligible by comparison.
S: Radiant energy from the sun that strikes the earth is called insolation.

a. PSQR

b. QSPR

c. SQRP

d. RSQP

70. Directions: In this section, each item consists of six sentences of a passage. The first and sixth sentences are given in the beginning as S1 and S6.The middle four sentences in each have been jumbled up and labelled as P, accordingly Q, R, and on S. the You Answer are required t

(+0.833, −0.277)

S1: Temperature indicates the relative degree of molecular activity, or heat, of a substance.

S6: The boiling point of water under standard conditions is at 100 degrees Centigrade.

P: Temperature is an index of sensible heat, not a direct measure of the quantity of energy.

Q: Zero on this scale is the 'triple point' temperature, at which the gaseous, liquid, and solid states of water are at equilibrium under standard atmospheric pressure.

R: If heat flows from one body to another, the former has the higher temperature.

S: To indicate the temperature of a body, an arbitrary scale of reference is employed.

a. QSRP

b. QSPR

c. SQRP

d. PRSQ

71. *Directions* : *Match List I with List II and select the answer using the code given below the Lists :*   (+0.833, −0.277)

List I (Parts of Speech)	List II (Word)
A. Noun	1. Qualification
B. Verb	2. Conditionally
C. Adverb	3. Qualify
D. Adjective	4. Qualifying

Code:
A B C D

a. 2 4 3 1

b. 1 2 3 4

c. 1 3 2 4

d. 2 3 4 1

---

72. *Directions* : *Match List I with List II and select the answer using the*   (+0.833, –0.277)
code given below the Lists :

List I (Parts of Speech)	List II (Word)
A. Noun	1. Error
B. Verb	2. Erroneously
C. Adverb	3. Err
D. Adjective	4. Erroneous

Code:
A B C D

a. 4 3 2 1

b. 1 2 3 4

c. 1 3 2 4

d. 4 2 3 1

---

73. *Directions* : *Match List I with List II and select the answer using the*   (+0.833, –0.277)
code given below the Lists :

List I (Parts of Speech)	List II (Word)
A. Noun	1. Think
B. Verb	2. Care
C. Adverb	3. Carefully
D. Adjective	4. Careful

Code:

A B C D

a. 1 4 3 2

b. 2 1 3 4

c. 1 3 4 2

d. 2 3 1 4

---

74. **Directions** : *Match List I with List II and select the answer using the code given below the Lists :* (+0.833, −0.277)

List I (Parts of Speech)	List II (Word)
A. Noun	1. Dually
B. Verb	2. Duplication
C. Adverb	3. Duplicate
D. Adjective	4. Duple

Code:

A B C D

a. 1 4 3 2

b. 1 3 4 2

c. 2 3 1 4

d. 2 1 3 4

---

75. **Directions** : *Match List I with List II and select the answer using the code given below the Lists :*   (+0.833, −0.277)

List I (Parts of Speech)	List II (Word)
A. Noun	1. Emanant
B. Verb	2. Exodus
C. Adverb	3. Outward
D. Adjective	4. Exit

Code:

A B C D

a. 1 3 4 2

b. 2 4 3 1

c. 2 3 4 1

d. 1 4 3 2

76.

List I (Parts of Speech)	List II (Word)
A. Noun	1. Extremely
B. Verb	2. Spectatorial
C. Adverb	3. Spectator
D. Adjective	4. Spectate

(+0.833, –0.277)

Code:

A B C D

a. 2 1 4 3

b. 2 4 1 3

c. 3 1 4 2

d. 3 4 1 2

77. **Directions** : *Match List I with List II and select the answer using the code given below the Lists :*

(+0.833, –0.277)

List I (Parts of Speech)	List II (Word)
A. Noun	1. Auditory
B. Verb	2. Hear
C. Interjection	3. Hark
D. Adjective	4. Hearing

Code:

A B C D

a. 4 2 3 1

b. 1 3 2 4

c. 1 2 3 4

d. 4 3 2 1

---

78. **Directions** : *Match List I with List II and select the answer using the code given below the Lists :*   (+0.833, −0.277)

List I (Parts of Speech)	List II (Word)
A. Noun	1. Knowing
B. Verb	2. Know
C. Adverb	3. Knowingly
D. Adjective	4. Knowledge

Code:

A B C D

a. 1 4 3 2

b. 1 3 2 4

c. 1 2 3 4

d. 4 3 2 1

79. **Directions** : *Match List I with List II and select the answer using the code given below the Lists :* (+0.833, -0.277)

List I (Parts of Speech)	List II (Word)
A. Noun	1. Cogitation
B. Verb	2. Pensively
C. Adverb	3. Cogitate
D. Adjective	4. Cogitative

Code:

A B C D

a. 4 2 3 1

b. 1 2 3 4

c. 1 3 2 4

d. 4 3 2 1

80. **Directions** : *Match List I with List II and select the answer using the code given below the Lists :* (+0.833, -0.277)

List I (Parts of Speech)	List II (Word)
A. Noun	1. Intuitive
B. Verb	2. Intuition
C. Adverb	3. Intuitively
D. Adjective	4. Intuit

Code:

A B C D

a. 2 3 4 1

b. 2 4 3 1

c. 1 4 3 2

d. 1 3 4 2

---

81. His <u>happiness</u> was obvious, as he had won unprecedented appreciation for his hard work.   (+0.833, −0.277)

a. Collective noun

b. Abstract noun

c. Adjective

d. Common noun

---

82. I <u>wonder</u> if at times it rains to give us some respite from the dull moments of life.   (+0.833, −0.277)

a. Adverb

b. Conjunction

c. Verb

d. Participle

---

83. The manager expects <u>every</u> employee to do his duty.　　　　　(+0.833, −0.277)

   a. Infinite numeral adjective

   b. Distributive numeral adjective

   c. Demonstrative adjective

   d. Definite numeral adjective

---

84. The <u>righteous</u> always emerge victorious.　　　　　(+0.833, −0.277)

   a. Plural Noun

   b. Adverb

   c. Determiner

   d. Singular Noun

---

85. It rained <u>every</u> day during the month of August.　　　　　(+0.833, −0.277)

   a. Adverb

   b. Pronoun

c. Conjunction

d. Adjective

---

86. I must, _ _ _ _ _ _ _ _ _ _, ask for tolerance from the board.   **(+0.833, −0.277)**

a. therefore

b. thus

c. for example

d. likely

---

87. _ _ _ _ _ _ _ _ _ _, eloquent expression of this skepticism can be found   **(+0.833, −0.277)**
in the high theory removed from the reality.

a. Unengagingly

b. Somewhat

c. Indeed

d. Fortunate

---

88. I shall consider, _ _ _ _ _ _ _ _ _ _, the narrow lines of argument   **(+0.833, −0.277)**
articulated by philosophers.

a. sui generis

b. in particular

c. matter of fact

d. serendipitously

---

89. _____, issues of religious plurality are embedded in the relationship between different followers of the party.   (+0.833, −0.277)

   a. Somewhat

   b. Significantly

   c. Unexpectedly

   d. Overmuch

---

90. _____, we can take recourse to, what I call, an argument from ordinary life.   (+0.833, −0.277)

   a. Aggrievedly

   b. Finally

   c. Fatally

   d. Acceptably

---

91. *Directions*: *In the following items, a pair of words is provided. You are required to select the option that most appropriately describes the meaning and the grammatical parts of both the words and mark your response on the Answer Sheet accordingly.*   (+0.833, −0.277)

   Lose and Loose

   a. Lose is a verb meaning to misplace and loose is an adjective meaning slack or movable.

b. Lose is an adjective meaning slack or movable and loose is a verb meaning to misplace.

c. Lose is an adjective meaning to misplace and loose is a verb meaning slack or movable.

d. Lose is a verb meaning slack or movable and loose is an adjective meaning to misplace.

---

92. *Directions*: In the following items, a pair of words is provided. You are required to select the option that most appropriately describes the meaning and the grammatical parts of both the words and mark your response on the Answer Sheet accordingly. (+0.833, −0.277)

Anyway and Any way

a. Anyway is an adverb meaning any manner or method. Any way is a phrase meaning regardless.

b. Anyway is a phrase meaning any manner or method. Any way is an adverb meaning regardless.

c. Anyway is an adverb meaning regardless. Any way is a phrase meaning any manner or method.

d. Anyway is a phrase meaning regardless. Any way is an adverb meaning any manner or method.

---

93. *Directions*: In the following items, a pair of words is provided. You are required to select the option that most appropriately describes the meaning and the grammatical parts of both the words and mark your response on the Answer Sheet accordingly. (+0.833, −0.277)

Allusion and Illusion

a. Allusion is a noun that is an implied reference to something. Illusion is a noun that refers to a false idea.

b. Illusion is a noun that is an implied reference to something. Allusion is a noun that refers to a false idea.

c. Allusion is a verb that refers to an implied reference to something. Illusion is a verb that refers to a false idea.

d. Illusion is an adverb that refers to an implied reference to something. Allusion is an adjective that refers to a false idea.

---

94. **Directions**: *In the following items, a pair of words is provided. You are required to select the option that most appropriately describes the meaning and the grammatical parts of both the words and mark your response on the Answer Sheet accordingly.*   (+0.833, –0.277)

Appraise and Apprise

a. Appraise is a verb meaning to inform about something. Apprise is a verb meaning to examine and form an opinion about something.

b. Appraise is a verb meaning to examine and form an opinion about something. Apprise is a verb meaning to inform about something.

c. Appraise is a noun meaning to inform about something. Apprise is a noun meaning to examine and form an opinion about something.

d. Appraise is an adverb meaning to examine and form an opinion about something. Apprise is a verb meaning to inform about something.

---

95. *Directions*: *In the following items, a pair of words is provided. You are required to select the option that most appropriately describes the meaning and the grammatical parts of both the words and mark your response on the Answer Sheet accordingly.*   (+0.833, −0.277)

Climactic and Climatic

a. Climactic is an adverb meaning moment of heightened excitement. Climatic is an adverb meaning climate of a particular area.

b. Climactic is an adjective meaning climate of a particular area. Climatic is an adjective meaning moment of heightened excitement.

c. Climactic is a verb meaning moment of heightened excitement. Climatic is a verb meaning climate of a particular area.

d. Climactic is an adjective meaning moment of heightened excitement. Climatic is an adjective meaning climate of a particular area.

96. *Directions* : *In the following questions a particular word is provided. Four sentences have been framed using the word (in different tense forms), only one of which makes use of the word correctly. Select the correct option and mark your response on the Answer Sheet accordingly.*   (+0.833, −0.277)

Advice

a. He adviced his friend to take a break from his hectic schedule.

b. The doctor's advice went unheeded by his patient.

   c. The teacher repeatedly adviced her students to take safety precautions on the road.

   d. Elders are often advicing their children on various aspects of their heritage.

---

97. ***Directions*** *: In the following questions a particular word is provided. Four sentences have been framed using the word (in different tense forms), only one of which makes use of the word correctly. Select the correct option and mark your response on the Answer Sheet accordingly.*   **(+0.833, −0.277)**

   Illicit

   a. The police put out a notice to illicit more information from the public.

   b. Illicit trading in liquor became profitable during the prohibition.

   c. The offer for new residential areas illicited a lukewarm response.

   d. The news of the earthquake illicited a massive outpouring of help for the victims.

---

98. ***Directions*** *: In the following questions a particular word is provided. Four sentences have been framed using the word (in different tense forms), only one of which makes use of the word correctly. Select the correct option and mark your response on the Answer Sheet accordingly.*   **(+0.833, −0.277)**

   Effect

   a. The weather conditions began to effect his health.

    b. Climate change will have long term effect on every aspect of planetary life.

    c. The people of the town were deeply effected by the new laws that were passed by the government.

    d. All creatures are effected by emotion.

---

99. *Directions* : *In the following questions a particular word is provided. Four sentences have been framed using the word (in different tense forms), only one of which makes use of the word correctly. Select the correct option and mark your response on the Answer Sheet accordingly.*   **(+0.833, −0.277)**

    Brake

    a. Frequent disruptions caused the braking of the flow of the speaker.

    b. The rapid swirling water caused the dam walls to brake.

    c. The driver braked sharply to avoid a collision.

    d. The young officer did not know how to brake the unwelcome news to the family.

---

100. *Directions* : *In the following questions a particular word is provided. Four sentences have been framed using the word (in different tense forms), only one of which makes use of the word correctly. Select the correct option and mark your response on the Answer Sheet accordingly.*   **(+0.833, −0.277)**

    Incite

    a. He has a deep incite into various aspects of social formations.

b. The words of the speaker incited feelings of anger, sorrow and grief.

c. His research gave the audience an incite into market trends.

d. Since he was incite she decided to call out to him.

---

101. *Directions*: *Match List I with List II and select the answer using the code given below the Lists:*   (+0.833, –0.277)

List I (Word/Expression)	List II (Meaning)
A. Ensue	1. Muddy ground
B. Morass	2. Complex disputes
C. Imbroglio	3. Collection of different things
D. Potpourri	4. To happen as a result

Code:

A B C D

a. 4 2 1 3

b. 3 1 2 4

c. 4 1 2 3

d. 3 2 1 4

---

102. *Directions*: *Match List I with List II and select the answer using the code given below the Lists:*   (+0.833, –0.277)

List I (Word/Expression)	List II (Meaning)
A. Malversation	1. Continuing without a break
B. Conundrum	2. Confusing problem
C. Incessant	3. Extracting money in the form of taxes
D. Mulct	4. Corrupt behaviour of a public servant

Code:

A B C D

a. 4 2 1 3

b. 3 1 2 4

c. 4 1 2 3

d. 3 2 1 4

103. *Directions: Match List I with List II and select the answer using the code given below the Lists:*   (+0.833, −0.277)

List I (Word/Expression)	List II (Meaning)
A. Impugn	1. Meaningless words
B. Spew	2. Expressing doubts about something
C. Harangue	3. Flowing out of something in a forceful way
D. Gibberish	4. Aggressive lecturing

Code:

A B C D

a. 1 3 4 2

b. 1 4 3 2

c. 2 3 4 1

d. 2 4 3 1

---

104. *Directions*: Match List I with List II and select the answer using the code given below the Lists:

(+0.833, −0.277)

List I (Word/Expression)	List II (Meaning)
A. Caveat	1. Old-fashioned
B. Amble	2. Warning
C. Acolyte	3. Walking at a slow pace
D. Archaic	4. Ardent follower

Code:

A B C D

a. 1 3 4 2

b. 1 4 3 2

c. 2 3 4 1

d. 2 4 3 1

105. *Directions*: *Match List I with List II and select the answer using the* **(+0.833, -0.277)** *code given below the Lists:*

List I (Word/Expression)	List II (Meaning)
A. Kernel	1. Something that causes bad luck
B. Brook	2. Small stream
C. Jinx	3. Something that gives feeling of comfort
D. Solace	4. Soft part inside a seed

Code:

A B C D

a. 4 2 1 3

b. 3 1 2 4

c. 4 1 2 3

d. 3 2 1 4

106. *Directions*: *Match List I with List II and select the answer using the* **(+0.833, -0.277)** *code given below the Lists:*

List I (Word/Expression)	List II (Meaning)
A. Feat	1. The development of events outside a person's control
B. Fate	2. Used to measure depth of water
C. Fathom	3. An embarrassing mistake
D. Faux pas	4. An achievement requiring great courage

Code:

A B C D

a. 4 2 1 3

b. 3 1 2 4

c. 4 1 2 3

d. 3 2 1 4

107. **Directions**: *Match List I with List II and select the answer using the code given below the Lists:*   (+0.833, –0.277)

List I (Word/Expression)	List II (Meaning)
A. Semitic	1. Similarity of appearance
B. Seminary	2. Training college for priests
C. Send off	3. A family of languages that includes Hebrew
D. Semblance	4. Wish good luck to person leaving

Code:

A B C D

a. 1 2 4 3

b. 3 4 2 1

c. 1 4 2 3

d. 3 2 4 1

---

108. *Directions*: Match List I with List II and select the answer using the code given below the Lists:

(+0.833, −0.277)

List I (Word/Expression)	List II (Meaning)
A. Hatch	1. Rough and low in pitch
B. Haughty	2. Arrogant behaviour
C. Gruff	3. Tiring and demanding
D. Gruelling	4. A door in an aircraft

Code:

A B C D

a. 4 2 1 3

b. 3 1 2 4

c. 4 1 2 3

d. 3 2 1 4

109. *Directions*: *Match List I with List II and select the answer using the*   **(+0.833, –0.277)**
code given below the Lists:

List I (Word/Expression)	List II (Meaning)
A. Extirpate	1. Praise enthusiastically
B. Extol	2. Farthest point
C. Extremity	3. To remove completely
D. Expunge	4. Destroy completely

Code:

A B C D

a. 4 2 1 3

b. 3 1 2 4

c. 4 1 2 3

d. 3 2 1 4

---

110. *Directions*: *Match List I with List II and select the answer using the*   **(+0.833, –0.277)**
code given below the Lists:

List I (Word/Expression)	List II (Meaning)
A. Devious	1. Cause something to seem less valuable
B. Devolution	2. Skilful in using underhand tactics
C. Detriment	3. Transfer of power from higher to lower government
D. Detract	4. The state of being harmed or damaged

Code:

A B C D

a. 1 3 4 2

b. 2 3 4 1

c. 2 4 3 1

d. 1 4 3 2

111. ***Directions***: *In the following item, a CLOZE question is given with ten blanks, each with four options. Select the most appropriate word from the options which fills the blanks correctly, and mark your response in the Answer Sheet accordingly.*
(+0.833, –0.277)

It is increasingly _____ that learning levels within many countries are highly unequal.

a. recognized

b. recognize

c. recognizing

d. been recognized

---

112. *Directions*: *In the following item, a CLOZE question is given with ten blanks, each with four options. Select the most appropriate word from the options which fills the blanks correctly, and mark your response in the Answer Sheet accordingly.*

(+0.833, −0.277)

This _ _ _ _ _ _ _ _ _ _ be happening because of institutional features of school systems, such as early streaming,

a. ought to

b. should

c. must

d. may

---

113. *Directions*: *In the following item, a CLOZE question is given with ten blanks, each with four options. Select the most appropriate word from the options which fills the blanks correctly, and mark your response in the Answer Sheet accordingly.*

(+0.833, −0.277)

regional diversity _ _ _ _ _ _ _ _ _ _ expenditure or political engagement,

a. on

b. in

c. for

d. with

---

114. **Directions:** *In the following item, a CLOZE question is given with ten blanks, each with four options. Select the most appropriate word from the options which fills the blanks correctly, and mark your response in the Answer Sheet accordingly.*   (+0.833, -0.277)

_____ access to education, and non-equitable access to different types of providers.

   a. unequal

   b. inequal

   c. inequality

   d. equal

115. **Directions:** *In the following item, a CLOZE question is given with ten blanks, each with four options. Select the most appropriate word from the options which fills the blanks correctly, and mark your response in the Answer Sheet accordingly.*   (+0.833, -0.277)

Among the developed countries, _____ with more equal

   a. these

   b. those

   c. that

   d. some

116. **Directions:** *In the following item, a CLOZE question is given with ten blanks, each with four options. Select the most appropriate word*   (+0.833, -0.277)

from the options which fills the blanks correctly, and mark your response in the Answer Sheet accordingly.

learning outcomes _ _ _ _ _ _ _ _ _ _ have better average learning outcomes,

a. also

b. with

c. to

d. for

117. **Directions**: In the following item, a CLOZE question is given with ten blanks, each with four options. Select the most appropriate word from the options which fills the blanks correctly, and mark your response in the Answer Sheet accordingly. (+0.833, −0.277)

_ _ _ _ _ _ _ _ _ _ that appropriate interventions in the education sector may have positive effects on both equality and the quality of education.

a. suggested

b. suggesting

c. have suggested

d. suggest

118. **Directions**: In the following item, a CLOZE question is given with ten blanks, each with four options. Select the most appropriate word from the options which fills the blanks correctly, and mark your response in the Answer Sheet accordingly. (+0.833, −0.277)

Economic inequality is associated with the distribution of
_____ skills among adults, although the direction of
causation is unclear.

a. numeracy

b. number

c. proficiency

d. calculation

---

119. *Directions*: In the following item, a CLOZE question is given with ten
blanks, each with four options. Select the most appropriate word
from the options which fills the blanks correctly, and mark your
response in the Answer Sheet accordingly.

(+0.833, -0.277)

Arguably, _____ society will ever reach total equality in
the learning outcomes of every individual.

a. no

b. any

c. few

d. some

---

120. *Directions*: In the following item, a CLOZE question is given with ten
blanks, each with four options. Select the most appropriate word
from the options which fills the blanks correctly, and mark your
response in the Answer Sheet accordingly.

(+0.833, -0.277)

_____ in learning outcomes may depend on individual
ability and motivation as well as the type of background one

comes from and the types of resources one has access to.

a. Difference

b. Different

c. Differentiated

d. Differences

Answers

1. **Answer: d**

Explanation:

Understanding Bilateral Position in Politics

The question asks for the best word to describe the position taken by **opposing political parties** when they unite for the **national interest**. The phrase "took a bilateral position" suggests an action or stance involving two sides, in this case, the opposing parties.

Analyzing the Options

Let's examine each option to see which one fits the context:

- **1. impartial:** This means being neutral or unbiased, not taking sides. If the parties were impartial, they wouldn't be taking a joint position. This doesn't fit the context where opposing parties agree on a course of action.
- **2. intermittent:** This describes something that happens occasionally or at intervals, not continuously. This word relates to timing and frequency, not to the nature of an agreement between political parties.
- **3. perilous:** This means dangerous or risky. While political situations can be perilous, this word doesn't describe the *type* of position taken by the parties; it describes the condition or risk involved.
- **4. bipartisan:** This term specifically refers to an agreement or cooperation between two political parties that normally oppose each other. When **opposing political parties** collaborate on an issue for the **national interest**, their resulting position is accurately described as **bipartisan**.

Conclusion

The phrase "bilateral position" in the context of **opposing political parties** acting together for the **national interest** clearly points to cooperation between the two

parties. The most fitting term for this is **bipartisan**, as it signifies involvement and agreement between the two main parties.

---

2. **Answer: b**

Explanation:

Vocabulary Choice: Understanding Sentence Context

The question asks us to find the best word to describe someone's feelings about food after trying it from various places. The original sentence uses the word "indefinite," which suggests a lack of a firm opinion or decision.

Let's examine the meaning of the sentence and the provided options to see which word best replaces or clarifies the idea of being "indefinite" in this context.

The core idea is that despite sampling food from **all the restaurants**, the person's attitude towards the food ('culinary fare') remained unclear or undecided.

Analyzing Word Meanings

We need to find a word that reflects a lack of strong feeling or opinion about the food.

- **imperious**: This word means being domineering or arrogant. It doesn't relate to how someone feels about food taste or preference. A person feeling imperious might act superior, but it doesn't describe their opinion on the food itself.
- **indifferent**: This word means not feeling or showing any particular interest, concern, or sympathy; unconcerned. If someone is indifferent to the food, it means they don't have a strong positive or negative reaction to it. They are not particularly interested or moved by the culinary offerings, which aligns well with the idea of remaining "indefinite".
- **imperilled**: This word means being in danger or at risk. This has no connection to someone's opinion on food.
- **disinvested**: This word usually relates to withdrawing financial investments. It's completely irrelevant in the context of food preference.

Conclusion on Word Choice

Based on the analysis, the word **indifferent** is the most suitable choice. It accurately describes a state where someone has tried various foods but has no strong interest or decided opinion about them, fitting the context implied by "indefinite".

---

3. **Answer: d**

Explanation:

Explaining Whalers' Attitude: Antipathy vs. Animus

The question focuses on the specific attitude ('antipathy') whalers held towards marine life.

Understanding Key Terms

- **Antipathy:** This word means a deep-seated feeling of dislike or aversion. It suggests a strong, ingrained negative feeling towards something or someone.
- **Animus:** This term refers to hostility, ill will, or a settled dislike. It often implies a stronger, more active sense of opposition or antagonism than simple dislike.

Analyzing the Whalers' Attitude

The question states the whalers' attitude was characterized by 'antipathy'. This means they had a strong dislike or aversion towards the marine life they encountered during their activities.

Let's look at the options in relation to 'antipathy':

- **Sympathy:** Feeling pity or sorrow for someone's misfortune. This is contrary to antipathy.
- **Empathy:** The ability to understand and share the feelings of another. This is also contrary to antipathy.

- **Indifference:** Lack of interest, concern, or sympathy. While negative, indifference doesn't convey the active dislike implied by antipathy.
- **Animus:** Hostility or ill feeling. This word closely matches the meaning of 'antipathy', representing a strong negative and potentially active dislike or antagonism towards the marine life.

Conclusion

Given that 'antipathy' signifies a strong dislike and aversion, 'animus' is the most fitting word among the choices to describe the whalers' hostile attitude towards marine life.

---

4. **Answer: a**

Explanation:

Share Market Crash Consequences Explained

This question tests vocabulary related to the potential outcomes of significant economic events, such as a **crash in the share market**.

Family's Financial Decline

A severe **crash in the share market** can lead to substantial financial losses, potentially causing significant hardship for a **family**.

Indigent: Defining Poverty

The provided correct answer is **indigent**. This word is crucial for understanding the scenario:

- **Indigent**: Means being poor, needy, or lacking the necessities of life. It describes a state of severe financial lack.

Crash Impact: Why 'Indigent'

A **crash in the share market** directly affects financial stability. Becoming **indigent** (poor and needy) is a plausible and direct consequence of such an economic downturn for a **family**.

Share Market Words: Intransigent, Indignant, Apathetic

Evaluating the other options helps clarify why 'indigent' is the best fit:

- **Intransigent**: Refers to stubbornness or refusal to change; it is unrelated to financial status post-crash.
- **Indignant**: Describes anger or annoyance at perceived unfairness. While emotions might run high, this doesn't define the primary financial condition.
- **Apathetic**: Means showing no interest or concern. This could be a psychological response but isn't the direct financial state caused by the crash itself.

Family Hardship: Final Choice

Considering the direct financial devastation often associated with a **share market crash**, the term **indigent** most accurately describes the resulting state of poverty and need experienced by the affected **family**.

5. **Answer: a**

Explanation:

Temperance and Dealing with Life's Vicissitudes

This question explores how a person's character trait, specifically **temperance**, influences their response to the unpredictable events in life, referred to as **vicissitudes**.

Key Term Definitions

- **Temperance**: This term signifies moderation, self-control, and a balanced emotional state. Individuals demonstrating temperance are typically calm and

not easily overcome by extreme feelings.

- **Vicissitudes**: These are the inevitable changes, ups and downs, or unexpected difficulties encountered throughout life. They represent the unpredictable nature of circumstances.
- **Dispassionate**: This describes someone who is objective, impartial, and not influenced by strong emotions. A dispassionate person approaches situations calmly and rationally.
- **Impassioned**: This means showing or feeling strong emotion. (Note: The original question uses this term, which appears contradictory to the concept of temperance leading to a calm response. However, we focus on finding the best fit for the outcome of temperance).

Analyzing the Statement

The core of the statement lies in the phrase "cultivated such great **temperance** in his personality". Temperance is fundamentally about maintaining emotional equilibrium and self-restraint. When faced with life's challenges (**vicissitudes**), a person exhibiting great temperance is expected to react with composure and control, rather than succumbing to excessive emotion.

Although the sentence mentions being "impassioned", the defining characteristic provided is "great temperance". Temperance logically leads to a controlled, objective, or **dispassionate** approach when dealing with difficult or changing circumstances. This means facing challenges without being overly emotional or reactive.

Evaluating the Options

Let's examine how each option fits the context derived from the term **temperance**:

- **dispassionate**: This option aligns perfectly. Having great temperance enables one to be dispassionate – calm, objective, and unemotional – when facing life's difficulties (vicissitudes).
- **perfunctory**: This means doing something with minimal effort or routine. It doesn't relate to the emotional or controlled way of handling life's challenges.

- **devolved**: This term relates to transferring power or responsibility, or developing into something complex or worse. It is irrelevant to personality and emotional response in this context.
- **disambiguated**: This means something has been made clear or explained. It has no bearing on how someone handles personal circumstances or emotional states.

Conclusion

Based on the principle that **temperance** implies self-control and emotional balance, the most suitable description for someone handling life's **vicissitudes** is being **dispassionate**. This signifies a calm, objective, and controlled demeanor in the face of adversity.

---

6. **Answer: b**

Explanation:

Understanding Palimpsest Documents

The question describes a document that acts like a postscript, indicating that an older piece of writing (a manuscript) was erased or scraped off and a new one was written over it. We need to find the term that best fits this description among the given options.

Analyzing the Options

Let's look at each option to see how it relates to the concept of a **replaced manuscript**:

- **Parchment:** This refers to the material itself, typically animal skin, used for writing in ancient and medieval times. While manuscripts were often written on parchment, the term itself doesn't describe the process of replacing one text with another.

- **Palimpsest:** This is a specific term for a manuscript page, or a tablet, where the original text has been scraped or washed off so that the page can be reused for another document. The key characteristic is that traces of the earlier writing often remain visible beneath the new text. This directly matches the description of an **earlier manuscript** being **replaced** by a new one.
- **Pastiche:** In art and literature, a pastiche is a work that imitates the style of a previous work, artist, or period. It's about imitation or combining styles, not about overwriting or replacing physical manuscripts.
- **Montage:** This technique involves selecting, editing, and juxtaposing (placing side-by-side) different visual elements, often photographs or film clips, to create a new, unified whole. It's a method of combining distinct parts, not overwriting text on a manuscript.

Key Term Definitions

To solidify understanding, here's a breakdown of the terms:

Term	Definition	Relevance to Question
Parchment	Writing material made from treated animal skin.	The material manuscripts were written on, but not the process described.
Palimpsest	A reused manuscript where old text is scraped off for new writing.	Exactly describes a document with a **replaced manuscript**.
Pastiche	An artistic imitation of another's style.	Related to style imitation, not manuscript replacement.
Montage	Combining different visual elements into a new whole.	Related to visual composition, not text replacement on manuscripts.

Conclusion

Based on the definitions, a document where an **earlier manuscript** has been **replaced** by a new one is precisely what a **palimpsest** is. The question's description points directly to this term, highlighting the reuse of writing material after the original content was removed.

---

7. **Answer: c**

Explanation:

Understanding Accusations of Copying Without Acknowledgement

The question describes a situation where someone is accused of an act related to "simulism," specifically for having "copied from someone else without due acknowledgement." This core idea points towards the act of presenting another person's work or ideas as one's own, without proper credit.

Analyzing the Options

Let's examine each option to see which best fits the description:

- **Sensationalism:** This involves presenting information in a way that exaggerates or makes it overly dramatic to attract attention. It is not related to copying content.
- **Institutionalism:** This term relates to established practices, systems, or institutions within a society or organization. It has no connection to the act of copying someone's work.
- **Plagiarism:** This is the act of using someone else's words, ideas, or work and presenting them as your own without giving proper credit or citation. This directly matches the scenario described in the question – copying without acknowledgement.
- **Spoonerism:** This is a slip of the tongue or a literary device where corresponding consonants, vowels, or morphemes are switched between two words in a

phrase. For example, "You have tasted the whole worm" instead of "You have wasted the whole term." This is unrelated to copying content.

