

NMAT Language Skills

Sample Paper – 9

Duration: 28 Minutes

Maximum Marks: 108

Instructions

- This paper contains **36** Multiple Choice Questions (Single Correct Answer), modelled on the Language Skills section of **NMAT** by GMAC.
- Each correct answer carries **+3 marks**. There is **no negative marking** for incorrect or unattempted answers, so attempt every question.
- Only **one** option is correct. Choose the most appropriate answer.
- NMAT is a computer-based test with sectional time limits; attempt this practice paper in one timed sitting of about **28 minutes**.
- Use of mobile phones, calculators, dictionaries, or electronic gadgets is strictly prohibited.

Part A: Vocabulary

Q1. Choose the word closest in meaning to: **CAUTIOUS**

- (A) Bold and reckless
- (B) Careful and wary
- (C) Cheerful and lively
- (D) Rich and generous

Q2. Choose the word closest in meaning to: **SUPERFICIAL**

- (A) Deep and thorough
- (B) Honest and sincere
- (C) Shallow and surface-level
- (D) Complex and detailed



Q3. Choose the word closest in meaning to: **ENDORSE**

- (A) Reject and oppose
- (B) Ignore and overlook
- (C) Support and approve
- (D) Question and doubt

Q4. Choose the word most **opposite** in meaning to: **VOLATILE**

- (A) Unpredictable
- (B) Explosive
- (C) Changeable
- (D) Stable

Q5. Choose the word closest in meaning to: **MODEST**

- (A) Arrogant and proud
- (B) Wealthy and grand
- (C) Humble and unassuming
- (D) Rude and harsh

Q6. Choose the word closest in meaning to: **SEVER**

- (A) Join and unite
- (B) Repair and mend
- (C) Strengthen and bind
- (D) Cut off and separate

Part B: Grammar and Error Spotting

Q7. Choose the best replacement for the underlined part. If no improvement is needed, choose (D). "Each of the students have submitted the assignment on time."

- (A) had



- (B) has
- (C) were
- (D) No improvement

Q8. Identify the part with an error. If there is no error, choose (D).

(A) She is / (B) an university student / (C) in her final year. / (D) No error

- (A) She is
- (B) an university student
- (C) in her final year.
- (D) No error

Q9. Choose the best replacement for the underlined part. If no improvement is needed, choose (D). “She is very good in mathematics and physics.”

- (A) at
- (B) with
- (C) on
- (D) No improvement

Q10. Identify the part with an error. If there is no error, choose (D).

(A) My brother and I / (B) went to the market, / (C) and the shopkeeper greeted my brother and I. / (D) No error

- (A) My brother and I
- (B) went to the market,
- (C) and the shopkeeper greeted my brother and I.
- (D) No error

Q11. Choose the best replacement for the underlined part. If no improvement is needed, choose (D). “He drives very careful on wet roads.”

- (A) carefuller



- (B) carefully
- (C) more careful
- (D) No improvement

Q12. Identify the part with an error. If there is no error, choose (D).

(A) She likes / (B) reading, writing, / (C) and to paint. / (D) No error

- (A) She likes
- (B) reading, writing,
- (C) and to paint.
- (D) No error

Q13. Identify the part with an error. If there is no error, choose (D).

(A) There are less students / (B) in the class today / (C) than there were yesterday. / (D) No error

- (A) There are less students
- (B) in the class today
- (C) than there were yesterday.
- (D) No error

Part C: Fill in the Blanks

Q14. Fill in the blank with the most appropriate word: “The witness gave a _____ account of the accident, leaving out no detail.”

- (A) vague
- (B) brief
- (C) confusing
- (D) meticulous

Q15. Fill in the blanks with the most appropriate pair: “The scientist remained