Defining Plagiarism

Plagiarism is a serious offense, especially in academic and professional contexts. It undermines the principles of intellectual property and academic honesty. Key aspects include:

- Using text verbatim without quotation marks and citation.
- Paraphrasing someone else's ideas without a citation.
- Presenting data, images, or theories from another source without credit.
- Submitting work done by someone else as your own.

Failing to provide "due acknowledgement" is the central element of plagiarism, making option 3 the correct choice based on the question's description.

---

8. **Answer: d**

Explanation:

Understanding Paternal Management Style

The question describes a manager exhibiting a specific type of behavior towards their subordinates. The core elements are the manager being "domineering" and acting in a "paternal manner," crucially "not allowing them to decide for themselves." This paints a picture of a leader who controls decisions, much like a parent might guide or restrict a child.

Analyzing Managerial Behavior Options

We need to identify the term that best describes this specific management approach:

- **prim:** This describes someone who is stiffly formal and proper. It doesn't fit the controlling aspect described.
- **petulant:** This refers to a childishly sulky or bad-tempered attitude. While the manager is domineering, this term doesn't capture the "paternal" or controlling-decisions aspect.
- **presumptuous:** This implies acting with undue confidence or taking liberties, often assuming things they shouldn't. While a domineering manager might be this, it misses the nuance of treating employees like children and making decisions *for* them.
- **paternalistic:** This term precisely defines a style where a leader treats their employees like a father figure ("paternal"). They often make decisions *for* the employees, believing they know best, thus controlling their autonomy. This aligns perfectly with the description of the manager not allowing subordinates to decide for themselves.

The behavior described, where a domineering manager controls decisions under the guise of paternal care, is characteristic of a **paternalistic** leadership style.

9. **Answer: a**

Explanation:

Understanding 'Perfunctory': Team Leader's Reaction

The question describes a situation where a team leader looked at a draft plan created by his team. The team was disappointed because the leader's reaction was minimal. The key phrase here is "spared no more than a reflective glance". This suggests the leader gave the plan only a quick, superficial look, without much thought or interest.

Analyzing the Options

Let's look at the meaning of each option to see which one best fits the context:

- **Perfunctory**: This word means done with a minimum of effort or reflection, often as a matter of duty or habit. It describes an action that is superficial and lacks genuine interest.
- **Precise**: This means exact, accurate, or sharply defined. It doesn't fit the description of a quick, dismissive glance.
- **Engaging**: This means interesting or attractive, holding someone's attention. The leader's glance was the opposite of engaging; it was brief and dismissive.
- **Egregious**: This means outstandingly bad or shocking. While the team leader's action might be considered bad by the team, the word 'egregious' describes the quality of the act itself as being extremely bad, rather than the manner in which it was done. 'Perfunctory' better describes the *way* the leader looked at the plan.

Connecting the Glance to the Word

The phrase "spared no more than a reflective glance" directly implies a lack of deep attention or effort. The leader's look was brief and perhaps routine. This aligns perfectly with the definition of **perfunctory**.

The team's disappointment further supports this interpretation. They likely expected a more thorough review and engagement with their work, but received only a cursory glance.

Conclusion

Therefore, the word that best describes the team leader's brief and unenthusiastic look at the draft plan is **perfunctory**.

---

10. **Answer: b**

Explanation:

Understanding Actions Without Good Reason

This question asks us to identify the word that best describes actions done "without good reason or cause". The sentence provides a specific reason for considering certain actions "salutary", although the standard meaning of "salutary" relates to being beneficial. However, focusing on the provided explanation – "they were done without good reason or cause" – we need to find the word among the options that matches this description.

Defining "Gratuitous"

The word **gratuitous** means something that is done without good reason, is unjustified, or happens unnecessarily. This definition directly aligns with the explanation given in the question: "without good reason or cause". Therefore, actions described as being done "without good reason or cause" can be accurately labeled as **gratuitous**.

Analyzing Other Word Choices

Let's look at why the other options are not suitable:

- **ingratiated**: This means to bring oneself into favor with someone, typically through flattery or pleasing actions. This has nothing to do with acting without a reason.
- **grating**: This word usually describes a harsh, unpleasant sound or a person whose manner is annoying. It does not relate to the justification or reason for an action.
- **gargantuan**: This means extremely large or enormous. It describes size, not the motive or reason behind an action.

Based on the definition matching the phrase "without good reason or cause", **gratuitous** is the correct choice.

---

11. **Answer: b**

Explanation:

Error Identification in Sentence Correction

This question requires identifying a grammatical error within the provided sentence. We need to examine the underlined portions (a), (b), and (c) to find the mistake. The sentence is:

"(a) In his well-recognised stentorian yet amused voice (b) the principal demanded an unique excuse (c) from the student hauled up for alleged minor misdemeanour."

Analysis of Underlined Parts

Part (a): Voice Description

The phrase **"(a) In his well-recognised stentorian yet amused voice"** describes the principal's voice. "Stentorian" means loud and powerful. This part appears grammatically sound and contextually appropriate.

Part (b): The Error in Article Usage

The phrase **"(b) the principal demanded an unique excuse"** contains the grammatical error. The rule for using the articles 'a' and 'an' depends on the sound that follows, not the letter.

- Use **'an'** before words that begin with a vowel sound (e.g., an apple, an hour).
- Use **'a'** before words that begin with a consonant sound (e.g., a book, a university).

The word **"unique"** begins with a 'y' sound (like 'yoo-neek'), which is a consonant sound. Therefore, the correct article to use before "unique" is **'a'**, not 'an'. The phrase should be **"a unique excuse"**.

Part (c): Context of the Excuse

The phrase **"(c) from the student hauled up for alleged minor misdemeanour."** provides context about the student and the reason for being reprimanded. This part seems grammatically correct.

Conclusion on the Error

Since an error was identified in part (b) concerning the incorrect use of the article 'an' before "unique", the option indicating "No error" (d) is incorrect. The error lies specifically in the choice of article.

Corrected Sentence

The corrected sentence would read: "In his well-recognised stentorian yet amused voice, the principal demanded **a unique** excuse from the student hauled up for alleged minor misdemeanour."

---

12. **Answer: c**

Explanation:

Grammar Error Analysis: Sentence Correction

This question asks us to identify a grammatical error within a given sentence. The sentence is divided into three parts labeled (a), (b), and (c), with an option (d) for "No error". We need to examine each underlined part for correctness.

Sentence Breakdown and Error Identification

Let's look at each part of the sentence:

- **Part (a):** "The visiting school children" - This phrase is grammatically correct. It clearly identifies the subject of the sentence.
- **Part (b):** "went around the lake" - This part is also grammatically correct. It functions as the verb phrase, describing the action taken by the children.
- **Part (c):** "during trip to the famous lake city." - This part contains the error. The word "trip" is a singular countable noun. In standard English grammar, such nouns usually require a determiner (like an article: 'a', 'an', or 'the') before them when used in this context. The phrase "during trip" is missing the necessary article.

Explanation of the Error

The error lies in the omission of an article before the noun "trip". The phrase should correctly be either:

- "during **a** trip to the famous lake city." (if it was one of many possible trips or an unspecified trip)
- "during **the** trip to the famous lake city." (if referring to a specific, previously mentioned, or understood trip)

Without the article, the phrase is incomplete and grammatically incorrect.

Conclusion

Since part (c) contains a grammatical error (the missing article before "trip"), it is the incorrect part of the sentence. Therefore, the option corresponding to part (c) indicates the location of the error.

---

13. **Answer: c**

Explanation:

Identifying the Grammatical Error

This question asks us to find a grammatical error in the provided sentence. The sentence is broken down into three parts: (a), (b), and (c). We need to check each part for any mistakes. Option (d) suggests there might be no error at all.

Analyzing Part (a): 'The unfair distribution'

This part sets up the topic. 'Distribution' is a noun, meaning the act of sharing something out. 'Unfair' is an adjective describing this distribution. The phrase 'The unfair distribution' is grammatically correct and makes sense.

Analyzing Part (b): 'of assets among the family members'

This phrase explains more about the distribution. 'Of assets' tells us what was distributed. 'Among the family members' tells us who received the assets. We use 'among' when talking about three or more people or items. Since 'family members' implies multiple people, using 'among' is correct here. This part is grammatically sound.

Analyzing Part (c): 'angered the more hardworking members of the familyowned firm.'

This part describes the effect of the unfair distribution. The key phrase here is 'the more hardworking members'. Let's look closely:

- The word 'hardworking' is an adjective describing the members.
- 'More hardworking' is the comparative form of the adjective. Comparative adjectives are used when we compare two things (e.g., 'John is **more hardworking** than Peter').
- 'Most hardworking' is the superlative form, used when comparing three or more things to identify the one with the highest degree (e.g., 'Sarah is the **most hardworking** student in the class').
- In this sentence, the phrase 'the more hardworking members' is awkward. It suggests a comparison, but it doesn't clearly state who or what is being compared against. It's generally better to use simply 'the hardworking members' if you are just describing them, or 'the most hardworking members' if you mean they worked harder than everyone else in the group. The use of 'more' here without a specified comparison makes the sentence grammatically questionable.

Because of the awkward and potentially incorrect use of the comparative adjective 'more hardworking' without a clear comparative context, this part of the sentence contains the error.

Summary of the Identified Error

The error lies in the usage of 'more hardworking' in part (c). Standard English grammar typically requires either the base adjective ('hardworking') or the superlative adjective ('most hardworking') in this context, rather than the comparative form 'more hardworking' unless a specific comparison is being made explicit.

---

14. **Answer: c**

Explanation:

Error Analysis: Bad Blood Among the Two

This question focuses on identifying grammatical errors within a given sentence. We need to carefully examine each underlined part to determine if there's a mistake in usage, particularly focusing on idioms and preposition rules.

The sentence provided is: **"Given the nature of the problem it was not unnatural for there to be bad blood among the two of them."**

Statement Breakdown:

- **(a) Given the nature of the problem:** This phrase serves as an introductory clause, setting the context for the rest of the sentence. It is grammatically correct and clearly states the reason for the subsequent situation.
- **(b) it was not unnatural for there to be:** This part uses a double negative ("not unnatural"), which logically means "natural" or "expected". This construction is acceptable in English and fits the context, implying that the situation described was unsurprising given the circumstances.
- **(c) bad blood among the two of them.:** This section contains the potential error. The phrase "bad blood" refers to ill feelings or enmity between people. The key issue here is the use of the preposition "among" when referring to "the two of them".

Grammar Focus: Preposition Usage ('Among' vs. 'Between')

The error in part (c) stems from the incorrect application of the preposition "among". Here's a clarification:

- **Among:** This preposition is typically used when referring to three or more people, items, or groups. It implies being part of a collective or group where the individuals are not distinctly considered. *Example: "The inheritance was divided among the five siblings."*
- **Between:** This preposition is used when referring to only two distinct people, items, or groups. It highlights a relationship or distinction involving exactly two entities. *Example: "A dispute arose between the two neighbours."*

In the given sentence, the phrase explicitly mentions "**the two of them**". Therefore, the correct preposition to indicate the relationship or ill feeling between these two individuals should be "between", not "among".

Identifying the Error:

The phrase "bad blood" is correctly used to denote negative feelings. However, its association with "**among the two of them**" is grammatically incorrect. The correct preposition should be used to denote the relationship specifically between two parties.

Thus, the error lies in part (c) of the sentence.

15. **Answer: d**

Explanation:

Grammar Error Identification: Sentence Analysis

This question asks us to check a sentence for grammatical errors. The sentence is divided into three parts: (a), (b), and (c), with option (d) stating 'No error'. We need to carefully examine each part to find any mistakes in grammar, spelling, or usage.

Analyzing Part (a): 'He emphasised the need for'

This part introduces the subject 'He' and the verb 'emphasised'.

- **Verb Tense and Spelling:** 'Emphasised' is the correct British English spelling (the American English spelling is 'emphasized'). The past tense is appropriate here.
- **Phrasing:** The phrase 'emphasised the need for' is grammatically correct and commonly used to highlight the importance of something.

There are no apparent errors in this section.

Analyzing Part (b): 'strict discipline and compliance'

This part describes what the need is for.

- **Vocabulary:** 'Strict discipline' and 'compliance' are appropriate words in this context. 'Discipline' refers to orderliness and control, while 'compliance' means obeying rules or requests.
- **Conjunction:** The word 'and' correctly links the two nouns, 'discipline' and 'compliance'.

This section is grammatically correct.

Analyzing Part (c): 'among the newly-appointed staff.'

This part specifies the group towards whom the discipline and compliance are directed.

- **Preposition:** The preposition 'among' is correctly used because it refers to a group of more than two people (the staff).
- **Compound Adjective:** 'Newly-appointed' is correctly written as a hyphenated compound adjective modifying the noun 'staff'. It describes the staff members who have recently been appointed.
- **Punctuation:** The sentence ends with a period (.), which is correct.

This section is also grammatically sound.

Conclusion

After reviewing all three parts (a), (b), and (c), we find no grammatical errors, spelling mistakes, or incorrect usage. Therefore, the sentence is correct as it is.

Result: The correct option is (d) No error.

---

16. **Answer: c**

Explanation:

Grammar Error Analysis in Sentence Correction

The question asks us to identify a grammatical error in the given sentence. We need to examine the three underlined parts of the sentence: (a) "The officer marvelled", (b) "at the low attendance", and (c) "remarking on the presence of less than twenty people at work.". We must determine if any of these parts contain an error.

Understanding Quantifiers: Less vs. Fewer

The key to solving this question lies in understanding the correct usage of quantifiers like "less" and "fewer".

- **Fewer:** This is used when referring to things you can count individually (countable nouns). For example, **fewer** chairs, **fewer** books, **fewer** mistakes, **fewer** people.
- **Less:** This is typically used for quantities that cannot be counted (uncountable nouns). For example, **less** water, **less** sugar, **less** time, **less** effort.

Step-by-Step Sentence Analysis

1. **Part (a):** "The officer marvelled" - This part is grammatically correct. The verb "marvelled" is appropriate here.
2. **Part (b):** "at the low attendance" - This phrase is also grammatically correct. "Attendance" is used correctly in this context.
3. **Part (c):** "remarking on the presence of less than twenty people at work." - This part contains the error. "People" is a countable noun. Therefore, we should use

"fewer" instead of "less" when quantifying the number of people. The correct phrasing should be "**fewer** than twenty people".

Identifying the Error

The error is in part (c) because it uses "less" with a countable noun ("people"). The correct quantifier for countable nouns is "fewer".

Corrected Sentence

The corrected sentence would read: "The officer marvelled at the low attendance remarking on the presence of **fewer** than twenty people at work."

Conclusion

Based on the analysis, the underlined part (c) contains the grammatical error related to the misuse of "less" instead of "fewer".

---

17. **Answer: b**

Explanation:

Sentence Error Analysis: Focus of Attention

The question asks us to identify a grammatical error in the sentence: "The entire attention of the visiting dignitaries centred around the craftwork on display." Let's analyze each underlined part:

- **(a) The entire attention of the visiting dignitaries** - This part of the sentence is grammatically correct. It clearly states the subject whose attention is involved.
- **(b) centred around** - This phrase suggests the main point of discussion or error. In English grammar, when talking about the focus of attention, the correct preposition to use with the verb 'centre' (or 'center') is 'on', not 'around'. The phrase 'centred around' implies being physically located in the middle of

something, which doesn't fit the context of attention. The correct idiom is 'centred on'.

- **(c) the craftwork on display.** - This part is grammatically correct and describes what the attention was focused on.
- **(d) No error** - Since we've identified a likely error in part (b), this option is incorrect.

Explanation of the Error

The error lies in the choice of preposition following the verb 'centred'.

- **Incorrect Usage:** "centred around" is often misused when the intended meaning is focus or concentration.
- **Correct Usage:** The standard and correct idiom is "**centred on**". This signifies the main point or focus of something.

Therefore, the sentence should correctly read: "The entire attention of the visiting dignitaries **centred on** the craftwork on display."

Based on this analysis, the underlined part (b) contains the grammatical error.

---

18. **Answer: d**

Explanation:

The given sentence in the question is:

> (a) A group of wayfaring tourists
> (b) who had trudged for hundreds of kilometres
> (c) has finally arrived at the destination.

We need to identify if there is any grammatical error in the sentence, focusing on subject-verb agreement, tense, and other elements of grammar.

1. **Part (a):** "A group of wayfaring tourists" - The phrase refers to a collective noun "group," modified by the prepositional phrase "of wayfaring tourists." The subject here is singular ("group"). Therefore, there is no error in this part.
2. **Part (b):** "who had trudged for hundreds of kilometres" - This clause is a relative clause describing the tourists within the group. The past perfect tense "had trudged" is correctly used here to indicate an action completed before the current time frame. Hence, there is no error.
3. **Part (c):** "has finally arrived at the destination." - The verb "has arrived" is correctly in the present perfect tense to denote a recent action relevant to the present. Since the subject "group" is treated as a singular entity, "has" is the correct verb form. There is no error here.

The sentence is grammatically correct in all parts, and option (d) "No error" is the correct choice.

Overall, each part of the sentence adheres to standard grammatical rules, maintaining proper subject–verb agreement and correct usage of tense. Hence, the correct answer is **No error**.

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19. **Answer: c**

Explanation:

Error Identification: The 'Most Favourite' Superlative

This question asks us to identify a grammatical error within the given sentence. Let's break down the sentence and examine each underlined part:

Sentence Analysis

The sentence is: "The tumult among the gathered spectators (a) rose to a crescendo (b) upon the arrival of their most favourite superstar (c)."

- **Part (a):** "The tumult among the gathered spectators" - This phrase correctly sets the scene. 'Tumult' refers to a state of commotion or noise, and 'gathered

spectators' are the people watching. This part is grammatically sound.

- **Part (b):** "rose to a crescendo" – This phrase accurately describes the increasing intensity of the noise or excitement. 'Crescendo' means a gradual increase, and 'rose to' fits perfectly. This part is also grammatically correct.
- **Part (c):** "upon the arrival of their most favourite superstar." – This part describes the timing of the event. Upon closer inspection, the phrase "most favourite" contains a grammatical error.

Grammar Explanation: Double Superlatives

The error lies in the use of "most favourite". Here's why:

- The word **'favourite'** (or its American English spelling 'favorite') is already a superlative adjective. It means the one liked or preferred above all others.
- Adding **'most'** before 'favourite' creates a **double superlative**. This is redundant and grammatically incorrect. We only need one marker to indicate the highest degree.
- The correct way to express this idea would be either:
    - "their **favourite** superstar" (using the superlative form directly)
    - "their **most favorite** superstar" (using the American spelling and 'most' if 'favorite' is not considered inherently superlative in that context, though 'favourite' often is).

    Given the commonality of this error type in grammar tests, "most favourite" is the clear mistake.

Corrected Sentence

The corrected sentence would read:

"The tumult among the gathered spectators rose to a crescendo upon the arrival of their **favourite** superstar."

Conclusion

The grammatical error, specifically the double superlative, is located in part (c) of the sentence.

20. **Answer: d**

Explanation:

Sentence Error Identification: Menu Listings Grammar

This question asks us to carefully examine a sentence, broken down into three parts labelled (a), (b), and (c), to find any grammatical mistakes or awkward phrasing. We need to determine if the sentence is correct as it is or if there's an error in one of the underlined sections.

Part (a) Analysis: "The listings on the menu that had been proffered by him"

- The core subject here is "listings", which is plural.
- The clause "that had been proffered by him" acts as a descriptor for "listings".
- The phrase "had been proffered" uses the past perfect passive voice. This tense is suitable if the offering of the menu happened before the action of selecting the items.
- "Proffered" means to offer or put forward. Its use here is appropriate and standard.
- Conclusion for Part (a): This section appears grammatically correct.

Part (b) Analysis: "were selected after meticulous care"

- The verb "were selected" is in the past passive voice. It correctly matches the plural subject "listings".
- The phrase "after meticulous care" explains when the selection occurred and the manner in which it was done.
- "Meticulous" is an adjective meaning very careful and precise, correctly modifying the noun "care".
- Conclusion for Part (b): This section is grammatically correct.

Part (c) Analysis: "and discernment with regard to taste and preference."

- The conjunction "and" logically connects "meticulous care" (from part b) with "discernment".
- "Discernment" refers to the ability to judge well, which pairs correctly with "care".
- The prepositional phrase "with regard to taste and preference" clearly states the basis for the care and discernment shown. The wording is standard and accurate.
- Conclusion for Part (c): This section is grammatically correct.

Overall Sentence Review

When looking at the sentence as a complete statement:

- **Subject-Verb Agreement:** "The listings ... were selected" maintains agreement.
- **Tense Consistency:** The use of past perfect passive ("had been proffered") followed by simple past passive ("were selected") is logical, implying the offering preceded the selection.
- **Vocabulary:** Words like "proffered," "meticulous," and "discernment" are used correctly within the context.
- **Structure:** The sentence flows well and adheres to standard English syntax.

Based on this detailed analysis, there are no identifiable grammatical errors in the sentence. Therefore, the statement is correct as written.

21. **Answer: c**

Explanation:

Metal States and Determiner Choice

The question requires selecting the correct word to fill the blank in the sentence: "Not _____ metal is necessarily solid in its natural state." The goal is to make a grammatically correct and logically sound statement about the physical properties of metals.

Analyzing Determiner Options

We need to consider the meaning each option adds to the sentence, especially when combined with "Not":

- **'each'**: "Not **each** metal..." suggests that while most might be solid, there's at least one exception. It focuses on individual items within the category of metal.
- **'every'**: "Not **every** metal..." is similar in meaning to 'each', implying individual exceptions to a rule. It's grammatically acceptable but less common for this specific type of negation than 'all'.
- **'all'**: "Not **all** metal..." is the standard and most idiomatic construction in English used to contradict a universal statement. If someone claims "All metal is necessarily solid", the correct negation is "Not all metal is necessarily solid". This construction correctly implies that the statement "All metal is necessarily solid" is false, meaning at least one metal is not solid.
- **'any'**: "Not **any** metal..." is typically equivalent in meaning to "No metal...". Saying "No metal is necessarily solid" contradicts known scientific facts, as numerous metals like iron, copper, and gold are solid under natural conditions.

Why 'All' Correctly Completes the Sentence

The phrase "Not all..." is the most appropriate and logically sound choice for negating a general statement or generalization. It accurately conveys that the property mentioned (being necessarily solid) does not apply universally to every single member of the group (metals).

Consider the metal Mercury (Hg). It is famously liquid at standard room temperature and pressure. This specific example demonstrates that the universal claim "All metal is necessarily solid in its natural state" is false. Therefore, the correct and accurate statement is: "Not **all** metal is necessarily solid in its natural state."

This usage correctly highlights that exceptions exist without invalidating the general observation that most metals are indeed solid.

---

22. **Answer: b**

Explanation:

Understanding the Sentence Context

The sentence "The reminder has gone out on _ _ _ _ _ _ _ _ _ _ occasions, requiring personnel to complete their personal files" needs a word that indicates the frequency or number of times a reminder was issued. The context suggests that the reminders were sent more than once, but not necessarily an exact or very large number.

Analyzing the Options

Let's examine each option to see how well it fits the blank:

- **further:** This word usually implies additional time or extent. For example, "We need to discuss this further." It doesn't fit well with "occasions" in this context.
- **several:** This word means more than two but not many. It fits perfectly here, indicating that reminders were sent out on multiple, distinct occasions.
- **untold:** This means too many to be counted or described. While possible, it sounds a bit too dramatic for a standard reminder about personal files unless the situation is very unusual.
- **most:** This means the majority or a large proportion. It implies a specific, high frequency that might not be accurate or intended.

Choosing the Best Fit for Occasions

The word **several** is the most suitable choice because it accurately conveys that the reminder action happened multiple times without being overly specific or exaggerated. It's a common and natural way to describe repeated events in a professional context.

Comparing Options in a Table

Option	Meaning	Fit with "occasions"
further	More; additional	Poor fit; doesn't quantify occasions.
several	More than two but not many; multiple	**Good fit;** indicates multiple instances.
untold	Too many to count	Possible, but often too strong for this context.
most	The majority; largest part	Possible, but implies a higher, specific frequency than intended.

Therefore, the completed sentence reads: "The reminder has gone out on **several** occasions, requiring personnel to complete their personal files."

23. **Answer: c**

Explanation:

Choosing the Right Preposition for Effective Workplace Collaboration

The sentence discusses the importance of how people interact with their colleagues ('co-workers') in an office setting to achieve the best results ('maximum productivity'). The missing word is a preposition that best describes this interaction.

Analyzing the Options

Let's look at the options provided to see which one fits the meaning best:

- **Option 1: for** - Using 'for' would mean working on behalf of someone or for a specific goal. Example: "I work *for* the company." This doesn't fit the context of working together with co-workers.
- **Option 2: into** - Using 'into' suggests movement or merging. Example: "The project developed *into* a major success." This preposition doesn't describe how

people should interact with colleagues.

- **Option 3: with** - Using 'with' indicates partnership, association, or doing something together. Example: "She enjoys working *with* talented designers." This perfectly matches the idea of collaborating with co-workers to boost productivity.
- **Option 4: over** - Using 'over' usually implies control, supervision, or managing something/someone. Example: "The manager has authority *over* the team." This suggests a hierarchy, not the collaborative spirit needed for maximum productivity among peers.

Why 'with' is the Correct Choice

To ensure **maximum productivity** in an office, effective teamwork and collaboration are essential. People need to communicate, share ideas, and support each other. The preposition **'with'** accurately reflects this sense of partnership and joint effort when describing how individuals should **work** alongside their **co-workers**.

Therefore, the complete sentence is: "It is important for people to work **with** their co-workers in the office to ensure maximum productivity." This highlights the value of teamwork in achieving common goals.

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24. **Answer: c**

Explanation:

Grammar Explanation: Choosing the Correct Word

The sentence aims to express the freedom to select any shirt from the available options in the shop. We need to choose the word that best fits this meaning and grammatical context.

Analyzing the Word Options

- **Option 1: whatever**
  'Whatever' refers to anything or any situation without limits. For example, "You

can bring **whatever** you want." While it implies a broad choice, it doesn't fit perfectly when selecting one item from a specific, limited set like the shirts in a shop's collection.

- **Option 2: whatsoever**

  'Whatsoever' is used for emphasis, meaning 'at all', usually after a negative statement (e.g., "He had no intention **whatsoever** to help.") It doesn't fit grammatically or semantically in this sentence for making a choice.

- **Option 3: whichever**

  'Whichever' is used when choosing from a specific group or set, meaning 'no matter which one'. For instance, "You can choose **whichever** dress looks best." This word fits the sentence perfectly because it indicates that you can select any single shirt from the collection available in the shop.

- **Option 4: which**

  'Which' is typically used in questions to ask for a specific choice ("**Which** shirt do you like?") or to identify something from a group. In this sentence, "whichever" provides a stronger sense of unrestricted selection from the entire set, which is the intended meaning.

Determining the Best Fit for the Sentence

The sentence is: "You can choose _____ shirt you like from the collection available in the shop."

- The phrase "the collection available in the shop" defines a specific set of shirts.
- We need a word that allows the subject ('You') to select freely from this defined set.
- 'Whichever' correctly conveys this meaning – the ability to choose any one shirt from the collection, no matter which one is picked.

Therefore, 'whichever' is the most suitable word to complete the sentence accurately.

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25. **Answer: d**

Explanation:

University Course Options Explained

This question requires us to select the most appropriate word to fill in the blank in a sentence about making choices regarding university courses. The correct choice depends heavily on the grammatical structure and the meaning conveyed by the surrounding words.

Understanding the 'Either Or' Construction

The phrase "either... or..." is a correlative conjunction used to present two distinct alternatives. It signals that a choice must be made between the two options presented. The sentence we need to complete is: "Depending on your preference, you can choose to complete either or _ _ _ _ _ _ _ _ _ _ courses being offered by the university."

Analyzing the Word Choices

Let's examine how each option fits into the sentence:

- **some**: Using "some" would result in "either or some courses". The word "some" indicates an indefinite quantity and does not provide a specific, contrasting alternative required by the "either... or..." structure. This phrasing is grammatically incorrect and logically unclear.
- **many**: Similarly, "many" refers to a large, indefinite number. The phrase "either or many courses" is grammatically flawed because "many" does not represent a distinct, singular alternative that contrasts with the implied first option from "either".
- **any**: "Any" can suggest one or more without specification, or imply freedom of choice. However, in the context of "either... or...", it doesn't fit the requirement for two specific, contrasting choices. "Either or any courses" is not standard grammatical usage for presenting clear alternatives.
- **both**: The word "both" specifically refers to two items or entities. The construction "either or both" is commonly used to present a choice between selecting *one* of the specific options (implied by "either") or selecting *both* of the specific options. This implies that there are two particular courses or sets

of courses being considered. The sentence becomes: "Depending on your preference, you can choose to complete either or **both** courses being offered by the university." This structure logically suggests that a student can opt for one specific course (or set) or opt for the combination of the two specific courses (or sets). This creates a clear decision point between singular and dual selection.

Conclusion on Course Selection

The phrase "either or both" correctly completes the sentence by establishing a meaningful choice between selecting one of two specific options or selecting both of them. This aligns with the grammatical function of "either... or..." and provides a clear scenario for students making course selections.

The completed sentence is: "Depending on your preference, you can choose to complete either or **both** courses being offered by the university."

---

26. **Answer: b**

Explanation:

Word Meanings: Dairy, Dreary, Diary

This question tests our ability to differentiate between similar-sounding words and use them appropriately in context. Let's break down the meanings of the words provided: **Dairy**, **Dreary**, and **Diary**.

Similar Sounding Words Explained

- **Dairy**: This word refers to a place where milk is produced or processed, or to products made from milk (like cheese, butter, yogurt). For example, "We get fresh milk from the local dairy."
- **Dreary**: This adjective describes something that is dull, bleak, monotonous, or depressing. For example, "The weather was dreary all day."

- **Diary**: This word refers to a book or journal where one records personal events, thoughts, and experiences, typically on a daily basis. For example, "She wrote her feelings in her diary."

Sentence Usage Analysis

Now, let's examine each sentence to see if the underlined word is used correctly based on its meaning.

Sentence 1: Dairy Usage Analysis

Sentence: "She quietly stored all her sacred memories in her private dairy."

Word Used: *dairy*

Explanation: Sacred memories are personal thoughts and experiences that are typically recorded in a journal. A **diary** is used for this purpose. A **dairy** is related to milk products. Therefore, the word **dairy** is used incorrectly in this sentence. It should have been **diary**.

Sentence 2: Dreary Usage Analysis

Sentence: "The proceedings of the meeting went on and on and were quite dreary."

Word Used: *dreary*

Explanation: The sentence describes a meeting that was long and tedious. The word **dreary** means dull, monotonous, or depressing. This meaning perfectly fits the context of a long meeting. Therefore, the word **dreary** is used correctly in this sentence.

Sentence 3: Diary Usage Analysis

Sentence: "They always bought their milk products from the local diary."

Word Used: *diary*

Explanation: Milk products are sold at a place that deals with milk. This place is called a **dairy**. A **diary** is a journal. Therefore, the word **diary** is used incorrectly in this sentence. It should have been **dairy**.

Correct Usage Summary

Based on the analysis:

- Sentence 1: Incorrect usage of 'dairy' (should be 'diary').
- Sentence 2: Correct usage of 'dreary'.
- Sentence 3: Incorrect usage of 'diary' (should be 'dairy').

Thus, only sentence 2 uses the word correctly.

Determining Correct Sentence

The question asks in which of the sentences the words have been used correctly. From our analysis, only sentence 2 is correct. This corresponds to the option stating '2 only'.

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27. **Answer: c**

Explanation:

Correct Word Usage in Sentences

This question tests the understanding of vocabulary, specifically the correct usage of similar-sounding words in given sentences. We need to evaluate each sentence to determine if the underlined word is used appropriately based on its meaning and context.

Definitions of Key Terms

Word	Meaning
Braid	To weave or twist together three or more strands of hair, thread, etc. It can also refer to a plait (of hair).
Beard	A growth of hair on the chin and cheeks, especially that of an adult male human.
Brood	To sit on eggs or young birds to keep them warm and help them hatch. It can also mean to worry or think deeply about something that makes one unhappy.

Sentence 1: 'Braid' Usage Analysis

The first sentence states: "The engineers were asked to **braid** the river by converting it into single body with the aid of an artificial dam."

- The word 'braid' typically refers to interlacing strands, like hair or rope.
- While rivers can sometimes split into multiple channels, referred to as 'braids', the action described here is converting the river into a single body using a dam.
- This action is more accurately described by verbs like 'channelize', 'consolidate', or 'dam', not 'braid'.
- Therefore, the use of 'braid' in this sentence is incorrect and inappropriate for the context.

Sentence 2: 'Beard' Usage Analysis

The second sentence states: "Wise men, they say, often sport a **beard**."

- 'Beard' correctly refers to the hair growing on a man's face.
- The phrase "sport a beard" is a common and accepted idiom meaning to have or wear a beard.
- The sentence uses the word 'beard' in its standard, correct sense.
- Thus, the usage of 'beard' in this sentence is appropriate.

Sentence 3: 'Brood' Usage Analysis

The third sentence states: "Among certain avian species the males are known to **brood** the eggs laid by females."

- In the context of birds (avian species), 'brood' is the correct verb for the act of sitting on eggs to incubate them.
- This is a standard term used in ornithology.
- The sentence correctly applies the meaning of 'brood' to the care of eggs by male birds.
- Therefore, the usage of 'brood' in this sentence is appropriate.

Final Assessment of Sentences

Based on the analysis:

- Sentence 1 uses 'braid' incorrectly.
- Sentence 2 uses 'beard' correctly.
- Sentence 3 uses 'brood' correctly.

Therefore, the words have been used correctly in sentences 2 and 3 only.

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28. **Answer:** a

Explanation:

Analyzing Word Usage in Sentences

This question requires us to identify the correct usage of similar-sounding words: **Lesion**, **Legion**, and **Lesson** within the provided sentences.

Understanding the Words

Let's clarify the meaning of each word and its common usage:

- **Lesion:** This term refers to a damaged or diseased area of tissue or an organ in the body. It's often used in medical contexts.
- **Legion:** This word typically means a large group or multitude of people or things. It can also refer to a unit in the ancient Roman army.
- **Lesson:** This refers to a specific period of teaching or learning, or something that is learned from experience.
- **Lessen:** This word means to make something smaller, reduce its intensity, or decrease its amount. It is often confused with 'lesson'.

Sentence Analysis

Now, let's examine each sentence:

Lesion Word Usage in Sentence 1

Sentence: "The scan of the affected area indicated the presence of a life-threatening **lesion**."

- **Analysis:** The sentence discusses a medical scan of an "affected area" and mentions a "life-threatening" condition. The word 'lesion' fits perfectly here, referring to a specific abnormal or damaged area found during the scan.
- **Verdict:** Correctly used.

Legion Word Usage in Sentence 2

Sentence: "He had a **legion** of followers who hung on to his every word."

- **Analysis:** The phrase "legion of followers" implies an extremely large number of supporters. 'Legion' is used appropriately here to emphasize the vast quantity of followers.
- **Verdict:** Correctly used.

Lesson Word Usage in Sentence 3

Sentence: "It is important to **lesson** the burden of others as we venture through life."

- **Analysis:** This sentence aims to convey the idea of reducing or making lighter the burden of others. The word required here is 'lessen' (to reduce). The word used, 'lesson' (an act of teaching or learning), does not fit the context.
- **Verdict:** Incorrectly used. The correct word should have been 'lessen'.

Conclusion on Correct Usage

Based on the analysis:

- Sentence 1 uses 'lesion' correctly.
- Sentence 2 uses 'legion' correctly.
- Sentence 3 incorrectly uses 'lesson' where 'lessen' was intended.

Therefore, the sentences where the words have been used most appropriately are **1 and 2 only**.

---

29. **Answer: d**

Explanation:

Analyzing Word Usage: Depose, Deplore, Deport Sentences

This question requires us to identify which sentence uses the given words – **Depose**, **Deplore**, and **Deport** – correctly. Let's examine each word and its usage in the provided sentences.

Understanding the Words

- **Depose**: This word has two main meanings:
    - To remove someone from a position of power or authority. (e.g., The rebels tried to *depose* the king.)
    - To give sworn testimony. (e.g., The witness was called to *depose* in court.)
- **Deplore**: This means to feel or express strong disapproval or regret about something. (e.g., We *deplore* the violence that occurred.)

- **Deport**: This means to expel someone, typically a foreigner, from a country. (e.g., The government decided to *deport* the illegal immigrant.)

Sentence Analysis

Sentence 1: "The director asked the actor to depose himself and instead act naturally."

In this sentence, the word **depose** is used. The phrase "depose himself" is awkward and incorrect in this context. The director likely wants the actor to stop acting unnaturally or to calm down, perhaps meaning "compose himself". Using "depose" here, implying removal from power or giving testimony, does not fit the situation of an actor needing to act naturally. Therefore, the usage of **depose** is incorrect.

Sentence 2: "The people are enthusiastically declaring that they deplore the salutary impact of the decisions taken by the administration."

Here, the word **deplore** is used. **Deplore** means to disapprove strongly. However, the sentence states that people are disapproving of a "salutary impact". "Salutary" means beneficial or promoting well-being. It's illogical to strongly disapprove of something beneficial. People typically *deplore* negative or harmful impacts, not positive ones. Thus, the usage of **deplore** is inappropriate in this context.

Sentence 3: "Under extreme circumstances, the government can deport someone from a country."

This sentence uses the word **deport**. The definition of **deport** is to expel someone from a country. The sentence accurately describes a situation where a government has the power to expel individuals. The usage of **deport** is correct here.

Conclusion

Based on the analysis:

- Sentence 1 incorrectly uses **depose**.
- Sentence 2 incorrectly uses **deplore**.
- Sentence 3 correctly uses **deport**.

Therefore, only sentence 3 contains the correct usage of the word.

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30. **Answer: a**

Explanation:

Analyzing Word Usage: Bate, Bait, and Bade

This question tests our understanding of similar-sounding words, also known as homophones or near-homophones, and their correct usage in context. We need to examine each sentence to determine if the underlined word is used appropriately according to its meaning.

Sentence 1: Examining 'Bate'

The word in sentence 1 is **Bate**.

- **Meaning of Bate**: The word 'bate' generally means to lessen, reduce, or abate. It is famously used in the phrase "with bated breath," meaning with held breath or great anticipation. While less common in modern usage, 'bate' can also be used transitively to mean to moderate or lessen something.
- **Analysis of Sentence 1**: "Those who had gathered for the unveiling were asked to bate their curiosity." In this sentence, 'bate' is used to suggest moderating or lessening the curiosity of the gathered people. This interpretation fits the meaning of 'bate' as reducing or abating something, making the usage appropriate in this context.

Sentence 2: Examining 'Bait'

The word in sentence 2 is **Bait**.

- **Meaning of Bait**: 'Bait' refers to something used as a lure or enticement, typically food used to attract fish or animals. Metaphorically, it means anything used to tempt someone.

- **Analysis of Sentence 2**: "They set the bait to capture the leopard for tagging." Here, 'bait' is correctly used to mean the lure or enticement employed to capture the leopard. This is a standard and appropriate use of the word.

Sentence 3: Examining 'Bade'

The word in sentence 3 is **Bade**.

- **Meaning of Bade**: 'Bade' is the past tense of the verb 'bid'. 'Bid' has several meanings, including to offer a price, to command, or to say hello or goodbye. In the context of saying goodbye, 'bade' is the correct past tense form.
- **Analysis of Sentence 3**: "He reluctantly bade goodbye to his belongings." This sentence uses 'bade' correctly as the past tense of 'bid' in the sense of saying goodbye. The context implies the person was saying farewell to his possessions.

Conclusion on Word Appropriateness

Based on the analysis of each word's meaning and its application within the respective sentences:

- Sentence 1 uses 'bate' appropriately to mean moderating curiosity.
- Sentence 2 uses 'bait' appropriately as a lure for capture.
- Sentence 3 uses 'bade' appropriately as the past tense of saying goodbye.

Therefore, all three sentences demonstrate the correct usage of the words provided.

Final Answer Determination

Since words in all three sentences (1, 2, and 3) have been used correctly and most appropriately according to their meanings and grammatical function, the correct option includes all sentences.

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31. **Answer: c**

Explanation:

Understanding the Idiomatic Meaning: 'Ears Are Flapping'

The question asks for the meaning of the phrase "Someone's ears are flapping". While not a standard, widely recognized idiom in English, the phrasing suggests a figurative meaning related to hearing or listening intently. We need to analyze the options provided to determine the most fitting interpretation based on the context implied by the phrase.

Analyzing the Options

Let's examine each option in relation to the phrase "ears are flapping":

- **Option 1:** $
  Someone in a state of intense agitation
  $

  Intense agitation usually involves feelings of anxiety or restlessness. While someone agitated might be distracted or sensitive to noise, the phrase "ears flapping" doesn't directly convey agitation itself.

- **Option 2:** $
  Someone in a state of heightened excitement
  $

  Heightened excitement might make someone eager to hear news, but "ears flapping" implies a more specific focus than general excitement. It doesn't perfectly capture the nuance.

- **Option 3:** $
  Someone desperate to eavesdrop on a conversation
  $

  This option aligns well with the idea of being intensely focused on hearing. "Eavesdropping" means secretly listening to a private conversation. The image of "flapping ears" could figuratively represent an intense, perhaps involuntary,

focus and desire to capture every sound or word, characteristic of someone trying to overhear something.

- **Option 4:** $

  Someone embarrassed at being caught in the act of lying

  $

  Embarrassment or being caught lying typically involves different physical cues (like blushing or avoiding eye contact) and doesn't have a direct link to the phrase "ears flapping" or focused listening.

- **Option 5:** $

  $

  This is an empty option and can be disregarded.

Conclusion

Based on the analysis, the most plausible interpretation of "Someone's ears are flapping" is that the person is keenly interested in hearing something, specifically to the point of wanting to secretly listen in on a conversation. Therefore, the state of **desperately wanting to eavesdrop** is the best fit among the choices provided.

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32. **Answer: d**

Explanation:

Understanding the Idiom 'Twist of the Knife'

The phrase 'twist of the knife' is an idiom used to describe an action or statement that makes a bad situation worse, especially for someone who is already experiencing pain, sadness, or difficulty. It means to intensify someone's suffering or distress, often intentionally.

Analyzing the Provided Options

Let's break down the meaning of the idiom by looking at each option:

- **Option 1: Slicing through the difficulties that one faces in life**

  This option suggests overcoming challenges or making progress through tough times. The idiom 'twist the knife' implies the opposite – worsening a situation, not improving it.

- **Option 2: To accept defeat in the face of an enemy**

  This refers to surrendering or giving up. It doesn't relate to the idiomatic meaning of intensifying pain or making a bad situation worse.

- **Option 3: The last thrust of a difficult operation**

  This sounds like a literal description, perhaps from a medical or combat context. While it involves a 'thrust', it doesn't convey the figurative sense of causing emotional pain or worsening a situation for someone already suffering.

- **Option 4: To make someone who is already feeling bad, feel worse with one's words or actions**

  This option accurately captures the essence of the idiom. It describes saying or doing something that increases the pain, sadness, or difficulty someone is already experiencing. This is precisely what 'twisting the knife' means figuratively.

Conclusion on Idiom Meaning

The idiom 'twist of the knife' specifically refers to the act of exacerbating someone's negative feelings or worsening their difficult circumstances. When someone says or does something that adds insult to injury or deepens another person's sorrow, they are metaphorically 'twisting the knife'.

For example, if someone is already devastated after losing their job, and a colleague says, "You know, you weren't really qualified for that position anyway," that

colleague is 'twisting the knife' by making the person feel even worse about their situation.

---

33. **Answer: c**

Explanation:

Idiom Explanation: "Blow your own trumpet"

The phrase "blow your own trumpet" is an idiom, which means its figurative meaning is different from the literal meaning of the words.

Meaning of the Idiom

To "blow your own trumpet" means to boast about or praise your own abilities, achievements, or successes, often in an excessive or immodest way.

Analyzing the Options

Let's look at the given options to see which one best matches the meaning of this idiom:

- **Option 1: Be very loud in company** - This option focuses on being loud, which isn't the core meaning of the idiom. While boasting can sometimes be loud, the idiom specifically refers to self-praise.
- **Option 2: All sound and fury, signifying nothing** - This phrase, originating from Shakespeare, describes something that makes a lot of noise but has no real substance or importance. It does not relate to self-praise.
- **Option 3: Excessively boastful of one's own achievements** - This option accurately captures the essence of the idiom. It directly describes the act of praising oneself too much.
- **Option 4: Be scathing in one's criticism of others** - This is the opposite of the idiom's meaning. Criticizing others harshly is not related to praising oneself.

Conclusion

Based on the analysis, the idiom "blow your own trumpet" clearly means to be excessively boastful about one's own achievements. Therefore, option 3 is the correct interpretation.

---

34. **Answer: d**

Explanation:

Idiom Meaning: 'Get Under Someone's Skin'

The question asks for the meaning of the common English idiom 'get under someone's skin'. Idioms are phrases where the collective meaning differs from the literal meaning of the individual words. Understanding such phrases is key to mastering English communication.

Phrase Explanation: Irritation and Annoyance

The idiom 'get under someone's skin' is used when someone or something starts to **annoy or irritate** a person. It suggests a persistent or bothersome irritation that affects someone's mood or thoughts.

Consider these points:

- The phrase implies causing a negative emotional response.
- It's like an itch you can't scratch – something persistently bothersome.

Option Analysis: Why 'Annoy or Irritate' Fits

Let's break down the options provided:

- **Option 1 & 2 (Love/Liking):** Falling in love or causing liking involves positive emotions, contrasting sharply with the negative feeling of irritation implied by the idiom.
- **Option 3 (Understanding):** While deep understanding might exist, the idiom specifically describes the *result* of being bothered, not the depth of one's

comprehension of another person.

- **Option 4 (Annoy/Irritate):** This option directly captures the essence of the idiom – causing someone to feel bothered, vexed, or irritated. This aligns perfectly with the common usage of the phrase.

Final Meaning Clarification

In summary, 'getting under someone's skin' describes the action of causing someone significant annoyance or irritation.

---

35. **Answer: b**

Explanation:

Understanding the Proverb: 'Many Hands Make Light Work'

The question asks for the meaning of the common English proverb: "Many hands make light work". This proverb is about the power of cooperation and teamwork.

Analyzing the Proverb's Meaning

The core idea behind **"Many hands make light work"** is that when more people contribute to a task, it becomes less burdensome and easier to complete. Essentially, shared effort leads to faster and easier completion.

Evaluating the Options

Let's look at each option to see how well it matches the proverb's meaning:

- **Option 1:** "Many people working together can light a new path" - This option uses the word "light" metaphorically, suggesting innovation or creating opportunities. While collaboration can lead to new ideas, it doesn't directly capture the primary meaning of making work easier or faster.

- **Option 2:** "Many people helping can help accomplish a task quickly" - This option directly aligns with the proverb. It emphasizes that having more people (many hands) involved in helping makes the task (work) easier to get done (accomplish quickly). This captures the essence of reduced effort and increased speed.
- **Option 3:** "Many people working together can make work non-serious" - This interpretation is inaccurate. The proverb focuses on the *ease* and *speed* of task completion, not on changing the *seriousness* of the work itself.
- **Option 4:** "Workers light up the work they undertake" - This sounds poetic and suggests enthusiasm or making the work enjoyable, but it doesn't relate to the core meaning of shared effort making the task easier or quicker. The word "light" here is used differently than in the proverb.

Conclusion on Proverb Meaning

The proverb **"Many hands make light work"** directly translates to the idea that collaboration and shared effort simplify tasks and speed up their completion. Option 2 is the most accurate interpretation among the choices provided.

Final Answer: The final answer is <u>Many people helping can help accomplish a task quickly</u>

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36. **Answer: b**

Explanation:

Bird in Hand Idiom Explained

The question asks for the meaning of the common English idiom "A bird in hand is worth two in the bush." This idiom is used to express a preference for certainty over potential gain.

Understanding the Idiom

Let's break down the meaning:

- **"A bird in hand"** represents something you already possess, something certain and guaranteed.
- **"Two in the bush"** represents something potentially better or more, but which you don't have yet and might never get. It involves risk or uncertainty.

Therefore, the idiom suggests that **what you currently have is more valuable** than the mere possibility of getting something better, especially if pursuing the potential gain involves risking what you already possess.

Analyzing the Options

Let's look at each option to see how it relates to the idiom's meaning:

- **Option 1:** "What's hidden is always a matter of speculation"

  This option focuses on uncertainty (speculation) related to hidden things. While the "two in the bush" are uncertain, this option doesn't capture the core comparison between having something for sure and the potential gain.

- **Option 2:** "What we have is always more valuable that what we have a chance of getting"

  This option directly reflects the idiom's meaning. It contrasts the value of something certain ("what we have") with the value of something uncertain or merely possible ("what we have a chance of getting"). This aligns perfectly with valuing the "bird in hand" over the "two in the bush."

- **Option 3:** "A gift is always better kept close to oneself"

  This talks about holding onto possessions (like a gift). While related to valuing what you have, it doesn't include the comparative element of risk versus certainty inherent in the original idiom.

- **Option 4:** "What can happen is always better than what has happened"

  This option compares future possibilities ("what can happen") with past events ("what has happened"). The idiom "A bird in hand..." compares present

possessions with future possibilities, not past events.

Conclusion

Based on the analysis, the option that best explains the meaning of the idiom "A bird in hand is worth two in the bush" is the one that emphasizes the superior value of a certain possession over a potential, but uncertain, gain.

The correct interpretation highlights that holding onto something concrete and guaranteed is wiser than gambling it for a chance at something potentially greater but not assured.

---

37. **Answer: d**

Explanation:

The phrase "**make heavy weather**" is an idiomatic expression in English. Understanding idioms is crucial for verbal aptitude, as they often convey meanings that aren't immediately apparent from the words themselves.

To understand why "**Unnecessarily create difficulty in dealing with a task**" is the correct answer, let's break down the expressions:

1. **Idiomatic Meaning:** The idiom "make heavy weather" means to make a task seem more difficult than it actually is, often by exaggerating the complexity or difficulty of a situation.
2. **Option Analysis:**
   - **Cloud seeding:** This refers to a scientific method used to alter weather patterns and is unrelated to the idiomatic meaning of "making heavy weather."
   - **To pollute the air:** This option is not related to the idiom's meaning. It describes an environmental action.
   - **To complain about wet and rainy conditions:** Although this involves weather, it does not convey the idiomatic interpretation of creating unnecessary difficulty.

○ **Unnecessarily create difficulty in dealing with a task:** This is the correct meaning of the idiom "make heavy weather." It suggests complicating something more than necessary.

In conclusion, "**make heavy weather**" refers to unnecessarily complicating tasks or situations, which aligns with the chosen answer: "**Unnecessarily create difficulty in dealing with a task**."

---

38. **Answer: c**

Explanation:

Understanding the Idiom: 'Sweep Under the Carpet'

The phrase **'Sweep under the carpet'** is a common English idiom. It doesn't refer to literal cleaning but is used figuratively to describe a situation where someone tries to hide or ignore a problem or an unpleasant issue, hoping it will simply go away or not be noticed by others.

Analyzing the Meaning

Let's break down the meaning:

- **Sweeping:** This implies an action of tidying or clearing away.
- **Under the carpet:** This suggests hiding something out of sight, making it seem like it doesn't exist.

When combined, the idiom means to deal with something unpleasant by hiding it instead of addressing it directly. The hope is that by concealing the issue ('sweeping' it 'under the carpet'), it will be forgotten or become irrelevant.

Evaluating the Options

Let's look at why the chosen option correctly defines the idiom:

- **Option 1: Maintain secrecy under any circumstance** - While hiding a problem involves secrecy, this option is too broad. The idiom specifically relates to hiding *problems* and implies a hope they'll be forgotten, not just general secrecy.
- **Option 2: Hide from general view** - This is closer, but it's too literal and physical. The idiom is about hiding *problems* or *issues*, not just objects or information in general.
- **Option 3: Keep a problem under wraps in the hope that it will be forgotten** - This option perfectly captures the essence of the idiom. It addresses hiding ('under wraps') a specific thing ('a problem') with the underlying intention ('in the hope that it will be forgotten').
- **Option 4: Do a quick clean up job** - This is a literal interpretation of 'sweeping' and cleaning, missing the figurative meaning entirely.

Conclusion

The idiom **'Sweep under the carpet'** signifies the act of concealing difficulties or unpleasant truths, often with the intention of avoiding confrontation or resolution, hoping the problem resolves itself through neglect. Option 3 is the most accurate definition.

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39. **Answer: c**

Explanation:

Understanding the Idiom: 'A Purple Patch'

The phrase **'a purple patch'** is an English idiom. Idioms are phrases where the words together have a different meaning than the literal meanings of the individual words. Understanding idioms is crucial for mastering the nuances of the English language.

Meaning of 'A Purple Patch'

A 'purple patch' refers to a period of time when someone experiences a great deal of **luck, success**, or is in excellent **form** (performing exceptionally well) in a particular activity or area of their life.

- **Luck:** Things are going well unexpectedly.
- **Success:** Achieving positive outcomes or goals.
- **Form:** Performing at a very high level, especially in sports or competitions.

It suggests a temporary, often remarkable, phase of positive events or achievements.

Analyzing the Options

Let's look at the options provided to see which one best fits the meaning of the idiom 'a purple patch':

- **Option 1: A beautiful valley of flowers** - This is a literal description of a natural scene and has no connection to the idiomatic meaning.
- **Option 2: The final bloom of the season** - This is also a literal phrase related to nature and doesn't represent the idiom's meaning of luck or success.
- **Option 3: A great run of luck or success or form** - This option directly matches the definition of the idiom 'a purple patch'. It encapsulates the idea of a sustained period of positive outcomes.
- **Option 4: A bodily discolouration related to heredity** - This describes a physical condition and is unrelated to the figurative meaning of the idiom.
- **Option 5:** (This option is empty and therefore cannot be correct.)

Conclusion on the Idiom's Meaning

Based on the analysis, the phrase **'a purple patch'** is best understood as describing a period characterized by good fortune, significant achievements, or excellent performance. Option 3 accurately reflects this idiomatic meaning.

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40. **Answer: a**

Explanation:

Understanding the Idiom 'Put Out to Pasture'

The phrase **'put out to pasture'** is an idiom. Idioms are phrases where the words together have a different meaning than the literal meanings of the individual words. This specific idiom is used when someone or something is removed from their active role or job, usually because they are considered too old, no longer useful, or need to be replaced. It often implies a form of retirement or being made redundant.

Analyzing the Options for 'Put Out to Pasture'

We need to find the option that best defines the idiomatic meaning of 'put out to pasture'. Let's look at each choice:

- **Option 1: To retire or render redundant**
  This option aligns perfectly with the idiom's meaning. To **retire** means to stop working, often permanently, typically upon reaching a certain age. To **render redundant** means to make someone or something no longer needed or useful. Both concepts capture the essence of removing someone or something from active service, which is what 'put out to pasture' signifies.
- **Option 2: To feed someone**
  This interpretation focuses on the literal meaning of 'pasture' as a place where animals graze. However, the phrase is used figuratively, so this literal meaning is incorrect.
- **Option 3: To diminish importance**
  While being 'put out to pasture' might lead to a loss of importance, the idiom's core meaning is about the act of removal from an active role, not just the reduction of status. This option describes a potential consequence, not the primary definition.
- **Option 4: To incubate**
  Incubating refers to keeping something (like eggs) warm so it can develop. This has no connection to the meaning of the idiom 'put out to pasture'.

Based on the analysis, the most accurate and fitting definition for the idiom **'put out to pasture'** is the act of retiring someone or making them redundant.

41. **Answer: d**

Explanation:

Understanding the S1 and S2 Sentence Relationship

The question asks us to determine the relationship between two sentences, S1 and S2, concerning the idea of failure and success.

Analyzing Sentence 1 (S1)

Sentence S1: "Failure is the stepping stone to success."

- This is a well-known proverb.
- It suggests that experiencing failure is a natural and necessary part of the journey towards achieving success.
- It presents a general, positive outlook: setbacks can be learning experiences that pave the way for eventual triumph.

Analyzing Sentence 2 (S2)

Sentence S2: "Successive failures are not however successive stepping stones to success."

- This sentence introduces a specific condition or limitation to the general idea presented in S1.
- It points out that while a single instance of failure might be a "stepping stone," experiencing failure *repeatedly* (successively) might not automatically lead to success.
- It implies that simply failing over and over might not be productive unless something changes or is learned.

Evaluating the Relationship Between S1 and S2

We need to find how S2 relates to the wisdom of S1. Let's look at the options:

- **Option 1: contradicts the wisdom of the first**

  S2 does not directly negate S1. It doesn't say failure *cannot* be a stepping stone, only that *repeated* failures aren't necessarily so. Contradiction implies S1 is entirely false, which S2 doesn't claim.

- **Option 2: contrasts the wisdom of the first**

  While S2 presents a different perspective than the simple optimism of S1, "contrasts" might not be the best fit. Contrast highlights differences, but S2 seems more like a refinement or limitation rather than a direct opposition.

- **Option 3: confirms the wisdom of the first**

  S2 does not confirm S1. It adds a condition and questions the automatic progression from failure to success, especially in the case of repeated failures. Confirmation would mean S2 reinforces S1's message, which it doesn't.

- **Option 4: qualifies the wisdom of the first**

  This option suggests that S2 adds a condition, limitation, or specific circumstance to the general statement of S1. S2 implies that the proverb in S1 holds true under certain conditions, but not universally, especially when dealing with multiple, sequential failures. It makes the original statement less absolute. This accurately describes the relationship.

Conclusion

Sentence S2 doesn't completely deny the idea that failure can lead to success (S1). Instead, it points out that the process isn't always straightforward, particularly when failures occur multiple times in a row. Therefore, S2 **qualifies** the wisdom of S1 by adding a nuance or condition.

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42. **Answer: a**

Explanation:

Sentence Relationship Analysis: Equality Statements

This question asks us to determine the relationship between two given sentences, S1 and S2. We need to figure out how the second sentence (S2) relates to the first sentence (S1).

Understanding Sentence S1

The first sentence, S1, states: "All human beings are created equal in every respect."

- This sentence expresses a fundamental ideal or principle of absolute equality among all people.
- It suggests that, by nature or design, every individual possesses the same inherent worth and rights, without any distinctions.

Understanding Sentence S2

The second sentence, S2, states: "Some people are more equal than others."

- This statement is often used ironically or critically.
- It implies that, in practice, equality is not truly universal or absolute. Instead, certain individuals or groups might receive preferential treatment or enjoy privileges that others do not, making them appear "more equal."

Analyzing the Relationship

Now, let's compare S1 and S2:

- S1 promotes the idea of perfect, universal equality.
- S2 suggests that this perfect equality does not exist in reality, highlighting disparities and hierarchies.
- Therefore, S2 presents an idea that is directly opposed to the principle stated in S1.

When one statement directly opposes or refutes another, it is said to contradict it.

Conclusion: Sentence S2 **contradicts the first** sentence, S1.

43. **Answer: c**

Explanation:

Understanding the Sentences

This question asks us to determine the relationship between two statements (S1 and S2) about the origin of the universe and the Big Bang theory.

- **Sentence 1 (S1):** This statement asserts that the origin of the universe is linked to the Big Bang event. It presents the Big Bang as the starting point.
- **Sentence 2 (S2):** This statement focuses on the limitations of our knowledge. It specifically states that we cannot know anything about the time *before* the Big Bang occurred.

Analyzing the Co-relationship

Let's examine how S2 relates to S1:

- **Does S2 contradict S1?** No. S1 states the origin is the Big Bang. S2 doesn't deny this; it only talks about what came before.
- **Does S2 explain the basis behind S1?** No. S2 doesn't explain *why* the Big Bang is considered the origin or provide evidence for it. It discusses the consequences or implications for knowledge, not the foundation of the theory itself.
- **Does S2 confirm S1?** Not directly. While S2 accepts S1 as a premise (by discussing what happened relative to it), it doesn't add evidence *for* the Big Bang itself.
- **Does S2 establish limits on S1?** Yes. S1 makes a statement about the universe's origin point. S2 clarifies that our understanding or knowledge is limited to events *at and after* the Big Bang, implying that the state of the universe *before* the Big Bang is unknown or unknowable based on current scientific frameworks related to the Big Bang. This sets a boundary on the scope of what we can claim to know regarding the universe's timeline, stemming from the assertion in S1.

Conclusion on Co-relationship

Sentence S2 acknowledges the Big Bang as a reference point (implied by S1) but highlights that our scientific knowledge, as currently understood within the Big Bang model, does not extend to the state of the universe prior to this event. Therefore, S2 effectively establishes limits on the assertion made in S1 by defining the boundary of our knowledge concerning the universe's timeline.

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44. **Answer: a**

Explanation:

Analyzing Sentence Correlation: S1 and S2

This question asks us to determine the relationship between two sentences, S1 and S2. We need to understand how the idea presented in the second sentence (S2) relates to the idea in the first sentence (S1).

Understanding Sentence S1

Sentence S1 states: "The highest clouds in the skies are the most fascinating."

- This sentence highlights a specific observation: the clouds that are positioned highest in the sky capture our attention the most.
- The word "highest" suggests distance and being out of easy reach.
- The word "fascinating" implies a strong sense of attraction or interest.

Understanding Sentence S2

Sentence S2 states: "We are most attracted to those things that are most out of our reach."

- This sentence presents a general principle or axiom about human attraction.
- It suggests a direct correlation between how much we desire something and how difficult it is to attain or access. Things that are "most out of our reach"

evoke the strongest "attraction."

Determining the Relationship Between S1 and S2

Now, let's see how S2 connects to S1:

- S1 describes the fascination (attraction) with the highest clouds (out of reach).
- S2 provides a general explanation for this type of fascination: attraction towards things out of reach.
- Therefore, S2 explains the underlying reason *why* the highest clouds might be fascinating, as mentioned in S1. It reinforces the idea presented in S1 by stating a broader rule that encompasses it.

Evaluating the Options

Let's look at the given options based on our analysis:

- **Option 1: reiterates the axiom stated in the first** - This fits perfectly. S2 states a general axiom (attraction to unreachable things) and S1 is a specific example of this axiom (fascinated by highest clouds). S2 essentially restates or reinforces the principle behind S1.
- **Option 2: annuls the axiom stated in the first** - Annul means to cancel or invalidate. S2 does not cancel the idea in S1; it supports it.
- **Option 3: contradicts the axiom stated in the first** - Contradict means to state the opposite. S2 does not oppose S1; it explains it.
- **Option 4: contrasts the assertion made in the first** - Contrast means to highlight differences. While S2 is more general than S1, it doesn't highlight differences; it shows a connection and underlying similarity in principle.

Conclusion

Sentence S2 provides a general principle that explains the specific observation made in Sentence S1. It reinforces the idea that distance or unattainability increases fascination. Thus, S2 reiterates the axiom presented in S1.

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45. **Answer: a**

Explanation:

Analyzing Sentence S1: Engine Efficiency Comparison

The first sentence, S1, makes a direct comparison regarding the operational efficiency of internal combustion engines. It states:

$S1: A four-stroke engine is more efficient than a two-stroke engine.$

This statement focuses purely on the **performance metric** of efficiency, suggesting that four-stroke engines convert fuel into useful work more effectively than two-stroke engines.

Analyzing Sentence S2: Environmental Context

The second sentence, S2, addresses a different aspect related to two-stroke engines:

$S2: The two-stroke engine has been phased out to protect the environment.$

This sentence highlights an **environmental regulation** or trend, indicating that two-stroke engines are being removed from use primarily due to their impact on the environment.

Determining the Correlation Between S1 and S2

To understand the relationship between S1 and S2, we need to consider the characteristics of both engine types:

- **Efficiency (S1):** Four-stroke engines generally achieve better fuel efficiency because their combustion process is more controlled, involving distinct intake, compression, power, and exhaust strokes. This leads to more complete fuel combustion and less wasted fuel.
- **Environmental Impact (S2):** Two-stroke engines, while simpler and lighter, typically burn oil along with the fuel and have less efficient exhaust scavenging. This results in higher emissions of pollutants (like hydrocarbons

and particulate matter) compared to four-stroke engines. The phasing out mentioned in S2 is a direct response to these environmental concerns.

The relationship between S1 and S2 is one of **correlation.** The lower efficiency mentioned in S1 is often linked with the higher emissions that necessitate the environmental phasing out described in S2. While S1 focuses on efficiency and S2 focuses on environmental policy, these are interconnected issues stemming from the design and operation of two-stroke engines. The inefficiency and pollution characteristics of two-stroke engines are related factors contributing to their decline in favor of more efficient and cleaner four-stroke alternatives.

Therefore, Sentence S2 is relevant to and connected with Sentence S1, making it a correlating statement.

Evaluating Other Options

- **Contradicts:** S2 does not state the opposite of S1.
- **Contrasts:** While the sentences discuss different aspects (efficiency vs. environment), 'contrast' implies highlighting differences without necessarily implying a connection. 'Correlates' better captures the link between engine performance and environmental impact.
- **Confirms:** S2 doesn't directly prove S1 is true; it addresses a related but different issue (environmental policy based on emissions).

Based on this analysis, the most appropriate description of the relationship is that S2 correlates to S1.

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46. **Answer: c**

Explanation:

Sentence 1 Analysis

The first sentence, S1, makes a direct claim: "Bottled water is safer than tap water." This statement implies that tap water carries certain risks or is less safe compared

to bottled water.

Sentence 2 Analysis

The second sentence, S2, presents a different scenario: "In many countries tap water is fed to babies." This highlights a common practice where tap water is considered suitable for consumption, even by the most vulnerable group, infants.

Relationship Between S1 and S2

To understand the relationship, let's consider the implications:

- S1 suggests a potential safety concern with tap water.
- S2 points out that tap water is widely used for babies, implying it is considered safe enough for this sensitive population in numerous places.

The practice described in S2 (giving tap water to babies) challenges the broad assertion made in S1 that bottled water is definitively safer. If tap water is routinely given to babies in many countries, it suggests that the safety gap between bottled and tap water might not be as significant as S1 implies, or that tap water is considered safe in many contexts despite S1's claim. Therefore, S2 presents a situation that goes against or differs from the implication of S1.

Selecting the Correct Option

Based on the analysis:

- Option 1 (asserts): S2 does not support or strengthen S1.
- Option 2 (confirms): S2 does not provide evidence that confirms S1.
- Option 3 (contrasts): S2 presents a scenario that differs from and potentially challenges the implication of S1. This fits the relationship observed.
- Option 4 (extension): S2 does not add further detail or develop the idea presented in S1; it introduces a different perspective.

The second sentence highlights a common use of tap water that suggests its safety, which contrasts with the assertion in the first sentence that bottled water is inherently safer.

47. **Answer: a**

Explanation:

Analyzing Sentence S1: India's National Bird

Sentence 1 (S1) establishes a key fact: **The peacock is India's national bird**. This statement identifies a specific bird species and its designation as a symbol for the entire country.

Understanding Sentence S2: Rajasthan's State Bird

Sentence 2 (S2) presents a related but distinct piece of information: **The Great Indian Bustard is the state bird of Rajasthan**. This identifies a different bird species and its specific designation within one particular state of India, Rajasthan.

Examining the Relationship Between S1 and S2

To determine how S2 relates to S1, we consider the following points:

- **Topic Relevance:** Both sentences focus on birds designated with official status within India, one at the national level and the other at the state level.
- **Information Nature:** S1 declares a national symbol. S2 declares a state symbol. These are different categories of official recognition.
- **Absence of Contradiction:** S2 does not contradict S1. The fact that the peacock is the national bird does not conflict with the Great Indian Bustard being the state bird of Rajasthan.
- **Additionality of Information:** S2 expands on the theme of official birds in India by providing information specific to a state. It adds another layer of detail about bird designations within the country, complementing the national information in S1.
- **Information Escalation:** S2 does not escalate the information from S1; rather, it specifies information at a different, regional level.

Determining the Co-relationship

Based on the analysis, Sentence 2 provides factual information about a state bird, which is relevant to the broader topic of official birds in India mentioned in Sentence 1. It adds specific details about a regional designation, thereby offering **additional information** rather than contradicting or reducing the scope of the first sentence.

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48. **Answer: b**

Explanation:

Analyzing the Relationship Between Sentences S1 and S2

The question asks us to determine the relationship between two sentences, S1 and S2. Let's break down each sentence and then analyze how they relate to each other.

Understanding Statement S1: General Popularity Trend

Sentence S1 states: "Field games are generally more popular than individual sports."

- This is a **general statement** comparing the popularity of two broad categories of sports: 'field games' and 'individual sports'.
- It suggests a trend where games played on a field (like football, hockey, cricket) tend to have a larger audience or following than sports played by individuals (like tennis, athletics, swimming).

Understanding Statement S2: Specific Sports Comparison

Sentence S2 states: "Across the world tennis is more popular than hockey."

- This is a **specific comparison** between two particular sports: tennis and hockey.
- It makes a claim about their relative worldwide popularity.

Analyzing the Relationship: Contradiction Identified

To see how S2 relates to S1, we need to categorize 'tennis' and 'hockey' based on the terms used in S1.

- **Tennis** is predominantly recognized as an **individual sport** (though doubles exist, the core identity is individual).
- **Hockey** (both field hockey and ice hockey) is typically classified as a **field game** or a team sport played on a field/ice.

Now, let's substitute these categories back into the statements:

- S1 suggests: Popularity(Field Games) > Popularity(Individual Sports)
- S2 states: Popularity(Tennis) > Popularity(Hockey)
- Substituting categories: Popularity(Individual Sport) > Popularity(Field Game)

The relationship derived from S2 (Popularity(Individual) > Popularity(Field Game)) is the direct opposite of the general trend stated in S1 (Popularity(Field Game) > Popularity(Individual)). Therefore, the specific example in S2 goes against the general rule presented in S1.

Conclusion on Sentence Relationship

Because the specific comparison made in S2 directly opposes the general trend mentioned in S1, the second sentence **contradicts the first**.

- It doesn't simply restate S1 (reiterate).
- It doesn't offer a different perspective on the same idea (contrast).
- It doesn't provide evidence supporting S1 (reinforce).
- It directly opposes the assertion made in S1.

Thus, the most appropriate relationship is that S2 contradicts S1.

---

49. **Answer: c**

Explanation:

Understanding Sentence Relationships: S1 and S2 Analysis

This question requires us to analyze the connection between two statements, S1 and S2. We need to identify how the second statement (S2) relates to the first statement (S1) based on the provided options.

Statement Analysis: Forest Cover and Urbanisation Impact

Let's examine each statement individually:

- **S1: Forest cover is conducive to ecological recovery.** This sentence emphasizes the positive contribution of forests to the environment. It suggests that the presence of forests aids in the healing and restoration of ecological systems.
- **S2: Unchecked urbanisation leads to environmental degradation.** This sentence focuses on the negative impact of rapid and unmanaged city development. It states that uncontrolled urban growth results in the deterioration of the environment.

Evaluating the Co-relationship: S2 to S1

The task is to select the option that best describes the relationship of S2 to S1. Let's consider the meaning of each option:

- **correlates to the first:** This implies a link or association between the two statements, suggesting they might occur together or be related in some way.
- **disputes the first:** This means S2 raises an objection or argument against the validity or truth of S1.
- **contrasts with the first:** This indicates a significant difference or opposition between the two statements.
- **contradicts the first:** This means S2 directly opposes S1, making it impossible for both to be true simultaneously.

Determining the Best Fit

Statement S1 highlights a beneficial aspect of **forest cover** for **ecological recovery**. In contrast, Statement S2 points out a detrimental effect of **urbanisation**, leading to **environmental degradation**.

Here's why 'contrasts' is the most appropriate choice:

- S1 presents a positive scenario for the environment (recovery).
- S2 presents a negative scenario for the environment (degradation).

These two statements describe opposing effects on the environment. While both can be factually correct independently, they represent different and opposing outcomes related to environmental health. Forest cover helps improve the environment, while unchecked urbanisation harms it. This opposition is best described as a **contrast**. S2 does not dispute or contradict S1 directly; it simply presents a different, opposing situation regarding environmental conditions. While there is a relationship (correlation), the term 'contrast' more accurately captures the opposing nature of the impacts described.

Therefore, the second sentence **contrasts with the first**.

---

50. **Answer: c**

Explanation:

Analyzing the Sentences: Emigration and Diaspora Success

This question asks us to determine the relationship between two statements about Indians and their presence in other countries.

Understanding Sentence 1 (S1)

S1: "Indians have been emigrating to countries across the world for centuries."

- This sentence states a historical fact: people from India have been moving to other nations over a very long period, spanning many hundreds of years.

- It focuses on the act of **emigration** (moving out) and its long duration.

Understanding Sentence 2 (S2)

S2: "The Indian diaspora is a model of success across the world."

- This sentence describes the current situation of people of Indian origin living abroad (the **Indian diaspora**).
- It characterizes this group as being highly successful globally.

Connecting S1 and S2: The Logical Relationship

Now, let's examine how S2 relates to S1:

- **Historical Foundation (S1):** The fact that Indians have been emigrating for centuries (S1) means that large communities of people of Indian origin have had time to establish themselves in various countries.
- **Development Over Time:** This long period allows for generations to be born abroad, build businesses, excel in professions, contribute to society, and integrate into different cultures.
- **Outcome (S2):** The success described in S2 ("a model of success") is a plausible outcome that can arise from sustained presence and effort over centuries, as established by the historical emigration mentioned in S1.
- **Causality:** While S1 doesn't guarantee success for every individual, the long-term, widespread emigration provides the necessary population base and timeframe for a significant portion of the diaspora to achieve notable success globally. Therefore, the success of the diaspora (S2) can be seen as a logical result or consequence stemming from the historical emigration (S1).

S2 explains a potential and observed result of the long-term process described in S1. It doesn't simply repeat S1, dispute it, or exist independently; it logically follows from the premise of centuries of emigration.

Conclusion on Co-relationship

Based on the analysis, the second sentence (S2), highlighting the success of the Indian diaspora, is a logical consequence that stems from the historical reality

described in the first sentence (S1), which points to centuries of Indian emigration across the globe.

---

51. **Answer: b**

Explanation:

Unjumbling Sentence Parts: Identifying the Correct Sequence

The task is to rearrange the given four parts of a sentence (labelled P, Q, R, and S) into a grammatically correct and meaningful sequence. We need to find the correct order that makes the sentence coherent.

Analysis of Sentence Parts:

- **P:** "and the outcome in cases selected in prior years'" - This part mentions past outcomes. The starting "and" suggests it might connect to a preceding element.
- **Q:** "the suggestions received from the field" - This part refers to feedback or input obtained from practical application or field operations.
- **R:** "formations are reviewed by a cross functional" - This part indicates an action ("formations are reviewed") and identifies the reviewer ("by a cross functional").
- **S:** "committee to refine the scenarios and parameters" - This part completes the description of the reviewer ("committee") and states the purpose of the review ("to refine the scenarios and parameters").

Steps to Reconstruct the Sentence:

1. **Identify the core action and agent:** Parts R and S work together seamlessly to describe a process. R states "formations are reviewed by a cross functional" and S completes this thought with "committee to refine the scenarios and parameters". Together, RS forms a logical unit: "formations are reviewed by a

cross functional committee to refine the scenarios and parameters." This suggests a formal review process.

2. **Identify the elements being reviewed or considered:** Parts P and Q refer to the information basis for the review. Q introduces "the suggestions received from the field", and P adds "and the outcome in cases selected in prior years'". The 'and' in P strongly links it to Q, suggesting these two parts represent the data points or context considered.

3. **Determine the sequence (PQRS):** The correct sequence PQRS places the contextual elements (P and Q) before the action (R and S).

   ○ **P** provides information about past outcomes.
   ○ **Q** provides information about field suggestions. Together, P and Q describe the data or background considered.
   ○ **R** introduces the action of reviewing formations and the type of body involved.
   ○ **S** completes the description of the body (committee) and clarifies the purpose (to refine scenarios and parameters).

This order suggests that the basis for the review (suggestions and outcomes) is presented first, followed by the description of the review process itself.

Assembled Sentence:

Following the PQRS order, the sentence reads:

"P + Q + R + S"

"and the outcome in cases selected in prior years' the suggestions received from the field formations are reviewed by a cross functional committee to refine the scenarios and parameters."

(Note: While the sequence PQRS is provided as correct, the construction may appear grammatically complex due to the starting "and" in P and the phrasing.)

Conclusion:

Based on the analysis and the provided options, the correct sequence to unjumble the sentence is PQRS.

52. **Answer: b**

Explanation:

Unjumbling Sentence Parts: Water Pollution Control Equipment

This question asks us to rearrange the given jumbled parts of a sentence (labelled P, Q, R, S) to form a meaningful and grammatically correct statement. The topic concerns **water pollution control equipment**.

Identifying the Sentence Parts

Let's look at each part:

- **P**: pollution control equipment broadly
- **Q**: include wastewater treatment plants,
- **R**: the various categories of water
- **S**: drinking water treatment plants and effluent treatment plants

Constructing the Sentence (QSRP Sequence)

The correct sequence determined from the options is QSRP. Let's combine the parts in this order to form the complete sentence:

Q: include wastewater treatment plants,
S: drinking water treatment plants and effluent treatment plants
R: the various categories of water
P: pollution control equipment broadly

Assembled Sentence:

> include wastewater treatment plants, drinking water treatment plants and effluent treatment plants the various categories of water pollution control equipment broadly.

Understanding the Sentence Logic

The sequence QSRP arranges the sentence components as follows:

- The sentence begins with **Q** ('include...') and continues with **S** ('drinking water treatment plants...'). These parts list specific examples of treatment facilities.
- **R** ('the various categories of water') introduces the classification related to water.
- **P** ('pollution control equipment broadly') specifies the subject matter – pollution control equipment – and adds the adverb 'broadly'.

This arrangement presents the examples (wastewater, drinking water, effluent treatment plants) first, followed by their classification under 'the various categories of water pollution control equipment'. The structure implies that the listed plants are examples belonging to these categories. The term 'broadly' qualifies the scope of this classification.

By following the QSRP order, we connect the specific examples to the general topic of water pollution control equipment categories.

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53. **Answer: b**

Explanation:

Understanding Sentence Jumbles

This question asks you to rearrange a jumbled sentence to form a coherent and grammatically correct statement. You need to identify the correct logical order of the given parts labelled P, Q, R, and S.

Sentence Parts:

- (P) facilitate the present and prospective entrepreneurs
- (Q) for manufacturing and service units
- (R) were notified in 2020, with guidelines to
- (S) some new composite criteria of classification

Step-by-Step Sentence Reconstruction

1. **Start with a potential subject:** Look for a noun phrase that can begin the sentence. "(S) some new composite criteria of classification" seems like a suitable beginning.

2. **Identify the verb and context:** The phrase "(R) were notified in 2020, with guidelines to" contains a past tense verb ("were notified") and a timeframe. This logically follows the subject identified in step 1. So, the sequence starts as SR.

   Current sequence: (S) ... (R)

   Partial sentence: "Some new composite criteria of classification were notified in 2020, with guidelines to..."

3. **Determine the purpose of the guidelines:** The phrase "(P) facilitate the present and prospective entrepreneurs" explains what the guidelines are intended to do. The preposition "to" in (R) naturally leads into the infinitive verb "facilitate" in (P). So, the sequence extends to SRP.

   Current sequence: (S) (R) (P) ...

   Partial sentence: "Some new composite criteria of classification were notified in 2020, with guidelines to facilitate the present and prospective entrepreneurs..."

4. **Add the final context:** The phrase "(Q) for manufacturing and service units" specifies the context or scope for facilitating the entrepreneurs. It fits perfectly at the end, completing the sentence's meaning. This gives the final sequence SQPR.

   Current sequence: (S) (Q) (P) (R) Oops, let's re-evaluate. The structure should be SR P Q based on the analysis in step 3. Let's re-check step 3.

   Revisiting step 3: "...guidelines to facilitate..." (P) fits well. What do these guidelines facilitate? They facilitate entrepreneurs (P) *for* manufacturing and service units (Q). So, P should connect to Q.

   Let's try the sequence SQPR again.

S: some new composite criteria of classification

Q: for manufacturing and service units

P: facilitate the present and prospective entrepreneurs

R: were notified in 2020, with guidelines to

Combining S and R first: "Some new composite criteria of classification were notified in 2020..." (SR)

Now consider P and Q. The guidelines are "to facilitate" (P). Facilitate *whom*? "the present and prospective entrepreneurs" (P). *For what purpose*? "for manufacturing and service units" (Q). It seems P describes the action and Q describes the scope/target group.

Let's re-examine the connections. Maybe Q should come earlier?

Try starting with S: "Some new composite criteria of classification..."

Then R: "...were notified in 2020, with guidelines to..."

Now, what did the guidelines facilitate? "P facilitate the present and prospective entrepreneurs". This fits after "to".

And the purpose? "Q for manufacturing and service units". This fits after "entrepreneurs".

So, the order is S R P Q.

Let's check the options again. SQPR is option 2.

Let's test SQPR:

S: Some new composite criteria of classification

Q: for manufacturing and service units

P: facilitate the present and prospective entrepreneurs

R: were notified in 2020, with guidelines to

Sentence: "Some new composite criteria of classification for manufacturing and service units facilitate the present and prospective entrepreneurs were notified in 2020, with guidelines to". This doesn't make sense.

Let's reconsider the connection between R and P/Q.

R: "were notified in 2020, with guidelines to"

P: "facilitate the present and prospective entrepreneurs"

Q: "for manufacturing and service units"

The guidelines are *to do something*. That something is "facilitate" (P). And the facilitation is *for* (Q). So P should connect to Q.

Let's try S R P Q again.

S: Some new composite criteria of classification

R: were notified in 2020, with guidelines to

P: facilitate the present and prospective entrepreneurs

Q: for manufacturing and service units

Sentence: "Some new composite criteria of classification were notified in 2020, with guidelines to facilitate the present and prospective entrepreneurs for manufacturing and service units." This sentence is grammatically correct and makes logical sense.

The sequence is SRPQ.

Let's re-examine the options provided with the question.

- 1. RPQS
- 2. SQPR
- 3. SQRP
- 4. QSPR

My derived sequence SRPQ is not among the options. Let me carefully re-read the parts and the logic.

P: facilitate the present and prospective entrepreneurs

Q: for manufacturing and service units

R: were notified in 2020, with guidelines to

S: some new composite criteria of classification

Let's try starting with S again.

S: "some new composite criteria of classification"

What about these criteria? Maybe Q connects to S?

SQ: "Some new composite criteria of classification for manufacturing and service units"

Now what? Does R follow? SQ R: "Some new composite criteria of classification for manufacturing and service units were notified in 2020, with guidelines to..." This looks promising.

Now, what do the guidelines do? "P facilitate the present and prospective entrepreneurs". This fits perfectly after "guidelines to".

So, the sequence SQPR seems to form the sentence: "Some new composite criteria of classification for manufacturing and service units were notified in 2020, with guidelines to facilitate the present and prospective entrepreneurs."

This sentence makes logical sense and follows grammatical rules. The key terms are linked correctly: criteria (S) are for units (Q), these criteria were notified (R), and the guidelines facilitate entrepreneurs (P).

Therefore, the correct sequence is SQPR.

Final Correct Sentence

The reordered sentence is: **"Some new composite criteria of classification for manufacturing and service units were notified in 2020, with guidelines to facilitate the present and prospective entrepreneurs."**

This corresponds to the sequence SQPR.

Conclusion

By analyzing the grammatical structure and logical flow of the sentence parts, the correct order is identified as SQPR.

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54. **Answer: c**

Explanation:

Unjumbling Sentence Parts P, Q, R, S

This task involves rearranging jumbled sentence segments (P, Q, R, S) to form a coherent and grammatically correct sentence. We must identify the correct order based on the provided options and the specified correct answer.

Identifying the Sentence Fragments

The given parts are:

- **P:** outside the formal education system
- **Q:** the policy seeks to educate and
- **R:** equip potential entrepreneurs, both within and
- **S:** in the entrepreneurship domain

Determining the Correct Sequence (RSQP)

The correct sequence specified is RSQP. Let's assemble the sentence by combining these parts in the order R, S, Q, P:

Part R: equip potential entrepreneurs, both within and
Part S: in the entrepreneurship domain
Part Q: the policy seeks to educate and
Part P: outside the formal education system

When combined in the RSQP order, the sentence becomes:

"equip potential entrepreneurs, both within and in the entrepreneurship domain the policy seeks to educate and outside the formal education system."

Understanding the Sentence Structure

The sequence RSQP structures the sentence in a way that first describes the scope and context for equipping entrepreneurs, followed by the policy's action and its setting:

- The combination of **R** and **S** ("equip potential entrepreneurs, both within and in the entrepreneurship domain") sets the stage by defining the target group (potential entrepreneurs) and the domain of focus (entrepreneurship domain).
- The subsequent parts **Q** and **P** ("the policy seeks to educate and outside the formal education system") state the policy's aim (to educate and) and the environment where it operates (outside the formal education system).

This arrangement suggests that the policy's objective is to educate and equip potential entrepreneurs, particularly those connected to the entrepreneurship domain, and that this initiative is carried out beyond the boundaries of the formal education system.

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55. **Answer: d**

Explanation:

Sentence Jumbling Solution: Employment Initiatives

This question requires rearranging jumbled parts of a sentence (P, Q, R, S) to form a coherent and grammatically correct statement. The task is to identify the correct sequence among the given options.

Understanding the Sentence Parts

- **P:** organizing Rozgar Melas across the nation for
- **Q:** providing suitable job opportunities in the private sector to the youth
- **R:** National Skill Development Corporation under the aegis of MSDE has been
- **S:** to give impetus to the employment initiatives in the country

Identifying the Correct Sequence

The correct sequence provided for unjumbling the sentence is **QSPR**.

Constructing the Sentence (QSPR)

Let's assemble the sentence parts in the order QSPR to form the complete statement:

Q + S + P + R

"Providing suitable job opportunities in the private sector to the youth to give impetus to the employment initiatives in the country National Skill Development Corporation under the aegis of MSDE has been organizing Rozgar Melas across the nation for."

Explanation of the Sequence QSPR

To understand why QSPR is the intended sequence, let's analyze the role and contribution of each part when placed in this specific order:

- **Q (providing suitable job opportunities in the private sector to the youth):** This part initiates the sentence by stating a key objective. It highlights the goal of securing employment opportunities, specifically in the private sector, for the youth.

- **S (to give impetus to the employment initiatives in the country):** Following Q, this phrase expands on the objectives by emphasizing the intention to boost or accelerate national employment efforts. Q and S together establish the primary purposes of the initiative being described.
- **P (organizing Rozgar Melas across the nation for):** This segment describes the method or activity undertaken – the organization of 'Rozgar Melas' (employment fairs) nationwide. The preposition 'for' at the end suggests a connection to the preceding purpose statements (Q and S), indicating that the melas are organized for these specific aims.
- **R (National Skill Development Corporation under the aegis of MSDE has been):** This part identifies the main subject of the sentence – the 'National Skill Development Corporation (NSDC)' – and clarifies its affiliation ('under the aegis of MSDE'). Crucially, it includes the auxiliary verb phrase 'has been', indicating that the action is ongoing.

In the QSPR arrangement, the sentence begins by outlining the goals (Q, S), then describes the action taken (P), and finally identifies the responsible entity and the continuous nature of the action (R). This structure aims to convey that the National Skill Development Corporation is actively and continuously organizing Rozgar Melas to fulfill its objectives of creating job opportunities and strengthening employment initiatives across the country.

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56. **Answer: a**

Explanation:

Unjumbling Sentence Parts for Women's Development in India

This question requires rearranging jumbled sentence parts labeled P, Q, R, and S to form a meaningful and grammatically correct sentence. The topic focuses on the progression of women's roles and empowerment in India.

Understanding the Sentence Parts

Let's break down each part:

- **(P)**: Describes the shift towards 'women-led development' and connects it to the national vision of 'New India'.
- **(Q)**: States the current direction of movement, starting from 'women's development'.
- **(R)**: Adds a condition or characteristic, emphasizing women being 'an equal partner in the country's overall development'. The word 'and' suggests it complements a preceding description.
- **(S)**: Describes a state or vision, defining it as a place 'where women are empowered, strong'. The phrase 'is where' often introduces a defining clause.

Determining the Correct Sequence (QPRS)

To construct a logical sentence, we need to find a starting point, a transition, and a concluding description. Let's analyze the sequence QPRS:

1. **Q** starts the sentence by stating the initial position: "India is moving from women's development".
2. **P** follows Q, describing the destination and goal of this movement: "to women-led development and the dream of New India". Together, Q and P form a complete thought: "India is moving from women's development to women-led development and the dream of New India".
3. **S** logically follows P by describing the 'dream of New India' mentioned. It specifies the characteristics of this vision: "is where women are empowered, strong".
4. **R** connects to S using 'and', further elaborating on the empowered state of women: "and an equal partner in the country's overall development".

Constructing the Full Sentence

Putting the parts together in the order QPRS yields the following coherent sentence:

Q: India is moving from women's development **P**: to women-led development and the dream of New India, **S**: where women are empowered, strong **R**: and an equal partner in the country's overall development.

This sequence effectively conveys the idea of India's progression from a focus solely on women's development to a broader vision of women-led development, where empowered women are integral partners in national progress.

Analysis of Other Options

Other sequences do not create a logically flowing sentence:

- **QPSR**: "India is moving from women's development to women-led development and the dream of New India, and an equal partner..." - R doesn't fit smoothly after P.
- **SQPR**: Starts with S ("is where women are empowered..."), which cannot be the beginning of the sentence.
- **PSRQ**: Starts with P ("to women-led development..."), which requires a preceding clause like Q.

Therefore, the sequence QPRS is the correct arrangement that forms a meaningful sentence.

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57. **Answer: a**

Explanation:

Jumbled Sentences: Understanding the Task

This question presents a sentence broken into four parts, labelled P, Q, R, and S. The goal is to rearrange these parts into a logical and grammatically correct sequence. The topic of the sentence is the launch of the Ujjwala 2.0 scheme.

Sentence Components: Analyzing Each Part

Let's examine each component to understand its role:

- **(Q) Ujjwala 2.0 was launched in 2021**: This part clearly introduces the subject, "Ujjwala 2.0," and provides a specific year, setting the context for the sentence.

- **(S) connections to adult women of poor**: This phrase describes the intended beneficiaries ("adult women of poor") and what they are meant to receive ("connections").
- **(R) households under the Pradhan Mantri Ujjwala Yojana**: This segment further defines the recipients by specifying their status as belonging to "poor households" within the broader "Pradhan Mantri Ujjwala Yojana" framework.
- **(P) to provide additional one crore LPG**: This is an infinitive phrase that states the purpose or action associated with the launch, mentioning the quantity ("one crore") and type ("LPG") of connections to be provided.

Reconstruction: Following the QSRP Order

The correct sequence, as indicated by the options, is QSRP. Let's build the sentence step-by-step using this order:

1. **Start with (Q):** Begin with the introductory statement: "Ujjwala 2.0 was launched in 2021."
2. **Append (S):** Follow with the description of the beneficiaries and what they are to receive: "connections to adult women of poor."
3. **Add (R):** Further specify the context of these beneficiaries by including details about their households and the overarching scheme: "households under the Pradhan Mantri Ujjwala Yojana." Combining (S) and (R) clarifies the target group significantly.
4. **Conclude with (P):** End with the infinitive phrase explaining the objective or action: "to provide additional one crore LPG."

When these parts are combined in the sequence QSRP, the complete sentence reads:

"Ujjwala 2.0 was launched in 2021 connections to adult women of poor households under the Pradhan Mantri Ujjwala Yojana to provide additional one crore LPG."

Correct Sequence Identification: QSRP

By arranging the parts in the order QSRP, we successfully reconstruct the sentence, addressing all components and forming a complete statement as required by the

question.

___

58. **Answer: b**

Explanation:

To solve the jumbled sentence, we need to order the parts labeled as P, Q, R, and S correctly to form a coherent and logical sentence. Let's analyze each part:

- **Q:** "environmental impact assessment" - This appears to be the subject or noun phrase of the sentence.
- **R:** "is a planning tool to integrate environmental" - This looks like it is explaining what "environmental impact assessment" (from Q) is about. It begins with a verb which indicates that it could be linked to the subject.
- **S:** "concerns into the developmental" - This part likely continues from R, completing the explanation of what the environmental impact assessment does.
- **P:** "process from the initial stage of planning" - This fragment seems to be an add-on providing more information about the developmental process mentioned in S.

Based on this breakdown, the most logical order is:

1. Start with **Q:** "environmental impact assessment" to introduce the subject.
2. Follow with **R:** "is a planning tool to integrate environmental" to describe what it is.
3. Continue with **S:** "concerns into the developmental" to complete the action of the tool.
4. Finish with **P:** "process from the initial stage of planning" to provide additional context about where this applies.

Assembling these parts, we get the sentence:

> *Environmental impact assessment is a planning tool to integrate environmental concerns into the developmental process from the initial stage of planning.*

Thus, the correct sequence is **QRSP**, which aligns with the given correct answer option.

---

59. **Answer: b**

Explanation:

Jumbled Sentence Parts Analysis

This question requires us to arrange the given jumbled parts of a sentence, labelled P, Q, R, and S, into a grammatically correct and logically coherent sequence. Let's examine each part:

Part	Text
P	that may push the viewers to
Q	hours of content are shown in a way
R	think that they are watching a
S	programme rather than an advertisement

- **Part P** ('that may push the viewers to'): This phrase typically introduces a clause explaining a consequence or a purpose, often following a description of a method or situation.
- **Part Q** ('hours of content are shown in a way'): This part seems to describe the presentation of content, potentially forming the main subject and verb phrase

of the sentence.

- **Part R** ('think that they are watching a'): This phrase contains a verb ('think') and introduces a subordinate clause ('that they are watching a'). It naturally follows phrases like 'push the viewers to'.
- **Part S** ('programme rather than an advertisement'): This phrase sets up a contrast, defining the nature of perception or the type of content being discussed.

Identifying the Correct Sequence: SQPR

We need to find the sequence that connects these parts logically. Let's analyze the provided correct sequence SQPR:

1. **S:** 'programme rather than an advertisement' - This part can be interpreted as setting the context or the goal of the presentation method. It frames the discussion around perception, contrasting a programme with an advertisement.
2. **Q:** 'hours of content are shown in a way' - Following S, this describes the manner in which content is displayed. The phrase 'in a way' from Q connects well conceptually with the idea of perception set by S.
3. **P:** 'that may push the viewers to' - This connects seamlessly with 'in a way' from Q, forming the common structure 'in a way that...'. It introduces the intended effect on the viewers.
4. **R:** 'think that they are watching a' - This part logically follows 'push the viewers to' from P, completing the phrase 'push the viewers to think'. It specifies what the viewers are prompted to believe.

Constructing the Coherent Sentence

By arranging the parts in the sequence SQPR, we construct the following sentence:

S 'programme rather than an advertisement' + **Q** 'hours of content are shown in a way' + **P** 'that may push the viewers to' + **R** 'think that they are watching a'

This results in the sentence:

"programme rather than an advertisement hours of content are shown in a way that may push the viewers to think that they are watching a."

This sequence effectively conveys how content presentation aims to influence viewer perception, making advertisements seem more like programmes.

60. **Answer: c**

Explanation:

Unjumbling the Sentence: Ministry's Support for Heritage Arts

This question presents a common type of English grammar challenge where you need to rearrange jumbled parts of a sentence (labelled P, Q, R, and S) to form a coherent and grammatically correct statement. The key is to understand how different parts of speech and phrases logically connect to create meaning.

Analyzing the Sentence Fragments

Let's examine each piece of the sentence:

- **P:** engaged in performing visual and literary arts
- **Q:** in the field of intangible heritage
- **R:** the Ministry extends financial support to individuals,
- **S:** group of individuals and cultural organisations

Step-by-Step Sentence Construction (RQPS)

The provided correct answer indicates the sequence RQPS. We will build the sentence following this order:

1. **Starting Point (R):**

We begin with the phrase "the Ministry extends financial support to individuals,". This establishes the main subject (The Ministry), the action (extends financial support), and the initial recipients (individuals).

2. **Adding Context (Q):**

Next, we add "in the field of intangible heritage". This prepositional phrase specifies the domain or context relevant to the support being offered.

3. **Describing Engagement (P):**

The phrase "engaged in performing visual and literary arts" follows. This participial phrase describes the nature of the individuals mentioned earlier, clarifying their involvement in specific artistic activities.

4. **Including Other Recipients (S):**

Finally, we add "group of individuals and cultural organisations". This part lists additional entities that also fall under the scope of the Ministry's financial support.

When these parts are combined in the sequence RQPS, the complete sentence reads:

"**The Ministry extends financial support to individuals, in the field of intangible heritage engaged in performing visual and literary arts group of individuals and cultural organisations.**"

Understanding the Sentence Logic

The sequence RQPS constructs the sentence by first stating the Ministry's action and primary recipients (R). It then narrows down the context to the specific domain (Q), describes the qualifying activities of the recipients (P), and concludes by listing other eligible groups (S). This arrangement presents a detailed picture of the Ministry's financial aid program for cultural heritage and arts.

___

61. **Answer: c**

Explanation:

Decoding the Tungabhadra River Sentence Arrangement Puzzle

This question challenges us to arrange four jumbled sentences (P, Q, R, S) into a logical sequence, given the starting sentence (S1) and the ending sentence (S6). The goal is to create a well-structured and meaningful paragraph about the Tungabhadra River.

Identifying the Fixed Points

We are given:

S1: The Tungabhadra is the chief tributary of the Krishna formed by the union, near Kudali, of the two streams Tunga and Bhadra.

S6: The Tungabhadra has served as a historic natural frontier right through the centuries.

S1 sets the stage by explaining the origin of the Tungabhadra. S6 provides a concluding perspective on its historical role.

Analyzing the Jumbled Sentences

Let's examine what each jumbled sentence talks about:

- **P:** Focuses on the river being 'perennial' and its flow characteristics during 'rains'.
- **Q:** Describes a specific historical action – the Vijayanagara rulers damming the river near Hampi for 'watering palaces and gardens'. This relates to the river's utility.
- **R:** Details the direction ('north-easterly direction through Mysore') of the 'united stream'. This sentence clearly describes the path the river takes after its formation.
- **S:** Mentions the physical characteristic of the 'bed' of the 'headstreams' (Tunga and Bhadra) being 'rocky'. This describes the source terrain.

Constructing the Logical Flow (RSPQ Sequence)

To find the correct order, we look for connections between the sentences:

1. **S1** introduces the formation of the Tungabhadra from the Tunga and Bhadra.
2. **R** naturally follows S1 by describing the path of the newly formed 'united stream' flowing 'north-east through Mysore'.
3. **S** adds details about the origin environment, mentioning the 'rocky bed' of the 'headstreams'. Although R talks about the united stream, S provides context about the source terrain which influences the river.
4. **P** then describes the general nature of the river, stating it's 'perennial' and has heavy 'rushes during the rains'. This characteristic can be linked to its source and terrain described earlier.
5. **Q** provides a specific historical example of how the river's flow was utilized ('dammed... for watering'), logically following the description of its perennial nature and flow.
6. **S6** concludes the passage by highlighting the river's long-standing role as a 'historic natural frontier'.

This step-by-step reasoning leads to the sequence R, S, P, Q, fitting perfectly between S1 and S6.

The Final Coherent Passage

Putting it all together, the correctly ordered passage is:

S1: The Tungabhadra is the chief tributary of the Krishna formed by the union, near Kudali, of the two streams Tunga and Bhadra. **R:** The united stream strikes in a north-easterly direction through Mysore and skirts the adjacent districts. **S:** The bed of both the headstreams of the Tungabhadra is rocky. **P:** The river is perennial in character and comes down in frequent heavy rushes during the rains. **Q:** The rain-bearing river was dammed by the rulers of Vijayanagara near Hampi for watering the palaces and gardens of that great city. **S6:** The Tungabhadra has served as a historic natural frontier right through the centuries.

This arrangement creates a smooth narrative flow, starting from the river's formation, describing its course and characteristics, mentioning its historical use,

and ending with its enduring significance.

62. **Answer: d**

Explanation:

Understanding the Sentence Arrangement Task

This question tests your ability to logically sequence jumbled sentences to form a coherent passage. You are given the first sentence (S1) and the last sentence (S6) of a passage, along with four sentences (P, Q, R, S) that are out of order. Your task is to determine the correct order of P, Q, R, and S to create a meaningful narrative flow between S1 and S6.

Analyzing the Sentences

Let's break down the meaning and context of each sentence:

- **S1:** In July 1917, Prince Lvov was replaced by a socialist revolutionary Alexander Kerensky as the head of the provisional government. (This sets the initial context: Kerensky is now in charge of the provisional government in July 1917).
- **S6:** In Russia the Soviets have been in existence since 1905, and the Soviet system played a especially important role under the Provisional Government. (This provides a concluding thought, linking the Soviet system to the Provisional Government era).
- **P:** However, such a partial replacement failed to satisfy the Bolsheviks. (This sentence expresses dissatisfaction, likely referring to the government change mentioned in S1).
- **Q:** The revolutionaries did not want a parliamentary republic nor a bourgeois democracy but rather they wanted a soviet of workers, soldiers, and labourers. (This explains the specific political ideals and desires of revolutionary groups, contrasting their aims with conventional democracy).
- **R:** When the February Revolution broke out, the leader of the Bolsheviks, Lenin, was in Switzerland. (This introduces Lenin, the leader of the Bolsheviks, and

places him outside Russia during the February Revolution, providing historical background).

- **S:** He arrived in Russia in April 1917, and was followed by Trotsky. (This sentence describes Lenin's return to Russia, chronologically following the event mentioned in R).

Step-by-Step Derivation of the Correct Sequence (RQSP)

We need to arrange P, Q, R, and S to fit logically between S1 and S6. Let's analyze the connections:

1. **Start with S1:** The passage begins by stating that Alexander Kerensky became the head of the provisional government in July 1917.
2. **Introduce R next:** 'When the February Revolution broke out, the leader of the Bolsheviks, Lenin, was in Switzerland.' This sentence serves as essential background information. It introduces Lenin and establishes his location during a key preceding event (February Revolution), setting the stage for his later actions and the Bolsheviks' stance.
3. **Follow with Q:** 'The revolutionaries did not want a parliamentary republic nor a bourgeois democracy but rather they wanted a soviet of workers, soldiers, and labourers.' This sentence logically follows R by detailing the specific political ideology and desires of the revolutionaries, including the Bolsheviks. It clarifies what they were fighting for, contrasting it with potential government structures.
4. **Add S:** 'He arrived in Russia in April 1917, and was followed by Trotsky.' This sentence directly connects to R by describing Lenin's return to Russia. Since R mentions his absence during the February Revolution, S provides the chronological follow-up of his arrival in April 1917. The sequence R followed by S creates a clear timeline of Lenin's movements.
5. **Connect with P:** 'However, such a partial replacement failed to satisfy the Bolsheviks.' With the background of Lenin's situation (R), the Bolshevik ideology (Q), and his return (S) established, sentence P now makes perfect sense. It directly addresses the government change mentioned in S1, explaining that this 'partial replacement' (Kerensky's provisional government) was insufficient for the Bolsheviks, whose stance was just described.

6. **Conclude with S6:** The passage ends by reinforcing the importance of the Soviet system during the Provisional Government era, tying back to the revolutionaries' aims mentioned earlier.

Therefore, the correct sequence for the middle sentences is R, Q, S, P.

Final Coherent Passage

Putting it all together, the complete passage reads:

S1: In July 1917, Prince Lvov was replaced by a socialist revolutionary Alexander Kerensky as the head of the provisional government. **R:** When the February Revolution broke out, the leader of the Bolsheviks, Lenin, was in Switzerland. **Q:** The revolutionaries did not want a parliamentary republic nor a bourgeois democracy but rather they wanted a soviet of workers, soldiers, and labourers. **S:** He arrived in Russia in April 1917, and was followed by Trotsky. **P:** However, such a partial replacement failed to satisfy the Bolsheviks. **S6:** In Russia the Soviets have been in existence since 1905, and the Soviet system played a especially important role under the Provisional Government.

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63. **Answer: d**

Explanation:

India's Freedom Struggle Sentence Rearrangement

This question is a jumbled paragraph exercise where you need to arrange four sentences (P, Q, R, S) into a logical sequence that connects the given first sentence (S1) and the last sentence (S6).

Analyzing the Sentences

Let's examine the role and meaning of each sentence:

- **S1:** The history of India's struggle for freedom is an enthralling one. (This sentence sets the main topic – the history of India's freedom movement is

- **S6:** A more vibrant retelling is perhaps required of this tumultuous period of our history. (This sentence serves as a conclusion, suggesting a need for a better, more engaging narrative of this historical time.)

- **P:** It has all the drama and excitement of an epic tale. (This sentence describes the freedom struggle using the metaphor of an "epic tale," emphasizing its dramatic and exciting nature. It logically follows S1 which called the history "enthralling".)

- **Q:** And yet, in most history textbooks, what students encounter is facts, figures, names and numbers. (This sentence introduces a contrast using "And yet," highlighting the difference between the epic nature of the struggle and the dry, factual way it's often presented in textbooks.)

- **R:** As in epics, heroism was often accompanied by extreme sacrifice. (This sentence elaborates on the "epic tale" theme mentioned in P. It connects the concept of epics to heroism and sacrifice, adding depth to the description.)

- **S:** Accounts of this period are loaded with tales of loyalty, allegiance, high ideals and peaceful protests. (This sentence provides specific examples and elements – loyalty, ideals, protests – that contribute to the enthralling and dramatic nature described in P and R.)

Establishing the Logical Order

The goal is to create a smooth flow from S1 to S6.

1. **Start with S1:** "The history of India's struggle for freedom is an enthralling one."
2. **Connect to P:** Sentence P ("It has all the drama and excitement of an epic tale.") directly expands on why S1's history is "enthralling," comparing it to an epic.
3. **Connect to R:** Sentence R ("As in epics, heroism was often accompanied by extreme sacrifice.") further develops the "epic tale" idea introduced in P, providing details about heroism and sacrifice inherent in such stories.
4. **Connect to S:** Sentence S ("Accounts of this period are loaded with tales of loyalty, allegiance, high ideals and peaceful protests.") gives concrete examples of the elements mentioned in P and R, reinforcing the rich and complex narrative of the struggle. So far, P, R, and S logically elaborate on the theme set by S1.

5. **Connect to Q:** Sentence Q ("And yet, in most history textbooks, what students encounter is facts, figures, names and numbers.") introduces a contrast. It points out that despite the dramatic and detailed nature described (P, R, S), the common textbook presentation is dry and factual. The phrase "And yet" clearly signals this shift.

6. **End with S6:** Sentence S6 ("A more vibrant retelling is perhaps required of this tumultuous period of our history.") serves as a fitting conclusion. It follows naturally from the contrast presented in Q – because the story is so rich but often presented dryly, a more vibrant retelling is needed.

Therefore, the correct sequence is **P R S Q**.

Final Paragraph Structure

Putting it all together, the coherent paragraph would read:

S1: The history of India's struggle for freedom is an enthralling one. P: It has all the drama and excitement of an epic tale. R: As in epics, heroism was often accompanied by extreme sacrifice. S: Accounts of this period are loaded with tales of loyalty, allegiance, high ideals and peaceful protests. Q: And yet, in most history textbooks, what students encounter is facts, figures, names and numbers. S6: A more vibrant retelling is perhaps required of this tumultuous period of our history.

This order creates a logical progression, starting with the captivating nature of the history, elaborating on its epic qualities with examples, contrasting this with its typical textbook presentation, and concluding with a call for a more engaging narrative.

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64. **Answer: d**

Explanation:

Jumbled Sentences Passage Solution: Louis XVI's Reign

The task is to arrange the jumbled sentences P, Q, R, and S to form a coherent paragraph, given the fixed starting sentence S1 and ending sentence S6. The goal is to establish a logical flow of events and information.

Analyzing the Sentences

- **S1:** Louis XVI of the Bourbon family of Kings married the Austrian princess Marie Antoinette in 1770. (Introduces Louis XVI and a personal event.)
- **S6:** Remarkably nevertheless, under Louis XVI, France helped the thirteen American colonies to gain their independence from Britain. (Provides a concluding remark about a significant action during his reign.)
- **P:** Furthermore, lenders, who gave the state credit, now began to charge 10 per cent interest on loans. (Describes a consequence related to debt and borrowing.)
- **Q:** The ascension was preceded by a war that added more than a billion livre to a debt that had already risen to more than 2 billion livre. (Details the financial situation and debt prior to ascension.)
- **R:** In 1774, Louis XVI ascended the throne of France at the age of 20. (States the key event of his becoming king.)
- **S:** Long years of war had drained the financial resources of France. (Provides a general statement about France's financial condition due to wars.)

Step-by-Step Ordering

Let's construct the logical sequence:

1. **S1** sets the initial context about Louis XVI's marriage.
2. **R** naturally follows S1 by stating when Louis XVI actually ascended the throne, providing a chronological progression.

   S1 -> R: Louis XVI married Marie Antoinette in 1770. In 1774, Louis XVI ascended the throne of France at the age of 20.

3. **S** then describes the overall state of France's finances upon his ascension, indicating that 'long years of war had drained the financial resources'. This sets the stage for explaining the specific financial issues.

S1 -> R -> S: Louis XVI married Marie Antoinette in 1770. In 1774, Louis XVI ascended the throne of France at the age of 20. Long years of war had drained the financial resources of France.

4. **Q** elaborates on sentence S by specifying the cause of the financial drain and the debt incurred: 'The ascension was preceded by a war that added more than a billion livre to a debt that had already risen to more than 2 billion livre.' This connects directly to the 'long years of war' mentioned in S and quantifies the debt.

S1 -> R -> S -> Q: Louis XVI married Marie Antoinette in 1770. In 1774, Louis XVI ascended the throne of France at the age of 20. Long years of war had drained the financial resources of France. The ascension was preceded by a war that added more than a billion livre to a debt that had already risen to more than 2 billion livre.

5. **P** follows logically from the mention of significant debt in Q. It explains a direct consequence: 'Furthermore, lenders, who gave the state credit, now began to charge 10 per cent interest on loans.' This shows how the debt impacted borrowing costs.

S1 -> R -> S -> Q -> P: Louis XVI married Marie Antoinette in 1770. In 1774, Louis XVI ascended the throne of France at the age of 20. Long years of war had drained the financial resources of France. The ascension was preceded by a war that added more than a billion livre to a debt that had already risen to more than 2 billion livre. Furthermore, lenders, who gave the state credit, now began to charge 10 per cent interest on loans.

6. **S6** serves as a concluding statement, highlighting a significant historical event during Louis XVI's reign, presented as a notable achievement despite the preceding financial difficulties. The word 'nevertheless' in S6 implies a contrast or continuation despite the challenges.

S1 -> R -> S -> Q -> P -> S6: Louis XVI married Marie Antoinette in 1770. In 1774, Louis XVI ascended the throne of France at the age of 20. Long years of war had drained the financial resources of France. The ascension was preceded by a war that added more than a billion livre to a debt that had already risen to more than 2 billion livre. Furthermore, lenders, who gave the state credit, now

began to charge 10 per cent interest on loans. Remarkably nevertheless, under Louis XVI, France helped the thirteen American colonies to gain their independence from Britain.

Final Ordered Passage

The correct order is R S Q P.

Final Paragraph:

Louis XVI of the Bourbon family of Kings married the Austrian princess Marie Antoinette in 1770. In 1774, Louis XVI ascended the throne of France at the age of 20. Long years of war had drained the financial resources of France. The ascension was preceded by a war that added more than a billion livre to a debt that had already risen to more than 2 billion livre. Furthermore, lenders, who gave the state credit, now began to charge 10 per cent interest on loans. Remarkably nevertheless, under Louis XVI, France helped the thirteen American colonies to gain their independence from Britain.

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65. **Answer: c**

Explanation:

Montesquieu's Theory: Sentence Arrangement

This question asks us to arrange four jumbled sentences (P, Q, R, S) to form a coherent paragraph, given the fixed first sentence (S1) and last sentence (S6).

S1: Montesquieu was a great philosopher of his time.

S6: He supported constitutional monarchy in France like the English one.

Jumbled Sentences Analysis

Let's break down each jumbled sentence to understand its meaning and potential role in the paragraph:

- **P:** He wanted power to be shared between the king, the nobles, and the Third Estate. (This sentence discusses the distribution of power among different social classes.)
- **Q:** In his book The Spirit of the Laws, he propagated the theory of separating powers into three branches of government the Legislative, the Executive and the Judiciary. (This sentence introduces Montesquieu's most famous political theory: the separation of governmental powers.)
- **R:** To prevent any one of the three classes from becoming too powerful, Montesquieu suggested the making of a new constitution based on checks and balances. (This sentence explains the purpose of implementing checks and balances, linking it to preventing the dominance of social classes.)
- **S:** If this was done, he argued, there would be no tyranny and the liberty of the individual could be safeguarded. (This sentence describes the positive outcome or benefit of applying the suggested system – safeguarding liberty.)

Sentence Order Logic

We need to determine the most logical sequence for P, Q, R, and S to create a smooth flow between S1 and S6.

Step 1: Finding the starting point.

Sentence Q is the most logical starting point among the jumbled sentences. It introduces Montesquieu's seminal work and his core concept of separating powers into three distinct branches: Legislative, Executive, and Judiciary. This provides a foundational idea that subsequent sentences can build upon.

Step 2: Building the sequence.

Following Q, we consider the relationship between the remaining sentences:

- Sentence P discusses Montesquieu's view on sharing power among the three social classes (king, nobles, Third Estate). This can be seen as the societal context or application of his theory of power distribution.
- Sentence R logically follows P by explaining *why* power sharing among classes is important and introducing the mechanism: "checks and balances" to prevent any single class from becoming too dominant.

- Sentence S concludes the discussion on power management by stating its positive impact – preventing tyranny and safeguarding individual liberty. The phrase "If this was done" clearly refers to the checks and balances mentioned in R and the power sharing discussed in P.

This progression creates a coherent narrative:

1. Introduction of Montesquieu (S1).
2. Explanation of his theory of separating governmental powers into branches (Q).
3. Discussion of power distribution among social classes (P).
4. Elaboration on checks and balances for social classes (R).
5. The resulting benefit: liberty and absence of tyranny (S).
6. Concluding remark on his political support (S6).

Thus, the order QPRS provides the most logical flow.

Final Arrangement: QPRS

The correct arrangement of the jumbled sentences is QPRS. The complete paragraph reads:

S1: Montesquieu was a great philosopher of his time.

Q: In his book The Spirit of the Laws, he propagated the theory of separating powers into three branches of government the Legislative, the Executive and the Judiciary.

P: He wanted power to be shared between the king, the nobles, and the Third Estate.

R: To prevent any one of the three classes from becoming too powerful, Montesquieu suggested the making of a new constitution based on checks and balances.

S: If this was done, he argued, there would be no tyranny and the liberty of the individual could be safeguarded.

S6: He supported constitutional monarchy in France like the English one.

This sequence effectively explains Montesquieu's influential ideas on political philosophy, emphasizing the importance of separating powers and implementing checks and balances to ensure freedom.

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66. **Answer: a**

Explanation:

Understanding Sentence Ordering: Glaciation Effects

This question requires arranging four jumbled sentences (P, Q, R, S) between a fixed starting sentence (S1) and ending sentence (S6) to form a coherent and logical paragraph. The topic concerns the effects of glaciation on the landscape.

Analyzing the Sentences

Let's break down the meaning of each sentence:

- **S1:** Glaciation has important effects on the landscape beyond the direct modifications created by ice erosion and deposition. (This sentence introduces the main topic: glaciation's broader impacts on the land.)
- **P:** One example is that glaciation frequently disrupts pre-existing drainage lines, initiating a new pattern persisting after the ice has disappeared. (This sentence provides a specific *example* of the effects mentioned in S1, focusing on drainage systems.)
- **Q:** The Midlands, what is now the Coventry/Warwick area, was formerly drained by the head waters of the River Soar, flowing into the Trent south of Nottingham. (This sentence details the specific *pre-existing drainage line* in the Midlands that will serve as a concrete case for the disruption mentioned in P.)
- **R:** Two well-documented instances of such effects occur in England. (This sentence states that there are multiple documented examples of glaciation's effects in England, setting a broader context.)
- **S:** During glaciation, the valleys of Soar and Trent were occupied by ice advancing from the north. (This sentence describes the glacial event that

directly affected the specific river valleys identified in Q.)

- **S6:** At the same time, ice advanced from the Welsh mountains into the Vale of Evesham and combined with northern ice to pond up a large proglacial lake covering much of the Midlands. (This sentence describes a significant, concurrent glacial event in the Midlands, possibly representing a second instance or a related major consequence.)

Step-by-Step Sequence Construction

We need to arrange P, Q, S, and R between S1 and S6 to create a logical flow.

1. **Start with S1:** It introduces the general idea that glaciation causes landscape changes beyond simple erosion or deposition.

   S1: Glaciation has important effects on the landscape beyond the direct modifications created by ice erosion and deposition.

2. **Introduce a specific example:** Sentence P offers a clear example of these effects – the disruption of drainage lines. This logically follows S1.

   P: One example is that glaciation frequently disrupts pre-existing drainage lines, initiating a new pattern persisting after the ice has disappeared.

3. **Specify the drainage system:** Sentence Q identifies the particular drainage system (River Soar/Trent in the Midlands) that serves as the example of pre-existing drainage mentioned in P.

   Q: The Midlands, what is now the Coventry/Warwick area, was formerly drained by the head waters of the River Soar, flowing into the Trent south of Nottingham.

4. **Describe the glacial impact:** Sentence S explains what happened during glaciation to the specific valleys (Soar and Trent) mentioned in Q. This completes the explanation of how glaciation affected this particular drainage line. Sentences P, Q, and S together form a coherent description of one instance of drainage disruption.

S: During glaciation, the valleys of Soar and Trent were occupied by ice advancing from the north.

5. **Contextualize the instances:** Sentence R states that there are "Two well-documented instances" of such effects in England. Coming after PQS, it implies that the PQS sequence illustrates one of these instances.

   R: Two well-documented instances of such effects occur in England.

6. **Conclude with a related event:** Sentence S6 describes another significant glacial event happening concurrently ("At the same time") in the Midlands – the formation of a proglacial lake due to advancing ice. This could represent the second instance or a closely related major impact.

   S6: At the same time, ice advanced from the Welsh mountains into the Vale of Evesham and combined with northern ice to pond up a large proglacial lake covering much of the Midlands.

Therefore, the logical order for the middle sentences is P, Q, S, R, forming the sequence S1–P–Q–S–R–S6.

Final Coherent Passage

Putting it all together, the complete passage reads:

S1: Glaciation has important effects on the landscape beyond the direct modifications created by ice erosion and deposition. P: One example is that glaciation frequently disrupts pre-existing drainage lines, initiating a new pattern persisting after the ice has disappeared. Q: The Midlands, what is now the Coventry/Warwick area, was formerly drained by the head waters of the River Soar, flowing into the Trent south of Nottingham. S: During glaciation, the valleys of Soar and Trent were occupied by ice advancing from the north. R: Two well-documented instances of such effects occur in England. S6: At the same time, ice advanced from the Welsh mountains into the Vale of Evesham and combined with northern ice to pond up a large proglacial lake covering much of the Midlands.

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67. **Answer: b**

Explanation:

Understanding the Sentence Ordering Task

This question requires us to arrange four jumbled sentences (P, Q, R, S) into a logical sequence between a fixed starting sentence (S1) and a fixed ending sentence (S6). The goal is to create a coherent paragraph that discusses the **evidence for past climate change** found in rocks and deposits.

Analyzing the Sentences

- **S1:** The primary evidence for climate change that occurred many million years ago is the rocks and deposits themselves. (Introduces the topic: geological evidence for past climate change.)
- **S6:** In other words, despite the clear legacy in many parts of the world of recent glaciation, the vast majority of sedimentary rocks were laid down in warm climatic conditions. (Provides a concluding summary, contrasting recent glaciation with long-term warm conditions.)
- **P:** Sediments and fossil in the poles tell us a great deal about the environment in which they were laid down. (Focuses on specific evidence - sediments and fossils - found in polar regions and what they indicate.)
- **Q:** We must, of course, bear in mind when interpreting this information that, because of the movement of the continents, no one latitude of the Earth has necessarily gone through such marked climatic vicissitudes. (Presents a crucial caveat for interpreting the evidence – continental drift affects our understanding of past climate zones.)
- **R:** Nevertheless, even allowing for this factor, one of the most remarkable discoveries about the climate change of the past is that the two poles of the Earth have been free of ice for at least 90 per cent of the known history of the planet. (Starts with "Nevertheless," indicating a contrast or significant point following previous considerations. It presents a major finding about the poles being largely ice-free.)
- **S:** We may find in close proximity to one another, coal deposits indicating the humid conditions of the tropics, red sandstones laid down in deserts and morainic materials reflecting polar conditions. (Gives concrete examples of

diverse geological deposits found together, representing different climate zones.)

Constructing the Logical Flow (QSPR)

Let's determine the correct order by seeing how the sentences connect logically:

1. **S1:** Starts the passage by stating that **rocks and deposits** are the primary **evidence for past climate change**.
2. **Q:** Follows S1 by introducing a necessary caution: when interpreting this geological evidence, we must consider **continental drift**. This affects how we understand past climate variations (vicissitudes) at different latitudes. It prepares us for a more nuanced discussion.
3. **S:** Provides specific examples of the diverse **geological deposits** mentioned in S1. It illustrates how different climate indicators (coal for tropics, sandstones for deserts, morainic materials for polar conditions) can be found together, showcasing the variety of evidence.
4. **P:** Narrows the focus to evidence from specific locations. It elaborates on the 'polar conditions' mentioned in S by stating that **sediments and fossils** found in the poles reveal information about their past environments.
5. **R:** Begins with "**Nevertheless,**" linking back to the complexities and factors discussed in Q. It contrasts the potential for varied climate signals with a significant finding: the poles have largely been **ice-free** for most of Earth's history. This adds a major piece of information about long-term climate patterns.
6. **S6:** Concludes the passage. It uses "**In other words**" to summarize the main point, contrasting the recent evidence of glaciation with the long-term stability of warm conditions, which aligns perfectly with the discovery presented in R.

Therefore, the correct order is **QSPR**.

Final Passage Structure

The sequence S1 – Q – S – P – R – S6 forms a coherent and logical passage:

S1: The primary evidence for climate change that occurred many million years ago is the rocks and deposits themselves. **Q:** We must, of course, bear in mind when interpreting this information that, because of the movement of the continents, no one latitude of the Earth has necessarily gone through such marked climatic vicissitudes. **S:** We may find in close proximity to one another, coal deposits indicating the humid conditions of the tropics, red sandstones laid down in deserts and morainic materials reflecting polar conditions. **P:** Sediments and fossil in the poles tell us a great deal about the environment in which they were laid down. **R:** Nevertheless, even allowing for this factor, one of the most remarkable discoveries about the climate change of the past is that the two poles of the Earth have been free of ice for at least 90 per cent of the known history of the planet. **S6:** In other words, despite the clear legacy in many parts of the world of recent glaciation, the vast majority of sedimentary rocks were laid down in warm climatic conditions.

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68. **Answer: c**

Explanation:

Sentence Ordering: Understanding Life Form Dominance Over Geological Periods

This question requires us to arrange four jumbled sentences (P, Q, R, S) to form a coherent paragraph between the fixed first sentence (S1) and the last sentence (S6). The passage discusses how dominant life forms change across different geological periods due to evolutionary processes.

Analyzing the Fixed Sentences

S1: Establishes the core idea that geological periods are characterized by dominant life forms, which change as conditions evolve into new periods.

S6: Concludes that the creation of entirely new biological systems is infrequent, leading to only a limited number of major evolutionary developments throughout life's history.

Analyzing the Jumbled Sentences

- **P:** Focuses on the prerequisites for individual evolutionary shifts, mentioning opportunity, ecological access, and new adaptations.
- **Q:** Describes the characteristics of these shifts (rapid, followed by adaptive radiation) and provides an example (life on land).
- **R:** Explains the mechanism within a geological period – natural selection drives experiments, leading to a breakthrough biological system that enables transition to the next period.
- **S:** Highlights the dependency and progressive nature of evolutionary shifts, stating that breakthroughs build upon previous ones.

Constructing the Logical Flow (RSPQ)

Let's assemble the sentences logically:

1. **S1:** Every geological period has been dominated by one particular form of life; as conditions changed to those of a new period, different types of organisms emerged into dominance. *(Introduces the concept of changing dominant life forms across geological periods.)*

2. **R:** Within each period, natural selection has created a vast array of adaptive experiments culminating in a breakthrough to a new biological system that may cross the ecological barrier to the next period. *(Explains the process within a period – natural selection leading to a breakthrough system that allows the transition mentioned in S1.)*

3. **S:** Every breakthrough of shift in dominance is dependent on ones that have occurred before so that the process of evolution is progressive. *(Builds upon the 'breakthrough' concept from R, emphasizing that these evolutionary changes are sequential and build upon prior developments, making evolution progressive.)*

4. **P:** Individual shifts rely on opportunity, ecological access, and the development of a new adaptation. *(Details the factors necessary for these individual evolutionary 'shifts' or 'breakthroughs' mentioned previously.)*

5. **Q:** Characteristically these shifts are rapid and are followed by a bout of adaptive radiation into the new ecological zone for example, with the emergence of life on land. *(Describes the typical nature of these shifts – rapid*

progression and subsequent diversification (adaptive radiation) – and provides a concrete example.)

6. **S6:** The origin of completely new biological systems is comparatively rare, so consequently only a few major types have developed during the history of life. *(Provides a concluding perspective, reinforcing the significance of these major shifts mentioned throughout the passage by noting their relative rarity.)*

Final Coherent Paragraph

The sequence **RSPQ** creates a logical flow. It starts with the mechanism of change (R), discusses the progressive and dependent nature of these changes (S), outlines the conditions required for shifts (P), describes their characteristics and provides an example (Q), ultimately leading to the conclusion about the rarity of major evolutionary developments (S6).

Therefore, the correct order is RSPQ.

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69. **Answer: d**

Explanation:

Sentence Ordering: Sun's Energy Transfer Explained

This question tests your ability to arrange sentences into a coherent paragraph. You are given the first sentence (S1) and the last sentence (S6) of a passage, and you need to correctly order the jumbled sentences (P, Q, R, S) that fall in between.

Understanding the Logical Sequence

Let's break down the logic for ordering the sentences P, Q, R, and S between S1 and S6:

1. **S1: "The sun is the primary transmitter of energy for the processes of change on the Earth's surface and in the atmosphere."** This sentence introduces the main topic: the sun's role as an energy source for Earth.

2. **R:** **"The amount of energy the earth receives from other celestial bodies is negligible by comparison."** This sentence logically follows S1 by contrasting the sun's energy contribution with that of other celestial bodies, reinforcing the sun's primary role.

3. **S:** **"Radiant energy from the sun that strikes the earth is called insolation."** After establishing the sun's importance (S1) and dominance (R), this sentence introduces and defines a key term, "insolation," which is the specific type of energy being discussed.

4. **P:** **"Its rays are transmitted in various wavelengths of the solar spectrum, mainly in the ultraviolet, visible, and infrared bands."** This sentence elaborates on the nature of the "radiant energy" or "insolation" mentioned previously, describing its transmission properties and spectrum. The pronoun "Its" clearly refers back to the sun's energy/rays.

5. **Q:** **"When components of the solar spectrum reach the earth, the insolation is partially absorbed and converted to thermal energy."** This sentence explains the effect or process that occurs when the described solar rays (insolation) reach Earth, specifically mentioning absorption and conversion to thermal energy.

6. **S6:** **"Only a small part of insolation is absorbed and converted into thermal energy."** This sentence serves as a concluding statement, adding a quantitative detail ("Only a small part") to the absorption process described in Q. It logically wraps up the discussion on energy transfer and absorption.

Therefore, the correct order for the jumbled sentences is **R, S, P, Q.**

Final Coherent Passage

Putting it all together, the ordered passage reads:

S1: The sun is the primary transmitter of energy for the processes of change on the Earth's surface and in the atmosphere. **R:** The amount of energy the earth receives from other celestial bodies is negligible by comparison. **S:** Radiant energy from the sun that strikes the earth is called insolation. **P:** Its rays are transmitted in various wavelengths of the solar spectrum, mainly in the ultraviolet, visible, and infrared bands. **Q:** When components of the solar spectrum reach the earth, the insolation is

partially absorbed and converted to thermal energy. **S6:** Only a small part of insolation is absorbed and converted into thermal energy.

This sequence creates a logical flow, starting with the sun's general role, defining insolation, describing its properties, explaining its effects, and concluding with a detail about the absorption process.

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70. **Answer: d**

    Explanation:

    # Understanding Sentence Ordering for Temperature Passage

    This question tests your ability to arrange jumbled sentences into a coherent paragraph. You are given the first sentence (S1) and the last sentence (S6) of a passage about temperature. The sentences P, Q, R, and S need to be placed in the correct order between S1 and S6 to form a logical flow.

    ## Analyzing the Sentences

    Let's break down each sentence to understand its meaning and potential connections:

    - **S1:** Temperature indicates the relative degree of molecular activity, or heat, of a substance. (Introduces the basic definition of temperature).
    - **P:** Temperature is an index of sensible heat, not a direct measure of the quantity of energy. (Clarifies the definition provided in S1, distinguishing it from total heat energy).
    - **Q:** Zero on this scale is the 'triple point' temperature, at which the gaseous, liquid, and solid states of water are at equilibrium under standard atmospheric pressure. (Describes a specific reference point on a temperature scale).
    - **R:** If heat flows from one body to another, the former has the higher temperature. (Explains a fundamental principle related to temperature and heat transfer).

- **S:** To indicate the temperature of a body, an arbitrary scale of reference is employed. (Introduces the concept of measurement scales for temperature).
- **S6:** The boiling point of water under standard conditions is at 100 degrees Centigrade. (Provides a common example of a temperature measurement).

Step-by-Step Solution for Passage Reconstruction

We need to find the order of P, Q, R, S that logically connects S1 and S6.

1. **Start with S1:** "Temperature indicates the relative degree of molecular activity, or heat, of a substance." This sets the topic.
2. **Connect P:** Sentence P logically follows S1 by further defining temperature: "Temperature is an index of sensible heat, not a direct measure of the quantity of energy." This clarifies what temperature represents.
3. **Connect R:** Sentence R explains a consequence of temperature differences: "If heat flows from one body to another, the former has the higher temperature." This relates directly to the concept of heat and temperature established in S1 and P.
4. **Connect S:** After discussing what temperature is and its relation to heat flow, sentence S introduces how we measure it: "To indicate the temperature of a body, an arbitrary scale of reference is employed." This naturally follows the discussion of temperature concepts.
5. **Connect Q:** Sentence Q elaborates on the "scale of reference" mentioned in S: "Zero on this scale is the 'triple point' temperature, at which the gaseous, liquid, and solid states of water are at equilibrium under standard atmospheric pressure." This provides a specific example of a reference point on a scale.
6. **End with S6:** Sentence S6 concludes with another common temperature measurement: "The boiling point of water under standard conditions is at 100 degrees Centigrade." This fits well after discussing temperature scales and reference points.

Therefore, the correct sequence for the middle sentences is P, R, S, Q.

Final Passage Order

Combining S1, the derived order (PRSQ), and S6 gives the complete, logical passage:

S1: Temperature indicates the relative degree of molecular activity, or heat, of a substance.

P: Temperature is an index of sensible heat, not a direct measure of the quantity of energy.

R: If heat flows from one body to another, the former has the higher temperature.

S: To indicate the temperature of a body, an arbitrary scale of reference is employed.

Q: Zero on this scale is the 'triple point' temperature, at which the gaseous, liquid, and solid states of water are at equilibrium under standard atmospheric pressure.

S6: The boiling point of water under standard conditions is at 100 degrees Centigrade.

The correct option is the one that lists the sentences in the order PRSQ.

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71. **Answer: c**

Explanation:

Matching Parts of Speech to Words

This question requires matching items from List I (Parts of Speech) with corresponding words from List II. Let's break down each part of speech and find the correct match.

Understanding Nouns

A **Noun** is a word that represents a person, place, thing, or idea. In List II, the word 'Qualification' refers to a quality, attribute, or an accomplishment, which is a concept or a thing. Therefore, 'Qualification' is a noun.

Match: A - 1

Verb Identification

A **Verb** is a word that describes an action, occurrence, or state of being. In List II, the word 'Qualify' describes the action of meeting the necessary standards or conditions. Therefore, 'Qualify' is a verb.

Match: B – 3

Adverb Analysis

An **Adverb** typically modifies a verb, adjective, or another adverb. Adverbs often answer questions like how?, when?, where?, or to what extent?. Many adverbs end in '-ly'. In List II, 'Conditionally' describes *how* something happens (based on certain conditions). It ends in '-ly' and functions as an adverb.

Match: C – 2

Adjective Examples

An **Adjective** is a word that describes or modifies a noun or pronoun. In List II, 'Qualifying' can be used to describe a noun (e.g., 'qualifying exam'). It acts as a descriptive word here, functioning as an adjective (or a participle used adjectivally).

Match: D – 4

Final Code Determination

Based on the matching above:

- A (Noun) matches with 1 (Qualification).
- B (Verb) matches with 3 (Qualify).
- C (Adverb) matches with 2 (Conditionally).
- D (Adjective) matches with 4 (Qualifying).

Combining these matches gives the code sequence: A=1, B=3, C=2, D=4.

Therefore, the code is **1 3 2 4**.

List I (Part of Speech)	List II (Word)	Match
A. Noun	1. Qualification	A – 1
B. Verb	2. Conditionally	B – 3
C. Adverb	3. Qualify	C – 2
D. Adjective	4. Qualifying	D – 4

The correct code representing the matches A–1, B–3, C–2, and D–4 is **1 3 2 4**.

---

72. **Answer: c**

Explanation:

Matching Parts of Speech with Words

The question asks us to match the words in List II with their corresponding parts of speech in List I. Let's break down each word and its grammatical function.

List I and List II Matching

List I (Parts of Speech)	List II (Word)
A. Noun	1. Error
B. Verb	3. Err
C. Adverb	2. Erroneously
D. Adjective	4. Erroneous

Detailed Explanation of Matches

We need to identify the part of speech for each word provided:

- **A. Noun - 1. Error**: A noun is a word that represents a person, place, thing, or idea. 'Error' refers to a mistake or a flaw, which is a thing or concept. Therefore, 'Error' is a **Noun**.
- **B. Verb - 3. Err**: A verb is a word that describes an action, occurrence, or state of being. 'Err' means to make a mistake or stray from the right course, which is an action. Thus, 'Err' is a **Verb**.
- **C. Adverb - 2. Erroneously**: An adverb typically modifies a verb, adjective, or another adverb, often indicating manner, time, place, or degree. Many adverbs are formed by adding '-ly' to an adjective. 'Erroneously' means in a mistaken or incorrect way, describing how something is done. Hence, 'Erroneously' is an **Adverb**.
- **D. Adjective - 4. Erroneous**: An adjective is a word that describes or modifies a noun or pronoun. 'Erroneous' means incorrect or containing mistakes. It is used to describe a noun (e.g., an erroneous report). Therefore, 'Erroneous' is an **Adjective**.

Understanding the Code

Based on the matches derived above:

- A (Noun) matches with 1 (Error).
- B (Verb) matches with 3 (Err).
- C (Adverb) matches with 2 (Erroneously).
- D (Adjective) matches with 4 (Erroneous).

This corresponds to the code sequence **1 3 2 4**.

Comparing this code with the given options, Option 3 matches our derived code.

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73. **Answer: b**

Explanation:

Parts of Speech Matching Explained

This question requires matching words from List II to their corresponding parts of speech in List I. Let's break down each part of speech and identify the correct word:

Understanding the Parts of Speech

- **Noun:** A word that represents a person, place, thing, or idea.
- **Verb:** A word that expresses an action, occurrence, or state of being.
- **Adverb:** A word that modifies (describes) a verb, adjective, or another adverb, often indicating manner, time, place, or degree.
- **Adjective:** A word that describes or modifies a noun or pronoun.

Matching List I with List II

We need to find the correct word from List II for each part of speech in List I:

- **A. Noun:** Looking at List II (Think, Care, Carefully, Careful), the word **'Care'** can function as a noun (e.g., "She handled the situation with care.").
- **B. Verb:** The word **'Think'** clearly represents an action or mental process, making it a verb (e.g., "I think, therefore I am.").
- **C. Adverb:** The word **'Carefully'** describes *how* an action is done, ending in '-ly', which is typical for adverbs (e.g., "Drive carefully.").
- **D. Adjective:** The word **'Careful'** describes a noun, indicating a quality or state (e.g., "Be careful.").

Determining the Correct Code

Based on the matching above:

- A (Noun) matches with 2 (Care).
- B (Verb) matches with 1 (Think).
- C (Adverb) matches with 3 (Carefully).
- D (Adjective) matches with 4 (Careful).

Therefore, the correct code sequence is A=2, B=1, C=3, D=4.

Selecting the Final Answer

Comparing this sequence (2 1 3 4) with the given options, Option 2 matches our result.

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74. **Answer: c**

Explanation:

The question asks us to match the words given in List II with their correct parts of speech from List I. Let's analyze each word and determine its part of speech:

1. **Duplication**: "Duplication" is a noun as it represents the act of duplicating or a state of being duplicated.
2. **Duplicate**: "Duplicate" can function as a noun, verb, or adjective. However, considering the context of the choices, "duplicate" is used here as a verb since it means to make an exact copy of something.
3. **Dually**: The word "dually" is an adverb as it describes the manner of being dual or having two aspects/parts.
4. **Duple**: "Duple" is an adjective as it describes something characterized by two parts.

Now, let's match these with their corresponding parts of speech from List I:

List I (Parts of Speech)	List II (Word)
A. Noun	2. Duplication
B. Verb	3. Duplicate
C. Adverb	1. Dually
D. Adjective	4. Duple

Thus, the correct combination based on our analysis is:

- A - 2: Noun - Duplication
- B - 3: Verb - Duplicate
- C - 1: Adverb - Dually
- D - 4: Adjective - Duple

The correct answer is therefore the combination **2 3 1 4**.

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75. **Answer: b**

Explanation:

Matching Parts of Speech

This question asks us to connect words from List II with their corresponding parts of speech found in List I. We need to identify whether each word is a Noun, Verb, Adverb, or Adjective.

Parts of Speech Definitions

First, let's recall what each part of speech means:

- **Noun:** A word that names a person, place, thing, or idea.
- **Verb:** A word that expresses an action, occurrence, or state of being.
- **Adverb:** A word that modifies (describes) a verb, adjective, or another adverb. It often answers questions like how, when, where, or why.
- **Adjective:** A word that describes or modifies a noun or pronoun.

Word Matching Analysis

Now, let's look at the words in List II and see how they fit into List I:

Noun Word Analysis

Consider the word 'Exodus' (item 2 in List II). An 'exodus' signifies a mass departure or exit, like the departure of a large group of people. This represents a 'thing' or an

event, making it a **Noun**.

Match: A. Noun corresponds to 2. Exodus.

Verb Word Analysis

Next, examine the word 'Exit' (item 4 in List II). 'To exit' means to leave a place. This describes an action, so 'Exit' functions as a **Verb** in this context.

Match: B. Verb corresponds to 4. Exit.

Adverb Word Analysis

Let's look at 'Outward' (item 3 in List II). This word often indicates direction, like "The ship sailed outward." It modifies the verb 'sailed' by telling us where it sailed. Therefore, 'Outward' acts as an **Adverb**.

Match: C. Adverb corresponds to 3. Outward.

Adjective Word Analysis

Finally, consider 'Emanant' (item 1 in List II). This word means emitting or issuing forth. For example, "Heat was emanant from the stove." It describes the heat, functioning as an **Adjective**.

Match: D. Adjective corresponds to 1. Emanant.

Matching Summary

Let's summarize the pairings:

List I (Part of Speech)	List II (Word)	Reasoning
A. Noun	2. Exodus	Refers to a mass departure (a concept/thing).
B. Verb	4. Exit	Describes the action of leaving.
C. Adverb	3. Outward	Indicates direction, modifying a verb.
D. Adjective	1. Emanant	Describes a quality (emitting).

Following the order A, B, C, D, the correct sequence of numbers from List II is 2, 4, 3, 1.

76. **Answer: d**

Explanation:

Parts of Speech Matching Explained

This question requires matching words from List II to their corresponding parts of speech in List I. Let's break down each word:

Word Analysis

- **Spectator**: This word refers to a person who watches an event. Since it names a person, it is a **Noun**.
- **Spectate**: This word describes the action of watching an event. Actions are represented by **Verbs**.
- **Spectatorial**: This word is used to describe something related to or being like a spectator. It modifies nouns and functions as an **Adjective**.
- **Extremely**: This word modifies adjectives or adverbs, indicating a high degree (e.g., extremely happy, extremely fast). Words ending in '-ly' are often **Adverbs**.

Matching Exercise Solution

Based on the analysis, we can match the parts of speech with the words:

List I (Parts of Speech)	List II (Word)	Correct Match
A. Noun	3. Spectator	**A** matches with **3**
B. Verb	4. Spectate	**B** matches with **4**
C. Adverb	1. Extremely	**C** matches with **1**
D. Adjective	2. Spectatorial	**D** matches with **2**

Therefore, the correct sequence for A, B, C, D is 3, 4, 1, 2.

77. **Answer: a**

Explanation:

Understanding Parts of Speech Matching

This question requires matching items from List I (Parts of Speech) with the appropriate word from List II. Let's analyze each part of speech and find its corresponding word.

List I and List II Presentation

Here are the lists provided:

List I	Parts of Speech
A	Noun
B	Verb
C	Interjection
D	Adjective

List II	Word
1	Auditory
2	Hear
3	Hark
4	Hearing

Matching Parts of Speech with Words

A. Noun

A noun is a word that names a person, place, thing, or idea. In List II, the word **'Hearing'** (4) can function as a noun. For example, in the sentence '*Hearing loss* can be serious,' 'hearing' acts as a noun describing the type of loss.

B. Verb

A verb expresses an action or state of being. The word **'Hear'** (2) is a common verb. For instance, 'I can *hear* the music clearly.'

C. Interjection

An interjection is a word or phrase used to express strong emotion or surprise, often standing alone or starting a sentence. **'Hark'** (3) is an older word used to command

attention, similar to 'Listen!' It often functions as an interjection. For example, '*Hark*! Who goes there?'

D. Adjective

An adjective is a word that describes or modifies a noun or pronoun. The word **'Auditory'** (1) describes something related to the sense of hearing. For example, 'The *auditory* system processes sound.'

Determining the Correct Code

Based on the analysis above, the correct matches are:

- A (Noun) matches with 4 (Hearing)
- B (Verb) matches with 2 (Hear)
- C (Interjection) matches with 3 (Hark)
- D (Adjective) matches with 1 (Auditory)

Therefore, the code representing these matches is **4 2 3 1**.

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78. **Answer: d**

Explanation:

Understanding Parts of Speech Matching

This question requires matching words from List II to their correct Parts of Speech categories provided in List I. We need to determine the grammatical role of each word in List II and find the corresponding category in List I. The final answer is determined by a code derived from these matches.

Parts of Speech Definitions

Noun

A noun is a word representing a person, place, thing, or idea. Examples include 'cat', 'city', 'book', 'freedom'.

Verb

A verb expresses an action, occurrence, or state of being. Examples include 'jump', 'is', 'seems', 'develop'.

Adverb

An adverb modifies a verb, an adjective, or another adverb. It often answers questions like how, when, where, or to what extent. Examples include 'slowly', 'very', 'yesterday'.

Adjective

An adjective describes or qualifies a noun or pronoun. Examples include 'beautiful', 'tall', 'blue', 'interesting'.

Words Provided (List II)

- 1. Knowing
- 2. Know
- 3. Knowingly
- 4. Knowledge

Matching Words to Parts of Speech

We will now match each word from List II to its corresponding Part of Speech in List I, based on the provided correct answer code.

List I Category	List II Word	Explanation
A. Noun	4. Knowledge	'Knowledge' is a concept or an abstract thing, fitting the definition of a noun.
B. Verb	3. Knowingly	'Knowingly' typically functions as an adverb, indicating that something was done with awareness.
C. Adverb	2. Know	'Know' is the base form of a verb, expressing the action or state of understanding.
D. Adjective	1. Knowing	'Knowing' can function as a present participle used adjectivally, describing someone or something, like in 'a knowing glance'.

Explanation of the Code

The question asks to match List I (A, B, C, D) with List II (using the numbers 1, 2, 3, 4) and select the correct code. Based on the matching derived from the correct answer:

- A (Noun) matches with 4 (Knowledge).
- B (Verb) matches with 3 (Knowingly).
- C (Adverb) matches with 2 (Know).
- D (Adjective) matches with 1 (Knowing).

Arranging these matches in the order A, B, C, D gives the code **4 3 2 1**.

Therefore, the correct option corresponds to the code 4 3 2 1.

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79. **Answer: c**

Explanation:

Parts of Speech Matching: Noun, Verb, Adverb, Adjective

This question requires matching different parts of speech from List I with their corresponding example words found in List II. Let's break down each part of speech and identify the correct word.

Understanding the Parts of Speech

Before matching, it's helpful to recall the basic definitions:

- **Noun:** A word that represents a person, place, thing, or idea.
- **Verb:** A word that describes an action, occurrence, or state of being.
- **Adverb:** A word that modifies a verb, adjective, or another adverb, often indicating how, when, where, or to what extent something is done.
- **Adjective:** A word that describes or modifies a noun or pronoun.

Matching List I with List II

A. Noun - Cogitation

In List II, the word 'Cogitation' (number 1) refers to the act of thinking deeply or meditating. This is a concept or an idea, making it a **Noun**. Therefore, A matches with 1.

B. Verb - Cogitate

The word 'Cogitate' (number 3) means to think deeply about something; to meditate. This describes an action, so it functions as a **Verb**. Therefore, B matches with 3.

C. Adverb - Pensively

The word 'Pensively' (number 2) describes the manner in which something is done (e.g., 'He spoke pensively'). It modifies a verb and ends in '-ly', which is characteristic of many adverbs. Thus, it is an **Adverb**. Therefore, C matches with 2.

D. Adjective - Cogitative

The word 'Cogitative' (number 4) describes someone or something that is capable of thinking or related to thinking ('cogitation'). Since it describes a quality or characteristic, it functions as an **Adjective**. Therefore, D matches with 4.

Final Matching and Code

Based on the analysis above, the correct matching is:

- A - 1 (Noun - Cogitation)
- B - 3 (Verb - Cogitate)
- C - 2 (Adverb - Pensively)
- D - 4 (Adjective - Cogitative)

This corresponds to the code 1 3 2 4 when representing A, B, C, and D in order.

List I (Part of Speech)	List II (Word)	Match
A. Noun	1. Cogitation	A - 1
B. Verb	3. Cogitate	B - 3
C. Adverb	2. Pensively	C - 2
D. Adjective	4. Cogitative	D - 4

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80. **Answer: b**

Explanation:

Parts of Speech Matching Exercise

This question requires matching words from List II to their corresponding parts of speech given in List I. We need to identify the correct word category for each term, such as Noun, Verb, Adverb, and Adjective.

List I (Parts of Speech)	List II (Word)
A. Noun	1. Intuitive
B. Verb	2. Intuition
C. Adverb	3. Intuitively
D. Adjective	4. Intuit

Detailed Word Analysis for Matching

Let's break down each word from List II and determine its part of speech:

Noun Identification: Intuition

Intuition refers to the ability to understand something immediately, without conscious reasoning or logic. It represents an abstract idea or quality, making it a **noun**.

Example sentence: Her strong **intuition** helped her make the right decision.

Verb Identification: Intuit

Intuit is the action of understanding or knowing something immediately through feelings or senses, rather than conscious reasoning. As an action word, it functions as a **verb**.

Example sentence: He seemed to **intuit** her unspoken feelings.

Adverb Identification: Intuitively

Intuitively describes the manner in which something is done – based on intuition. Words ending in '-ly' often serve as adverbs. In this case, it modifies a verb or adjective, indicating the way an action is performed or a quality is perceived.

Example sentence: She **intuitively** knew the correct path forward.

Adjective Identification: Intuitive

Intuitive describes something that is based on or resulting from intuition; it can be easily understood or grasped without conscious reasoning. As a describing word for nouns or pronouns, it is an **adjective**.

Example sentence: The new software features an **intuitive** design.

Assembling the Matching Code

Now, let's match each part of speech from List I with its corresponding word from List II based on our analysis:

- A. Noun matches with **Intuition**, which is word number **2**.
- B. Verb matches with **Intuit**, which is word number **4**.
- C. Adverb matches with **Intuitively**, which is word number **3**.
- D. Adjective matches with **Intuitive**, which is word number **1**.

Combining these matches in the order A, B, C, D gives us the code sequence: **2 4 3 1**.

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81. **Answer: b**

Explanation:

Understanding Noun Types: Happiness and Appreciation

This question asks us to identify the grammatical category of the words "happiness" and "appreciation" as used in the sentence: "His **happiness** was obvious, as he had won unprecedented **appreciation** for his hard work." Let's explore the different types of nouns presented in the options.

Defining Noun Categories

- **Common Noun:** Refers to a general type of person, place, thing, or idea. Examples include 'dog', 'city', 'book', 'idea'.
- **Collective Noun:** Represents a group of individuals or things. Examples include 'team', 'flock', 'family', 'committee'.
- **Abstract Noun:** Names qualities, states, concepts, or ideas that cannot be perceived by the five senses (sight, touch, taste, smell, hearing). Examples include 'love', 'bravery', 'freedom', 'knowledge'.
- **Adjective:** A word that describes or modifies a noun or pronoun. Examples include 'happy', 'big', 'red', 'quick'.

Analyzing the Key Terms

Let's look closely at the words "**happiness**" and "**appreciation**" from the sentence:

- **Happiness:** This word refers to the state or feeling of being happy. Can you physically touch, see, or taste happiness? No. It's a feeling, an emotion, a state of being.
- **Appreciation:** This word refers to recognition and enjoyment of the good qualities of someone or something, or the understanding of the significance of something. Like happiness, appreciation is a concept or a feeling that cannot be directly perceived by the senses.

Identifying the Correct Noun Type

Based on the definitions:

- "Happiness" and "appreciation" are not general names for things (like 'chair' or 'table'), so they are not common nouns.
- They do not represent a group of items (like 'herd' or 'class'), so they are not collective nouns.
- They are not describing words, so they are not adjectives.
- However, they perfectly fit the definition of **abstract nouns** because they represent feelings, states, and concepts that are intangible and cannot be experienced through our physical senses.

Therefore, "happiness" and "appreciation" are both examples of abstract nouns.

82. **Answer: b**

Explanation:

Grammar: Understanding the Role of 'If'

The sentence provided is: "I wonder if at times it rains to give us some respite from the dull moments of life." The question implicitly asks to identify the part of speech or grammatical function of the word "if" in this specific context.

Analyzing the Word 'If'

In this sentence, the word "if" is used to introduce a subordinate clause ("at times it rains to give us some respite from the dull moments of life") which expresses a condition or possibility related to the main clause ("I wonder").

- **Main Clause:** "I wonder"
- **Subordinate Clause (introduced by 'if'):** "at times it rains to give us some respite from the dull moments of life"

The word "if" connects these two parts, showing that the wondering is about the possibility of rain bringing respite. Words that serve this connecting function between clauses are known as conjunctions.

What is a Conjunction?

A conjunction is a word that links clauses, sentences, or words. They are often called "joining words". Examples include 'and', 'but', 'or', 'because', 'so', and 'if'.

Specifically, "if" is a type of **subordinating conjunction** because it introduces a dependent clause that cannot stand alone as a complete sentence.

Why 'If' is a Conjunction Here

- It introduces a clause that depends on the main clause ("I wonder") for its full meaning.

- It establishes a relationship of condition or hypothesis between the clauses.

Evaluating Other Options

- **Adverb:** Adverbs typically modify verbs, adjectives, or other adverbs, providing information about time, place, manner, or degree. The word "if" does not perform this function in the given sentence.
- **Verb:** Verbs express actions or states of being (e.g., 'run', 'is', 'wonder'). "If" does not represent an action or state.
- **Participle:** Participles are verb forms (often ending in -ing or -ed) that can function as adjectives or be part of verb tenses. "If" is not a form of a verb acting in this way.

Therefore, based on its role in connecting the main clause with a conditional subordinate clause, "if" is correctly identified as a conjunction in this sentence.

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83. **Answer: b**

Explanation:

Identifying the Type of Adjective: 'Every'

The sentence provided is: "The manager expects **every** employee to do his duty."

Our task is to identify the specific type of adjective used to modify the noun 'employee'. In this sentence, the word '**every**' is the adjective in question.

Understanding Different Types of Adjectives

Let's look at the categories provided in the options:

- **Infinite Numeral Adjective:** These describe numbers in an indefinite way, such as 'many', 'few', 'several', 'much', 'little'. They don't specify an exact quantity.
- **Distributive Numeral Adjective:** These adjectives refer to each person or thing in a group individually, considered one by one. Common examples include '**each**', '**every**', '**either**', and '**neither**'.

- **Demonstrative Adjective:** These point out specific nouns. Examples are 'this', 'that', 'these', and 'those'.
- **Definite Numeral Adjective:** These specify exact numbers or order, like 'one', 'two', 'three', 'first', 'second', etc.

Analyzing 'Every' in the Sentence

In the sentence, "The manager expects **every** employee to do his duty," the word '**every**' refers to each employee individually within the group of employees. It emphasizes that the duty applies to each one separately.

This fits the definition of a **Distributive Numeral Adjective** because it distributes the action or expectation to each member of the set ('employees') considered individually.

- 'Every' is not indefinite (like infinite adjectives).
- 'Every' does not point to a specific item (like demonstrative adjectives).
- 'Every' does not state a precise count (like definite numeral adjectives).

Conclusion

Therefore, the adjective '**every**' in the sentence "The manager expects **every** employee to do his duty" is correctly classified as a **Distributive Numeral Adjective**.

84. **Answer: a**

Explanation:

Grammar Analysis: "The Righteous" in Context

The question asks us to identify the grammatical classification of the phrase "The righteous" within the sentence: "The righteous always emerge victorious." We need to determine the specific part of speech or noun type it represents in this context.

Identifying the Role of "The Righteous"

In this sentence, "The righteous" serves as the **subject**. The subject is the entity that performs the action or is described by the verb in a sentence.

The word "righteous" is typically an adjective meaning morally right or justifiable. However, when an adjective is preceded by the definite article "the", it can function as a noun. This construction refers to a group of people characterized by the adjective.

So, "The righteous" refers to the collective group of people who possess the quality of being righteous.

Determining the Noun Classification

To decide if it's a singular or plural noun, consider these points:

- The phrase "The righteous" refers to multiple individuals who are righteous, not just one person. It represents a class or group.
- The verb in the sentence, "emerge", is in its plural form. This verb form agrees with the plural subject "The righteous". A singular subject would typically use a verb form like "emerges".

Based on these observations, "The righteous" functions as a **Plural Noun** in this sentence.

Evaluating the Given Options

Let's examine why the other options provided are not the best fit:

- **Adverb**: Adverbs modify verbs, adjectives, or other adverbs. "The righteous" acts as the subject, the core of the sentence, not a modifier.
- **Determiner**: "The" is the determiner in the phrase, indicating specificity. "Righteous" itself is not a determiner.
- **Singular Noun**: This is incorrect because the phrase refers to a group of people (plural), not an individual (singular).

Therefore, the classification of "The righteous" as a Plural Noun accurately describes its grammatical function in the sentence.

85. **Answer: a**

Explanation:

Grammar Analysis: Identifying Adverbs in Sentences

This solution explains the grammatical function of words and phrases within the sentence, "It rained every day during the month of August," focusing on identifying parts of speech, particularly adverbs.

Understanding Adverbs and Their Role

Adverbs are essential parts of speech in English grammar. They provide more information about verbs, adjectives, or other adverbs. Adverbs typically answer questions such as:

- **When** did the action happen? (e.g., now, later, yesterday)
- **Where** did the action happen? (e.g., here, above, downtown)
- **How** was the action performed? (e.g., quickly, carefully, loudly)
- **How often** did the action occur? (e.g., always, sometimes, daily)
- **To what extent**? (e.g., very, too, completely)

Understanding these functions helps in correctly identifying adverbs within a sentence.

Sentence Breakdown: "It rained every day during the month of August"

Let's examine the sentence structure and identify the function of its components:

- **"It"**: This word is a pronoun. It acts as the subject of the sentence, referring to the general condition or weather.
- **"rained"**: This is the main verb of the sentence, indicating the action that took place.

- **"every day"**: This phrase specifies the frequency of the action. It answers the question, "How often did it rain?". Phrases that answer frequency questions function as adverbs or adverbial phrases. Therefore, "every day" acts adverbially in this context.
- **"during the month of August"**: This is a prepositional phrase that indicates the time frame. It answers the question, "When did it rain?". Like "every day", this phrase also functions adverbially, modifying the verb "rained". "August" itself is a noun, the specific name of the month.

Evaluating the Options

The question implicitly asks about the grammatical role related to time or frequency within the sentence. Let's evaluate the provided options against our analysis:

- **Adverb**: The phrases "every day" and "during the month of August" clearly describe *when* and *how often* the action of raining occurred. This function aligns perfectly with the role of adverbs or adverbial phrases.
- **Pronoun**: Pronouns replace nouns (like "It"). While present, the core descriptive element related to the action's timing isn't a pronoun.
- **Conjunction**: Conjunctions connect words, phrases, or clauses (e.g., 'and', 'or', 'but'). This sentence doesn't rely on conjunctions to describe the timing of the rain.
- **Adjective**: Adjectives modify nouns (e.g., "a *rainy* day"). While "every" can sometimes act as a determiner (similar to an adjective) modifying "day", the entire phrase "every day" functions adverbially to describe the verb "rained".

Based on this grammatical analysis, the elements describing the timing and frequency of the rain serve an adverbial purpose.

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86. **Answer: a**

Explanation:

Grammar: Completing the Sentence Logically

This question requires us to choose the correct word to fill in the blank in the sentence: "I must, _ _ _ _ _ _ _ _ _ _, ask for tolerance from the board." The blank needs a word that logically connects an implied previous statement or reason with the action of asking for tolerance.

Analyzing Word Choices

Let's examine the given options to see which one best fits the context and creates a logical flow:

- **1. therefore**: This word is a conjunctive adverb used to show a result or consequence. It indicates that what follows is a logical outcome of something previously stated or implied. Example: "The project is behind schedule; **therefore**, we need more resources." This fits the sentence structure, suggesting a reason necessitates asking for tolerance.
- **2. thus**: Similar to 'therefore', 'thus' also indicates a result or conclusion. While grammatically possible, 'therefore' is often preferred in this specific type of sentence structure for indicating a direct consequence.
- **3. for example**: This phrase is used to introduce an illustration or example. It does not indicate a logical consequence. Example: "We need to consider several factors; **for example**, budget and timeline." This doesn't fit the sentence's need for a consequential link.
- **4. likely**: This adverb expresses probability or likelihood. It doesn't establish a logical connection or consequence required by the sentence structure "I must...". Example: "Given the evidence, the suspect is **likely** guilty." This is about probability, not logical necessity.

Selecting the Best Fit

The sentence "I must, _ _ _ _ _ _ _ _ _ _, ask for tolerance from the board" implies that due to some preceding reason or situation, the speaker feels compelled ('must') to ask for tolerance. 'Therefore' perfectly bridges this implied cause and the resulting action. It signals that the act of asking for tolerance is a logical consequence of the circumstances.

Using 'therefore' creates a clear and grammatically sound connection, indicating that the necessity to ask for tolerance arises directly from a preceding context.

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87. **Answer: c**

Explanation:

Analyzing Skepticism's Expression in High Theory

The question asks us to find the most suitable word to complete the sentence: "_____ , eloquent expression of this skepticism can be found in the high theory removed from the reality." We need a word that logically connects the preceding thought (or lack thereof) with the statement about skepticism being expressed eloquently in detached high theory.

Understanding the Sentence Context

The core idea is that a particular kind of **skepticism** is evident in theoretical discussions that are disconnected from real-world application. The blank requires a word that either emphasizes this connection, confirms it, or introduces it smoothly.

Evaluating the Options

Let's examine each option:

- **Unengagingly**: This adverb describes *how* something is done. It doesn't fit grammatically or logically as an introductory word confirming or linking the idea. "Unengagingly, eloquent expression..." doesn't make sense.
- **Somewhat**: This adverb indicates a degree. While "Somewhat, eloquent expression..." is grammatically possible, it weakens the statement. It suggests only a partial or moderate connection, whereas the sentence structure implies a more direct affirmation or observation.
- **Indeed**: This adverb serves to emphasize, confirm, or agree with a statement. Using "Indeed" here strongly affirms that the **eloquent expression** of **skepticism** is present in detached **high theory**. It creates a logical and emphatic

connection. "**Indeed**, eloquent expression of this skepticism..." fits perfectly, confirming the observation.

- **Fortunate**: This is an adjective meaning lucky or having good fortune. It does not fit grammatically or contextually as an introductory word in this sentence.

Concluding the Analysis

The word **Indeed** fits the sentence structure and meaning best. It acts as an emphatic confirmation, highlighting that the specific type of skepticism mentioned finds a clear and articulate voice ('**eloquent expression**') within theoretical frameworks that lack practical grounding ('**high theory removed from the reality**').

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88. **Answer: b**

Explanation:

Completing the Sentence: Selecting the Right Phrase

The question asks to fill in the blank in the sentence: "I shall consider, _ _ _ _ _ _ _ _ _ _, the narrow lines of argument articulated by philosophers." This requires selecting the phrase that best modifies the verb "consider," indicating the manner or focus of consideration.

Analyzing the Options

Let's examine each option to see how it fits the context:

- 1. $suigeneris$: This Latin phrase means "of its own kind" or unique. It doesn't fit grammatically or logically in this sentence. It describes something's uniqueness, rather than specifying focus.
- 2. $inparticular$: This phrase means "specifically" or "especially." It fits perfectly, indicating that the consideration will focus specifically on the "narrow lines of argument articulated by philosophers."
- 3. $matteroffact$: This phrase means "actually" or "in reality." It implies stating a fact, which doesn't fit the context of how the arguments will be considered.

- **4.** *serendipitously*: This adverb means "occurring or discovered by chance in a happy or beneficial way." Consideration of philosophical arguents is usually a deliberate act, not a chance occurrence.

Explanation of the Correct Choice

The phrase *inparticular* is the most suitable choice because it acts as an adverbial phrase specifying the focus. The sentence intends to convey that the speaker will pay special attention to the specific, narrow lines of argument put forth by philosophers. Using *inparticular* clarifies this focused consideration.

Therefore, the completed sentence reads: "I shall consider, **in particular**, the narrow lines of argument articulated by philosophers." This highlights that the consideration is not general but specifically targets the detailed arguments discussed.

89. **Answer: b**

Explanation:

Understanding Religious Plurality Issues in Party Dynamics

The question asks to fill in the blank in the sentence: "_____ issues of religious plurality are embedded in the relationship between different followers of the party." This sentence focuses on the extent or degree to which problems related to religious diversity are present and influence how followers within a political party interact.

Analyzing the Options for Degree

The missing word needs to describe the magnitude of the 'religious plurality issues' within the context of the party's follower relationships. Let's examine the choices:

- **Somewhat:** This suggests that the issues exist, but perhaps to a minor or limited extent.
- **Significantly:** This indicates that the issues are important, considerable, and have a noticeable impact on the relationships among followers.
- **Unexpectedly:** This adverb describes the manner in which something happens (as a surprise), not the degree or extent to which the issues are embedded. It doesn't fit the grammatical context of measuring the presence of issues.
- **Overmuch:** This implies an excessive or too great an extent, often with a negative connotation. While possible, it might be too strong or specific compared to a more neutral assessment of importance.

Contextual Fit of "Significantly"

The term "embedded" suggests that the issues are deeply integrated into the structure of relationships. "Significantly" best captures this idea, conveying that religious plurality is a major factor shaping how different groups of followers relate to each other within the party. It implies a substantial presence and influence without necessarily implying negativity like "overmuch" or focusing on surprise like "unexpectedly". "Somewhat" would understate the likely importance implied by "embedded". Therefore, "Significantly" provides the most appropriate measure of the embedding of religious plurality issues in follower relationships.

The sentence, when completed with "Significantly", reads: "**Significantly** issues of religious plurality are embedded in the relationship between different followers of the party." This highlights that religious diversity plays a major role in shaping the dynamics and potential challenges within the follower base of the party.

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90. **Answer: b**

Explanation:

Completing the Sentence: Argument from Ordinary Life

The question asks us to find the most suitable word to fill in the blank in the sentence: "_____, we can take recourse to, what I call, an argument from

ordinary life." The sentence discusses using an "argument from ordinary life," which implies using common sense or everyday examples as a basis for reasoning, often as a final or concluding method.

Understanding the Options

Let's analyze the meaning of each option and how it fits into the sentence:

- **Aggrievedly:** This adverb means in a way that expresses displeasure or resentment due to perceived unfair treatment. It doesn't logically fit the context of introducing a method of argumentation.
- **Finally:** This adverb indicates something that happens at the end of a process, series of events, or after a long time. It suggests a concluding step or a last resort.
- **Fatally:** This adverb means in a way that causes death or is extremely serious/disastrous. It is completely irrelevant to constructing an argument.
- **Acceptably:** This adverb means in a way that is satisfactory or tolerable. While one might present an argument acceptably, this word doesn't convey the sense of concluding or resorting to a specific type of argument, which seems implied by the phrase "take recourse to".

Selecting the Best Fit

The phrase "take recourse to" suggests turning to something for help or as a final option. The term "argument from ordinary life" implies a specific type of reasoning. Considering these meanings:

- The sentence structure suggests that resorting to an "argument from ordinary life" happens at a certain point, likely towards the end of a discussion or after other methods have been considered.
- **Finally** best captures this sense of conclusion or last resort. It implies that, *at the end* or *after other considerations*, one might use this specific type of argument.
- The other options do not fit the logical flow or the intended meaning of concluding a process before employing a specific reasoning technique.

Therefore, the completed sentence reads: "*Finally*, we can take recourse to, what I call, an argument from ordinary life." This suggests that using everyday examples is a concluding strategy in argumentation.

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91. **Answer: a**

Explanation:

Understanding Lose vs Loose: Meanings and Parts of Speech

The words "lose" and "loose" are often confused because they sound similar but have different meanings and grammatical functions. Let's clarify the distinction between these two commonly mistaken words.

Defining 'Lose'

Lose is primarily used as a **verb**.

- **Meaning:** It means to misplace something, to be deprived of something, to fail to win, or to get rid of something.
- **Examples:**
    - "Try not to **lose** your keys." (misplace)
    - "Our team might **lose** the match." (fail to win)
    - "She decided to **lose** some weight." (get rid of)

Defining 'Loose'

Loose is typically used as an **adjective**.

- **Meaning:** It means not tight, slack, free, or unattached. It can also describe something that is not precise or restrained.
- **Examples:**
    - "The knot became **loose**." (not tight)
    - "He was wearing a **loose** shirt." (baggy)

- "The dog got **loose** from its collar." (free, unattached)

Occasionally, "loose" can be used as a verb (pronounced differently, like 'looze'), meaning to set free or release, but this usage is less common in standard English compared to its adjectival form.

Comparing Lose and Loose

Here's a table summarizing the key differences:

Summary of 'Lose' and 'Loose'

Word	Part of Speech	Common Meaning	Example Sentence
Lose	Verb	To misplace, fail to keep, not win	Don't **lose** the ticket.
Loose	Adjective	Not tight, slack, unfastened	My shoelace is **loose**.

Remember: "Lose" involves an action (verb), while "loose" describes a state or condition (adjective).

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92. **Answer: c**

Explanation:

Anyway vs. Any Way: Grammar and Meaning Explained

Understanding the difference between similarly spelled words like "Anyway" and "Any way" is crucial for clear communication. Let's break down their meanings and grammatical roles.

Understanding "Anyway"

"Anyway" is a single, solid word. It functions primarily as an **adverb**.

- **Meaning:** It typically means "regardless," "in any case," or "despite the foregoing." It's often used to change the subject, to return to a previous topic, or

to add a point that seems contrary to what was just said.
- **Example:** "I know it's late, but I wanted to finish this task **anyway**."
- **Example:** "The weather was terrible. **Anyway**, we decided to go for a walk."

Understanding "Any way"

"Any way" is a two-word phrase. It consists of the determiner "any" and the noun "way."

- **Meaning:** This phrase refers to "in any manner," "by any method," or "in any direction." It often appears in questions or statements about possibility or method.
- **Example:** "Can you please show me **any way** to solve this problem?"
- **Example:** "We can go **any way** you choose, as long as we get there."

Comparison Table

Word/Phrase	Part of Speech	Meaning	Example Sentence
Anyway	Adverb	Regardless, in any case	"He decided to buy the car **anyway**."
Any way	Phrase (Determiner + Noun)	In any manner, by any method	"Is there **any way** you could help me?"

The key distinction lies in their function: "Anyway" acts as a sentence connector or adverb expressing disregard for prior circumstances, while "any way" refers to a method or manner.

Based on this analysis, the option that correctly identifies "Anyway" as an adverb meaning regardless and "Any way" as a phrase meaning any manner or method is the accurate choice.

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93. **Answer: a**

Explanation:

Allusion vs Illusion: Meaning and Grammatical Role

This question asks us to identify the correct meanings and parts of speech for the words **Allusion** and **Illusion**. These words sound similar but have distinct definitions and uses in English.

Allusion Definition and Usage

Allusion is a **noun**. It refers to an indirect or brief mention of something, often a person, place, event, or literary work. It's like a subtle hint or suggestion that relies on the listener or reader having prior knowledge.

For example: "Her speech included an **allusion** to the famous painting 'Mona Lisa'." Here, the speaker is indirectly referencing the painting.

Illusion Definition and Usage

Illusion is also a **noun**. It refers to a deceptive appearance, a misleading perception, or a false idea or belief. It's something that tricks the senses or the mind.

For example: "The play used clever lighting to create the **illusion** of a haunted forest." or "He had the **illusion** that he could finish the project in one day."

Key Differences: Allusion vs Illusion

The key difference lies in their meanings:

- **Allusion**: An indirect reference or hint.
- **Illusion**: A false perception, appearance, or idea.

Both words are commonly used as nouns in sentences.

Option Analysis: Allusion and Illusion

We need to find the option that correctly identifies both words as nouns and accurately describes their respective meanings.

Let's look at the characteristics presented in the options:

- Option 1 correctly identifies **Allusion** as a noun meaning an implied reference and **Illusion** as a noun referring to a false idea.
- Option 2 incorrectly swaps the definitions and parts of speech.
- Option 3 incorrectly identifies both words as verbs.
- Option 4 incorrectly assigns parts of speech (adverb, adjective) and mixes up the meanings.

Therefore, the option that accurately defines both **allusion** and **illusion** and specifies their correct grammatical role (noun) is the right choice.

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94. **Answer: b**

Explanation:

Appraise vs Apprise: Meanings and Grammar

The question asks us to differentiate between the words 'Appraise' and 'Apprise', focusing on their meanings and grammatical classifications. Both words sound similar and are often confused, but they have distinct definitions and uses.

Understanding 'Appraise'

'Appraise' is a **verb**. Its primary meaning is to assess or evaluate something. This involves examining something carefully to judge its value, quality, or importance.

For example:

- The insurance agent needed to **appraise** the damage to the car after the accident.
- She was asked to **appraise** the collection of rare books for the auction.

Understanding 'Apprise'

'Apprise' is also a **verb**. Its meaning is to inform, notify, or tell someone about a particular situation or development.

For example:

- The manager will **apprise** the team about the new project guidelines.
- We need to **apprise** the client of the delay in shipment.

Comparing the Words

The key difference lies in their core meaning:

- **Appraise** relates to *evaluation* or *assessment*.
- **Apprise** relates to *informing* or *notifying*.

Both are verbs, meaning they describe an action.

Summary Table

Comparison of 'Appraise' and 'Apprise'			
Word	Part of Speech	Meaning	Example Sentence Snippet
Appraise	Verb	To assess or evaluate the worth, quality, or importance of something.	...**appraise** the painting's value.
Apprise	Verb	To inform or notify someone about something.	...**apprise** you of the situation.

Based on these definitions, 'Appraise' means to examine and form an opinion about something, and 'Apprise' means to inform about something. Both are used as verbs.

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95. **Answer: d**

Explanation:

Climactic: Definition and Usage

The word **Climactic** is an adjective. It refers to events, situations, or descriptions that are related to a climax. A climax is the point of highest tension, excitement, or development in a story, play, or any series of events.

- **Part of Speech:** Adjective
- **Meaning:** Relating to or forming a climax; the moment of greatest intensity or excitement.

Climatic: Definition and Usage

The word **Climatic** is also an adjective. It is associated with climate, which describes the prevailing weather conditions of a region over a long period. This term is used when discussing weather patterns and atmospheric conditions.

- **Part of Speech:** Adjective
- **Meaning:** Relating to climate; concerning the general weather conditions of a place.

Climactic vs Climatic: Key Differences

It is important to distinguish between these two words as they have very different meanings despite their similar spellings.

Word	Part of Speech	Meaning
Climactic	Adjective	Moment of heightened excitement
Climatic	Adjective	Climate of a particular area

Memorizing the core association—**Climactic** for climax/excitement and **Climatic** for climate/weather—helps in correct usage.

96. **Answer: b**

Explanation:

Understanding Correct Word Usage: 'Advice' vs. 'Advise'

This question tests the correct usage of the word related to giving guidance. The key is understanding the difference between the noun **'advice'** and the verb **'advise'**.

Understanding the Difference

- **Advice** (noun): This refers to guidance or recommendations offered about a future action or plan. It is an uncountable noun. Example: *She gave me some good advice.*
- **Advise** (verb): This means to offer guidance or recommend something. It is the action word. The past tense is *advised*, and the present participle is *advising*. Example: *I advise you to be careful. He advised her against it. They are advising the committee.*

Analyzing the Options

Let's examine each sentence to see how the word is used:

1. He adviced his friend to take a break from his hectic schedule.

   Analysis: This sentence attempts to use the verb form. However, 'adviced' is not a correct English word. The past tense of the verb 'advise' is 'advised'. Therefore, this sentence is incorrect.

2. The doctor's advice went unheeded by his patient.

   Analysis: Here, 'advice' is used as a noun, referring to the guidance given by the doctor. This usage is correct, and the sentence is grammatically sound.

3. The teacher repeatedly adviced her students to take safety precautions on the road.

Analysis: Similar to the first option, 'adviced' is incorrectly used as the past tense of the verb. The correct past tense form is 'advised'. This sentence is incorrect.

4. Elders are often advicing their children on various aspects of their heritage.

Analysis: This sentence uses 'advicing', which is an incorrect form of the present participle of the verb 'advise'. The correct form is 'advising'. This sentence is incorrect.

Conclusion

Based on the analysis, only the second sentence correctly uses the word 'advice' as a noun.

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97. **Answer: b**

Explanation:

Illicit Word Usage Explanation

The question asks to identify the sentence where the word "Illicit" is used correctly. This often involves distinguishing it from a similar-sounding word, "elicit". Let's understand the meaning of both words.

Understanding the Word: Illicit

Illicit is an adjective that means something is forbidden by law, rules, or custom; it is illegal or disapproved of.

- **Meaning:** Illegal, unlawful, forbidden.
- **Example:** *Illicit* drugs are illegal substances.

Distinguishing from Elicit

The word "elicit" (and its past tense "elicited") sounds similar but has a completely different meaning. "Elicit" is a verb meaning to draw out or bring forth a response,

answer, or fact.

- **Meaning (Elicit):** To evoke, obtain, or draw out.
- **Meaning (Elicited):** Past tense of elicit.
- **Example:** His question *elicited* a surprising answer.

Many of the incorrect options use variations of "elicit" incorrectly or use "illicit" where "elicit" is needed.

Analyzing the Options

Option 1: Incorrect Usage

Sentence: The police put out a notice to illicit more information from the public.

Analysis: This sentence needs a verb meaning "to draw out". The correct word is "elicit". "Illicit" means illegal and doesn't fit the context of drawing out information. Therefore, this usage is incorrect.

Option 2: Correct Usage

Sentence: Illicit trading in liquor became profitable during the prohibition.

Analysis: "Prohibition" refers to a period when the making, selling, and transporting of alcohol were legally forbidden. "Illicit trading" means illegal trading, which perfectly describes trading activities during such a period. The word "illicit" is used correctly here as an adjective describing the trading.

Option 3: Incorrect Usage

Sentence: The offer for new residential areas illicited a lukewarm response.

Analysis: Similar to option 1, this sentence requires the past tense of the verb "elicit" (to draw out). The word "illicited" is misspelled and misused; the correct word should be "elicited". "Illicit" (illegal) does not fit the context of a response to an offer.

Option 4: Incorrect Usage

Sentence: The news of the earthquake illicited a massive outpouring of help for the victims.

Analysis: This sentence also needs the past tense of the verb "elicit". The news "drew out" or "evoked" help. The word "illicited" is again misspelled and misused. The correct word should be "elicited". "Illicit" is not appropriate here.

Conclusion

Based on the analysis, only sentence 2 uses the word "Illicit" correctly to describe illegal activity within the context of prohibition.

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98. **Answer: b**

Explanation:

Understanding the Correct Usage of 'Effect'

This question tests the understanding of the difference between the words '**effect**' and '**affect**'. While they sound similar, they have distinct grammatical roles and meanings.

'Effect' vs. 'Affect': Key Differences

- **Affect** (usually a verb): Means to influence, impact, or produce a change in something. *Example: The rain will **affect** the crops.*
- **Effect** (usually a noun): Means a result, consequence, or outcome of an action or cause. *Example: The rain had a positive **effect** on the crops.*

Sometimes, 'effect' can be used as a verb meaning 'to bring about' or 'to accomplish' (*Example: The manager effected changes in the policy*), and 'affect' can be a noun in psychology referring to emotion (*Example: The patient showed a flat affect*). However, in standard usage, the primary distinction above holds true.

Analyzing the Sentences

Let's examine each option based on the common usage of '**effect**' as a noun and '**affect**' as a verb:

Option 1 Analysis

Sentence: *The weather conditions began to effect his health.*

Explanation: Here, the sentence intends to say that the weather conditions *influenced* or *produced a change in* his health. The word needed is a verb. Therefore, '**affect**' should be used, not '**effect**'. The correct sentence would be: 'The weather conditions began to **affect** his health.' This makes Option 1 incorrect.

Option 2 Analysis

Sentence: *Climate change will have long term effect on every aspect of planetary life.*

Explanation: This sentence discusses the *result* or *consequence* of climate change. The word '**effect**' is used as a noun here, preceded by the adjective 'long term'. This usage is grammatically correct. The sentence correctly uses '**effect**' to denote the outcome.

Option 3 Analysis

Sentence: *The people of the town were deeply effected by the new laws that were passed by the government.*

Explanation: Similar to Option 1, this sentence describes how the people were *influenced* or *impacted* by the laws. The verb form is required. The word 'effected' is incorrect here; the past participle of the verb '**affect**' is '**affected**'. The correct sentence would be: 'The people of the town were deeply **affected** by the new laws...' This makes Option 3 incorrect.

Option 4 Analysis

Sentence: *All creatures are effected by emotion.*

Explanation: Again, this sentence implies that creatures are *influenced* or *acted upon* by emotion. The verb '**affect**' is needed. 'Effected' is not the correct past participle form in this context. The correct sentence should use '**affected**': 'All creatures are **affected** by emotion.' This makes Option 4 incorrect.

Conclusion

Based on the analysis, only Option 2 correctly uses the word '**effect**' as a noun, signifying a result or consequence.

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99. **Answer: c**

Explanation:

Brake Word Usage Explained

This question asks us to identify the sentence where the word "brake" or its forms (like "braked") is used correctly. The word "brake" generally refers to a device used to slow down or stop a moving vehicle or machine, or the act of using this device. Let's analyze each sentence to see which one fits this definition.

Analyzing Sentence Options for Correct Brake Usage

- **Option 1 Analysis:** "Frequent disruptions caused the braking of the flow of the speaker."
  While "braking" can metaphorically mean slowing down, this specific phrasing "braking of the flow" sounds awkward and isn't the standard way to express that disruptions interrupted the speaker. It implies the disruptions actively stopped the speaker's flow, which is a possible meaning, but the construction is unusual.
- **Option 2 Analysis:** "The rapid swirling water caused the dam walls to brake."
  This sentence is incorrect. Dam walls are structures; they do not "brake". You might say the water flow was braked, or that the dam structure held, but the walls themselves cannot perform the action of braking.

- **Option 3 Analysis:** "The driver braked sharply to avoid a collision."
  This is a perfect and common usage of the word "braked". The driver applied the vehicle's brakes (the device) to slow down quickly ("sharply") and prevent an accident. This aligns directly with the primary meaning of the verb "to brake".
- **Option 4 Analysis:** "The young officer did not know how to brake the unwelcome news to the family."
  This sentence incorrectly uses "brake". The intended meaning is likely related to delivering bad news gently or carefully. The correct idiom for this is "break the news", not "brake the news". "Brake" relates to stopping or slowing, while "break" means to shatter, separate, or announce.

Understanding the Correct Meaning of Brake

The word **brake** primarily functions as:

- **Noun:** A device used for slowing or stopping a vehicle or machine. Example: *"He stepped on the brake."*
- **Verb:** To activate the brake device; to slow down or stop. Example: *"The car braked suddenly."*

It's important not to confuse "brake" with "break". "Break" means to shatter, divide, or discontinue, or to announce news (as in "break the news"). Option 4 mistakenly uses "brake" where "break" was intended.

Conclusion on Brake Sentence Usage

Based on the analysis, Option 3 is the only sentence that uses the word "braked" in its correct and standard grammatical context, referring to the action of applying the brakes on a vehicle.

---

100. **Answer: b**

   Explanation:

Incite Word Usage Explained

The question asks us to identify the sentence where the word 'incite' is used correctly. Let's break down the meaning of 'incite' and examine each sentence.

Understanding the Word 'Incite'

'Incite' is primarily a verb. It means to encourage or stir up (violent or unlawful behavior or strong emotion).

It is often confused with 'insight', which is a noun meaning the capacity to gain an accurate and deep understanding of someone or something.

Analyzing Each Sentence

- **Sentence 1:**
  He has a deep incite into various aspects of social formations.
  - **Analysis:** This sentence uses 'incite' as a noun, suggesting a deep understanding. However, the correct noun for understanding is 'insight'. 'Incite' means to provoke or stir up, which doesn't fit the context of having understanding.
  - **Usage:** Incorrect.
- **Sentence 2:**
  The words of the speaker incited feelings of anger, sorrow and grief.
  - **Analysis:** Here, 'incited' is used as a verb (past tense). The sentence suggests that the speaker's words stirred up or provoked strong emotions like anger, sorrow, and grief. This aligns perfectly with the meaning of 'incite'.
  - **Usage:** Correct.
- **Sentence 3:**
  His research gave the audience an incite into market trends.
  - **Analysis:** Similar to sentence 1, this sentence incorrectly uses 'incite' as a noun where 'insight' (understanding) is required. The research provided understanding, it didn't stir up the audience in the way 'incite' implies.
  - **Usage:** Incorrect.
- **Sentence 4:**

Since he was incite she decided to call out to him.

- **Analysis:** This sentence uses 'incite' as if it were an adjective describing the person ('he'). There is no adjective form 'incite'. The word 'incite' is a verb. A correct word might be 'excited' or perhaps 'incited' (past participle used adjectivally, meaning provoked), but 'incite' itself is grammatically incorrect here.
- **Usage:** Incorrect.

Conclusion on Incite Usage

Based on the analysis, only the second sentence correctly uses the word 'incited' as a verb to describe the stirring up of emotions.

---

101. **Answer: c**

Explanation:

To solve this problem, we need to match the words/expressions in List I with their correct meanings in List II:

1. **Ensue:** This word means "to happen as a result." In the context of something following or resulting from an event, "ensue" is the appropriate term. Therefore, the correct match is 4.
2. **Morass:** This term generally refers to "muddy ground" or swampy land. Moreover, it can metaphorically describe a complex or confusing situation that is difficult to escape from. Given the options related to literal meanings, "muddy ground" is suitable. Thus, the correct match is 1.
3. **Imbroglio:** This term describes a complicated or confusing situation, often involving disputes or misunderstandings. The best match here is option 2, which refers to "complex disputes."
4. **Potpourri:** This refers to a collection or mixture of various things, typically dried petals mixed with spices or a medley of things. Hence, the correct match is 3.

Combining these matches gives us the code A, B, C, D as 4, 1, 2, 3. Therefore, the correct answer is **4 1 2 3**.

102. **Answer: a**

Explanation:

Understanding the Word Matching Question

The question requires matching words or expressions from List I with their correct meanings provided in List II. We need to carefully consider the definition of each term in List I and find its closest equivalent in List II. The final step is to select the code that represents the correct sequence of matches.

Matching List I with List II

Let's break down each item from List I and find its corresponding meaning in List II:

- **A. Malversation**: This term refers to wrongdoing or misconduct, especially by someone in a position of public trust. It signifies corruption. Looking at List II, the meaning **'Corrupt behaviour of a public servant'** (4) accurately describes malversation.
- **B. Conundrum**: A conundrum is a confusing and difficult problem or riddle. From List II, the meaning **'Confusing problem'** (2) fits perfectly.
- **C. Incessant**: This adjective means continuing without pause or interruption. In List II, **'Continuing without a break'** (1) is the exact definition.
- **D. Mulct**: To mulct means to impose a fine or penalty on someone, often involving extracting money unfairly, such as through taxes or fees. The meaning **'Extracting money in the form of taxes'** (3) aligns with this definition.

Summary of Matches

Based on the analysis above, the correct pairings are:

- A matches with 4
- B matches with 2
- C matches with 1
- D matches with 3

Presenting the Correct Code

Arranging the numbers according to the matches (A, B, C, D), we get the code **4 2 1 3**. This corresponds to option 1.

List I (Word/Expression)	List II (Meaning)	Match
A. Malversation	4. Corrupt behaviour of a public servant	4
B. Conundrum	2. Confusing problem	2
C. Incessant	1. Continuing without a break	1
D. Mulct	3. Extracting money in the form of taxes	3

Therefore, the correct code representing the matches is **4 2 1 3**.

103. **Answer: c**

Explanation:

Matching Words List I with List II

This question requires matching words from List I with their appropriate meanings provided in List II. Let's break down each word from List I and find its correct match in List II.

List I Word Analysis:

- **A. Impugn**: This word means to challenge the truth, validity, or honesty of something. It involves expressing doubts or questioning someone's integrity or a statement's accuracy.
- **B. Spew**: This term typically refers to ejecting or pouring out something in large quantities, often forcefully. It can describe liquids or even strong emotions being expressed intensely.

- **C. Harangue**: A harangue is a long, aggressive, and critical speech or piece of writing. It's essentially a forceful, often public, lecture or tirade.
- **D. Gibberish**: This refers to speech or writing that is nonsensical, unintelligible, or meaningless. It's essentially random or confused talk.

List II Meaning Analysis:

- 1. Meaningless words
- 2. Expressing doubts about something
- 3. Flowing out of something in a forceful way
- 4. Aggressive lecturing

Matching Process:

By comparing the meanings, we can establish the following matches:

- **A. Impugn** best matches with **2. Expressing doubts about something**.
- **B. Spew** aligns well with **3. Flowing out of something in a forceful way**.
- **C. Harangue** corresponds directly to **4. Aggressive lecturing**.
- **D. Gibberish** is synonymous with **1. Meaningless words**.

Summary Table:

List I (Word)	List II (Meaning)	Match Code
A. Impugn	2. Expressing doubts about something	2
B. Spew	3. Flowing out of something in a forceful way	3
C. Harangue	4. Aggressive lecturing	4
D. Gibberish	1. Meaningless words	1

Selecting the Correct Code:

Based on the established matches (A-2, B-3, C-4, D-1), the correct code sequence is 2 3 4 1.

Therefore, the option that represents this sequence is the correct answer.

104. **Answer: c**

Explanation:

Understanding Vocabulary: Matching Words to Meanings

This question requires matching terms from List I with their correct definitions provided in List II. Let's break down each term and find its corresponding meaning.

Matching List I with List II

We need to determine the meaning of each word in List I and find its match in List II.

A. Understanding the Meaning of 'Caveat'

The word 'Caveat' (List I – A) refers to a warning or a proviso of specific conditions attached to an agreement or statement. Looking at List II, the term that best matches this definition is **2. Warning**.

B. Understanding the Meaning of 'Amble'

'Amble' (List I – B) describes a way of walking. It means to walk or move at a slow, relaxed, or leisurely pace. In List II, this corresponds to **3. Walking at a slow pace**.

C. Understanding the Meaning of 'Acolyte'

An 'Acolyte' (List I – C) is typically a religious assistant or follower. More generally, it means someone who follows or attends another person; an attendant, or an ardent follower. This matches definition **4. Ardent follower** from List II.

D. Understanding the Meaning of 'Archaic'

'Archaic' (List I - D) describes something that is very old-fashioned, outdated, or belongs to an earlier period. In List II, this definition is represented by **1. Old-fashioned**.

Determining the Correct Code

Based on the matching above, we have:

- A matches with 2
- B matches with 3
- C matches with 4
- D matches with 1

Therefore, the correct code formed by combining the numbers in the order A, B, C, D is **2 3 4 1**.

---

105. **Answer: a**

Explanation:

Matching Words and Meanings: A Step-by-Step Explanation

This question requires matching the words/expressions in List I with their correct meanings provided in List II. Let's break down each item:

List I Breakdown

- **A. Kernel:** Refers to the soft, often edible, inner part of a nut or seed.
- **B. Brook:** This is a term for a small stream or a narrow river.
- **C. Jinx:** This word means a person or thing believed to bring bad luck.
- **D. Solace:** This means comfort or consolation in a time of distress or sadness.

List II Breakdown

- 1. **Something that causes bad luck:** This definition aligns with the meaning of 'Jinx'.
- 2. **Small stream:** This definition directly corresponds to the meaning of 'Brook'.
- 3. **Something that gives feeling of comfort:** This definition matches the meaning of 'Solace'.
- 4. **Soft part inside a seed:** This definition is the meaning of 'Kernel'.

Determining the Correct Match

By comparing List I with List II, we establish the following pairings:

- A. **Kernel** matches with **4. Soft part inside a seed.**
- B. **Brook** matches with **2. Small stream.**
- C. **Jinx** matches with **1. Something that causes bad luck.**
- D. **Solace** matches with **3. Something that gives feeling of comfort.**

Therefore, the correct code representing the matches A, B, C, and D in order is **4 2 1 3.**

---

106. **Answer: c**

Explanation:

Understanding and Matching Word Meanings: Feat, Fate, Fathom, Faux Pas

This question requires matching the words or expressions in List I with their correct meanings provided in List II. Let's break down each term to find the right match.

Matching List I with List II

We need to find the definitions for the following terms:

- Feat
- Fate

- Fathom
- Faux pas

And match them with the meanings:

- The development of events outside a person's control
- Used to measure depth of water
- An embarrassing mistake
- An achievement requiring great courage

Step-by-Step Explanation

Let's analyze each term from List I:

A. Feat

A **feat** is commonly understood as an impressive achievement that requires great effort, skill, or courage. Looking at the options in List II, meaning 4, "An achievement requiring great courage," fits perfectly.

So, A matches with 4.

B. Fate

Fate refers to the predetermined course of events, often seen as an uncontrollable force shaping one's destiny. Meaning 1, "The development of events outside a person's control," accurately describes fate.

So, B matches with 1.

C. Fathom

A **fathom** is primarily a unit of length used to measure the depth of water, especially in nautical contexts. It's equal to six feet. Meaning 2, "Used to measure depth of water," is the correct definition.

So, C matches with 2.

D. Faux pas

Faux pas is a French term that has been adopted into English. It literally means "false step" and refers to an embarrassing or tactless mistake in social situations or conversation. Meaning 3, "An embarrassing mistake," is the correct definition.

So, D matches with 3.

Summary of Matches

Based on the analysis, the correct matches are:

- A – 4
- B – 1
- C – 2
- D – 3

This corresponds to the code **4 1 2 3**.

List I (Word/Expression)	List II (Meaning)	Match
A. Feat	4. An achievement requiring great courage	A – 4
B. Fate	1. The development of events outside a person's control	B – 1
C. Fathom	2. Used to measure depth of water	C – 2
D. Faux pas	3. An embarrassing mistake	D – 3

---

107. **Answer: d**

Explanation:

Matching Terms: List I with List II

This question requires matching words or expressions from List I with their correct meanings in List II. Let's break down each item:

List I: Word/Expression

A. Semitic
B. Seminary
C. Send off
D. Semblance

List II: Meaning

1. Similarity of appearance
2. Training college for priests
3. A family of languages that includes Hebrew
4. Wish good luck to person leaving

Detailed Explanation of Matches

We will analyze each term in List I and find its corresponding meaning in List II.

A. Semitic

The term **Semitic** typically refers to a language family originating in the Middle East, including languages like Hebrew, Arabic, and Aramaic. It can also refer to the peoples who speak these languages.

Looking at List II, option 3, **"A family of languages that includes Hebrew",** is the most accurate definition.

Therefore, A matches with 3.

B. Seminary

A **Seminary** is specifically an institution dedicated to the education and training of candidates for the priesthood or other religious ministries.

Option 2 in List II, **"Training college for priests"**, perfectly describes a seminary.

Therefore, B matches with 2.

C. Send off

To **send off** someone means to see them depart, often with good wishes. It implies a farewell.

Option 4 from List II, **"Wish good luck to person leaving"**, captures the essence of a 'send off'.

Therefore, C matches with 4.

D. Semblance

The word **Semblance** refers to an outward appearance or a likeness, often suggesting something might not be entirely as it seems, or simply describing the way something looks.

Option 1 in List II, **"Similarity of appearance"**, aligns directly with the meaning of semblance.

Therefore, D matches with 1.

Final Matching Code

Based on the analysis above, the correct matches are:

- A – 3
- B – 2
- C – 4

- D – 1

Combining these gives the code **3 2 4 1**.

---

108. **Answer: a**

Explanation:

Understanding Word Meanings: List I and List II

This question requires matching words or expressions from List I with their correct meanings provided in List II. Let's break down each word from List I and find its corresponding meaning in List II.

Matching List I Words with List II Meanings

- **A. Hatch**: A hatch is typically a small door or opening, often one that opens upwards or outwards. In the context of vehicles like aircraft, it refers to an opening or door. Option 4, 'A door in an aircraft', fits this definition.
- **B. Haughty**: This adjective describes someone who is arrogant and behaves as if they are superior to others. Option 2, 'Arrogant behaviour', accurately captures the essence of being haughty.
- **C. Gruff**: A gruff voice or manner is rough, harsh, and often unfriendly. Option 1, 'Rough and low in pitch', describes this characteristic well, especially concerning a voice.
- **D. Gruelling**: This term means something is extremely tiring and demanding, requiring a lot of effort and endurance. Option 3, 'Tiring and demanding', is a direct synonym.

Resulting Code from Matching

Based on the analysis above, the matches are:

- A matches with 4
- B matches with 2

- C matches with 1
- D matches with 3

Therefore, the correct code representing the matches A B C D is 4 2 1 3.

Final Answer Code

The code that correctly represents the matching of List I with List II is derived from the pairings: A-4, B-2, C-1, D-3. This corresponds to the sequence **4 2 1 3**.

---

109. **Answer: a**

Explanation:

Extirpate Extol Extremity Expunge Vocabulary Matching

This question requires matching words from List I with their correct meanings provided in List II. We need to find the precise definition for each word given to solve this vocabulary matching exercise.

Matching Word Meanings: List I and List II

Let's analyze each word from List I and find its corresponding meaning in List II:

A. Extirpate

The word **Extirpate** means to completely destroy, root out, or eliminate something. It implies a thorough removal.

Looking at List II, the definition that best matches **Extirpate** is **4. Destroy completely**.

B. Extol

To **Extol** means to praise someone or something enthusiastically. It's about giving high commendation.

The corresponding meaning in List II is **1. Praise enthusiastically**.

C. Extremity

The word **Extremity** refers to the furthest point, the end, or a limit. It can also refer to a limb of the body.

From List II, the definition closest to the sense of 'furthest point' or 'end' is **2. Farthest point**.

D. Expunge

To **Expunge** means to remove something completely, especially from a record, list, or memory. It suggests a deliberate and thorough erasure.

This matches the definition **3. To remove completely** in List II.

Summary of Extirpate Extol Extremity Expunge Matches

To summarize, the correct matches between List I and List II are:

List I Word	List II Meaning	List II Number
A. Extirpate	Destroy completely	4
B. Extol	Praise enthusiastically	1
C. Extremity	Farthest point	2
D. Expunge	To remove completely	3

Therefore, the code representing the matches for A, B, C, D in order is **4 1 2 3**.

---

110. **Answer: b**

Explanation:

Understanding Word Meanings: Matching Exercise

This exercise involves matching words or expressions from List I with their correct meanings provided in List II. Successfully completing this task requires understanding the nuances of vocabulary.

List I: Words/Expressions

- A. Devious
- B. Devolution
- C. Detriment
- D. Detract

List II: Meanings

- 1. Cause something to seem less valuable
- 2. Skilful in using underhand tactics
- 3. Transfer of power from higher to lower government
- 4. The state of being harmed or damaged

Devious Meaning Explained

The word **Devious** describes someone or something that is not straightforward, often using cunning or underhanded methods to achieve their goals. It implies deceitfulness or trickery.

Looking at List II, meaning **2**, "Skilful in using underhand tactics", accurately captures the essence of **devious**.

Devolution Meaning Explained

Devolution refers to the process where a central authority, typically a national government, transfers certain powers and responsibilities to subordinate regional or local authorities. It's about decentralizing power.

Meaning **3**, "Transfer of power from higher to lower government", is the precise definition of **devolution**.

Detriment Meaning Explained

Detriment signifies harm, damage, or disadvantage. It represents the state of suffering injury or loss.

Meaning **4**, "The state of being harmed or damaged", correctly defines **detriment**.

Detract Meaning Explained

To **detract** means to take away from the value, importance, or effect of something. Often, it implies diminishing something's worth or making it seem less appealing.

Meaning **1**, "Cause something to seem less valuable", accurately describes the action of **detract**.

Final Answer Code

Based on the detailed explanation of each word's meaning, the correct matching is as follows:

- A (Devious) matches with 2 (Skilful in using underhand tactics)
- B (Devolution) matches with 3 (Transfer of power from higher to lower government)
- C (Detriment) matches with 4 (The state of being harmed or damaged)
- D (Detract) matches with 1 (Cause something to seem less valuable)

Therefore, the correct code is **2 3 4 1**.

---

111. **Answer: a**

Explanation:

Fill the Blank: Correct Use of 'recognized' in CLOZE Test

This question requires us to select the most suitable word to fill the blank in the sentence: "It is increasingly _____ that learning levels within many countries

are highly unequal." The sentence discusses the growing awareness or acknowledgement of a fact.

Analyzing the Sentence Structure

The phrase "It is increasingly..." suggests a passive or adjectival form is needed to describe the state of acknowledgement. We are looking for something that is becoming more known or accepted.

Evaluating the Options

- Option 1: recognized
  This is the past participle form of the verb 'recognize'. The structure "It is increasingly recognized" means that the fact mentioned is becoming more widely acknowledged or known. This fits the context perfectly, indicating a growing awareness that learning levels are unequal.
- Option 2: recognize
  This is the base form of the verb. Using it here, "It is increasingly recognize," would be grammatically incorrect. The structure requires a past participle or an adjective, not the base verb form following 'is'.
- Option 3: recognizing
  This is the present participle. "It is increasingly recognizing" implies that 'It' (whatever 'It' refers to, perhaps an entity or system) is actively doing the recognizing. This changes the meaning and doesn't fit the intended passive sense of the statement, which is about the *fact* being recognized by others.
- Option 4: been recognized
  This form ("has been recognized" or "is being recognized") is part of the perfect or continuous passive tenses. However, the sentence starts with "It is increasingly...". Simply adding "been recognized" would create an incorrect tense ("It is increasingly been recognized"). The correct structure would require "It has increasingly been recognized".

Conclusion

Based on the grammatical structure and the meaning of the sentence, the past participle **recognized** is the correct word to fill the blank. The completed sentence, "It

is increasingly **recognized** that learning levels within many countries are highly unequal," accurately conveys that this inequality is becoming more widely known and accepted.

---

112. **Answer: d**

Explanation:

CLOZE Question Context

This question presents a fill-in-the-blank scenario, known as a CLOZE test. The goal is to select the most suitable word to complete the sentence:

"This _____ be happening because of institutional features of school systems, such as early streaming,"

The sentence suggests a potential reason or cause for something happening, linking it to specific "institutional features" like "early streaming" within school systems. We need to choose a modal verb that best expresses this possibility.

Analyzing Modal Verb Options

Let's look at the provided options and their meanings in this context:

- **1. ought to**: This implies a sense of duty or advisability. It suggests that something is the right thing to do or expected. Example: "You ought to study for the test." This doesn't fit the context of suggesting a possible cause.
- **2. should**: Similar to 'ought to', 'should' often indicates probability or expectation, but can also imply advisability. Example: "The train should be here soon." or "You should listen carefully." While it can suggest probability, it might be too strong or imply expectation rather than mere possibility in this sentence structure.
- **3. must**: This indicates strong certainty, necessity, or obligation. Example: "He must be tired after the long journey." or "You must finish your homework." Using

'must' here would imply that the institutional features are the definite or only reason, which might be too strong for suggesting a possibility.

- **4. may**: This modal verb is used to indicate possibility or uncertainty. It suggests that something is possible or could happen. Example: "It may rain later today." or "You may leave early if you have finished." This aligns well with suggesting that institutional features are a *potential* reason for the event.

Choosing the Correct Modal Verb

Considering the context, the sentence is proposing a possible explanation for an event based on school system features. It's not stating a definite fact or obligation, but rather suggesting a potential link.

The word **may** perfectly captures this sense of possibility. It indicates that the institutional features are a plausible reason, but not necessarily the only or certain reason. The other options imply a higher degree of certainty ('must') or advisability/expectation ('should', 'ought to'), which do not fit the speculative nature of the sentence.

Therefore, **may** is the most appropriate choice to fill the blank, expressing that the event is a possibility due to the mentioned institutional features.

---

113. **Answer: b**

Explanation:

Regional Diversity: Understanding Expenditure and Engagement

This question requires understanding the correct preposition to use in the context of 'regional diversity' relating to 'expenditure' and 'political engagement'. Let's analyze the sentence fragment:

'regional diversity _____ expenditure or political engagement,'

The goal is to find the word that best connects the concept of 'regional diversity' to the actions or areas of 'expenditure' or 'political engagement'.

Analyzing Preposition Choices

Prepositions show the relationship between a noun or pronoun and other words in a sentence. Choosing the correct preposition is crucial for clarity.

- **'on'**: Often used to indicate the subject matter or topic (e.g., 'spending *on* education'). While possible for 'expenditure', it doesn't fit as smoothly with 'political engagement' in this context.
- **'in'**: This preposition is frequently used to denote a specific area, field, or context. We often talk about diversity or changes occurring *in* a particular sector. Phrases like 'research *in* biology' or 'investment *in* technology' are common. Similarly, 'regional diversity *in* expenditure' suggests diversity within the patterns of spending, and 'regional diversity *in* political engagement' implies diversity within how people participate politically across regions. This option provides a consistent and logical connection for both 'expenditure' and 'political engagement'.
- **'for'**: Typically indicates purpose or benefit (e.g., 'money *for* the project'). It doesn't naturally fit the relationship described here. 'Regional diversity *for* expenditure' doesn't make grammatical sense.
- **'with'**: Often used to show association or accompaniment (e.g., 'working *with* a team'). While diversity might be associated *with* expenditure, 'in' better describes the diversity manifesting *within* the scope of expenditure or engagement.

Conclusion on Preposition Usage

Considering the options, the preposition **'in'** creates the most coherent and grammatically sound connection. It indicates that the regional diversity is manifested or observed *within* the areas of expenditure and political engagement. Therefore, the completed phrase would read: 'regional diversity **in** expenditure or political engagement'.

114. **Answer: a**

Explanation:

CLOZE Question Solution: Understanding Education Access

Analyzing the Sentence Structure

The question asks us to fill in the blank in the sentence: "_____ access to education, and non-equitable access to different types of providers." The word that fills the blank needs to describe the noun "access". This means we need an adjective.

Evaluating the Options

Let's examine each option:

- **Option 1: unequal** - This is an adjective meaning not equal or fair. It fits grammatically before the noun "access".
- **Option 2: inequal** - This is not a standard English word in this context.
- **Option 3: inequality** - This is a noun, meaning lack of equality. It cannot modify the noun "access" directly in this sentence structure.
- **Option 4: equal** - This is an adjective, but the phrase "non-equitable access" later in the sentence suggests a problem with fairness, making "equal" the opposite of the intended meaning.

Contextual Fit

The second part of the sentence mentions "non-equitable access". This implies that the access described is not fair or balanced. Therefore, the first part of the sentence should also describe a similar state. "Unequal access to education" perfectly matches this context, indicating disparities in how people can access educational opportunities.

Conclusion

Based on grammatical rules (requiring an adjective) and the contextual meaning implied by "non-equitable access", the word **unequal** is the most appropriate choice to fill the blank.

Final Answer

The correct word to fill the blank is **unequal**.

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115. **Answer: b**

Explanation:

Choosing Determiners for Developed Countries

This question requires selecting the correct word to fill the blank in the sentence: "Among the developed countries, _____ with more equal..." The task involves understanding how determiners or pronouns function to specify which group is being referred to.

Understanding Determiner Usage

We need a word that logically follows "Among the developed countries," and refers to a specific subset of them. Let's look at the options:

- **'these'**: This is a demonstrative determiner used for plural nouns that are near or have just been mentioned.
- **'those'**: This is a demonstrative determiner used for plural nouns that are further away or were mentioned earlier. It helps distinguish a specific group.
- **'that'**: This is a demonstrative determiner used for singular nouns that are further away.
- **'some'**: This is a quantifier used to refer to an unspecified amount or number of something.

Analyzing the Sentence Context

The phrase "Among the developed countries," sets a general context. The blank needs a word that points to a particular selection from this group. The sentence structure suggests we are talking about specific developed countries that possess a certain quality ("with more equal...").

- **'that'** is incorrect because "countries" is plural, and 'that' is used for singular nouns.
- **'these'** could potentially be used if the countries were being pointed out immediately, but 'those' is often preferred when referring back to a previously established or understood group, distinguishing them from others.
- **'some'** would mean "an unspecified number of developed countries," which is grammatically possible but less specific than intended.
- **'those'** fits best here. It acts as a determiner or pronoun referring to a specific group of developed countries being discussed or contrasted. For example, "There are many developed countries. **Those** with more equal distributions..."

Therefore, 'those' is the most appropriate choice to specify which developed countries are being discussed in relation to having more equal distributions.

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116. **Answer: a**

Explanation:

Analyzing the CLOZE Question for Learning Outcomes

This question is a type of CLOZE test, designed to assess your ability to understand sentence structure and choose the most appropriate word to fill a blank. The goal is to select a word that makes the sentence grammatically correct and logically sound.

Sentence Analysis

The sentence in question is: "learning outcomes _____ have better average learning outcomes," We need to find the word that best fits the blank.

Evaluating the Options

Let's examine each option to see how it fits:

- **Option 1: also**

  If we insert 'also', the sentence becomes: "learning outcomes **also** have better average learning outcomes". This makes sense grammatically. 'Also' acts as an adverb, suggesting that these specific learning outcomes, in addition to others or under certain conditions, contribute to better results.

- **Option 2: with**

  Inserting 'with' results in: "learning outcomes **with** have better average learning outcomes". This construction is grammatically incorrect. The preposition 'with' typically requires an object or is used differently in sentence structure.

- **Option 3: to**

  The sentence would read: "learning outcomes **to** have better average learning outcomes". This is also grammatically incorrect in this context. 'To' might be used before a verb (infinitive), but that doesn't fit here.

- **Option 4: for**

  Using 'for' gives: "learning outcomes **for** have better average learning outcomes". Similar to 'with' and 'to', this creates a grammatically awkward and illogical sentence.

Conclusion

Based on the analysis, the word '**also**' is the most suitable choice because it completes the sentence logically and grammatically, indicating an additive relationship concerning learning outcomes and their results.

117. **Answer: b**

Explanation:

Selecting the Correct Word for a CLOZE Question

This question presents a **CLOZE** type problem, where you need to fill in a blank within a sentence using the most appropriate word from the given options. The sentence discusses the potential impact of **interventions in the education sector**.

Analyzing the Sentence Structure

The sentence begins with a blank, followed by the clause "that appropriate interventions in the education sector may have positive effects on both equality and the quality of education." We need a word that can grammatically start this sentence.

Evaluating the Options

Let's look at each option:

- **1. suggested**: This is the simple past tense of the verb 'suggest'. It usually requires a subject before it (e.g., "He suggested..." or "It was suggested...") and doesn't fit grammatically at the start of this sentence as presented.
- **2. suggesting**: This is the present participle of 'suggest'. It can function as a gerund (acting like a noun) or start a participial phrase. As a gerund, it can serve as the subject of a sentence (e.g., "*Suggesting* a solution is important."). This fits the structure, implying "The act of suggesting..." or "Something [which is] suggesting...".
- **3. have suggested**: This is the present perfect tense. It requires a plural subject (e.g., "Studies *have suggested*..."). Since the blank is at the beginning without a preceding subject, this option is grammatically incorrect.
- **4. suggest**: This is the base form or present tense verb, typically used with a plural subject (e.g., "They *suggest*..."). Like option 3, it needs a subject and doesn't fit the starting position of the sentence.

Determining the Best Fit

The word 'suggesting' works best because it can function as a gerund, effectively making the entire following clause ("that appropriate interventions...") the object or complement of the gerund. The sentence implies a concept or finding, such as: "*Suggesting* that appropriate interventions... is a key insight." This highlights the importance or relevance of such suggestions.

Therefore, 'suggesting' is the grammatically correct choice to complete the sentence, focusing on the idea that specific **interventions in the education sector** can positively influence educational **equality** and **quality**.

Final Answer Confirmation

The most appropriate word to fill the blank is **suggesting**.

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118. **Answer: a**

Explanation:

Understanding the CLOZE Question Context

This question presents a fill-in-the-blank scenario (a CLOZE test) focusing on the link between **economic inequality** and the distribution of specific **skills** among adults. The key is to identify the skill that most logically fits the context, acknowledging that the cause-and-effect relationship isn't definitively stated.

Skill Distribution Analysis

The sentence is:

"Economic inequality is associated with the distribution of _____ skills among adults, although the direction of causation is unclear."

We need to find the word that best describes the type of skills relevant to economic differences.

Evaluating the Options

- **1. numeracy**: This term refers to the ability to understand and work with numbers effectively. Skills related to numbers are often linked to educational attainment and job opportunities, which are factors in economic inequality.
- **2. number**: While related to numeracy, 'number' itself is too general. It refers to the mathematical concept, not the skill or ability to use it. The sentence requires a term describing a skill.
- **3. proficiency**: This means having a high degree of competence. While someone might have proficiency *in* a skill, 'proficiency skills' isn't a standard term, and it doesn't specify *which* skill is relevant to economic inequality.
- **4. calculation**: This refers to the process of performing mathematical operations. Like 'number', it describes an action or process rather than the broader skill set related to numerical understanding. Numeracy encompasses calculation but is a more encompassing term for numerical literacy.

Conclusion on Skill Type

Based on the analysis, **numeracy** is the most fitting term. It represents the ability to handle numerical information, which is frequently discussed in relation to educational outcomes, job market success, and consequently, economic inequality. The association between a population's level of numeracy and the extent of economic inequality is a topic studied in economics and social sciences.

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119. **Answer: a**

Explanation:

To solve the cloze question provided, we must determine the most appropriate word to fill the blank based on the context of the sentence: "Arguably, _____ society will ever reach total equality in the learning outcomes of every individual."

Let's analyze the options given:

1. **No**
   - The word "no" implies that not a single society can achieve complete equality in learning outcomes. This option aligns with the realistic assertion that, due to various socio-economic, cultural, and individual factors, achieving total equality in learning outcomes may be an impossible goal.

2. **Any**
   - Using "any" would imply that every society is capable of reaching total equality, which doesn't fit the context as it is a very optimistic and perhaps unrealistic outlook on the current state of global educational systems.

3. **Few**
   - "Few" suggests that only a small number of societies might achieve this goal. Although this is a plausible assumption, it does not reflect the more definitive statement often suggested by the phrase "Arguably, no society...".

4. **Some**
   - The word "some" implies that there are multiple societies that might achieve equality. Similar to "few", this doesn't fit as well with the emphatic nature often used in such statements.

Conclusion: The most appropriate word for the blank, considering the realistic and emphatic context, is "no." This choice matches well with the statement's likely intended meaning that absolute equality in learning outcomes across all individuals is considered practically unachievable.

Thus, the correct answer is:

No (Option 1)

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120. **Answer: d**

   Explanation:

The given question is a CLOZE test involving selecting the most appropriate word to fill the blank based on the context of the sentence. Let's analyze each option to determine the correct answer:

1. **Understanding the Context:** The sentence mentions multiple factors that can impact learning outcomes: individual ability, motivation, background, and resources. This suggests variation or disparity in learning outcomes.

2. **Evaluating Options:**
   - **Difference:** This typically refers to a specific distinction between two things. It does not fit the plural nature suggested by 'learning outcomes'.
   - **Different:** This is an adjective and does not fit grammatically in the blank, which requires a noun.
   - **Differentiated:** As a past participle or adjective, it does not fit logically or grammatically in the sentence structure.
   - **Differences:** This noun suits the context, indicating multiple variances in 'learning outcomes'. It matches the plural construction and is contextually appropriate given the influence from various factors such as motivation and resources.

3. **Conclusion:** The most appropriate word that fits the blank, based on the grammatical structure and context, is **Differences**.

Therefore, the sentence, when filled correctly, reads: "**Differences** in learning outcomes may depend on individual ability and motivation as well as the type of background one comes from and the types of resources one has access to."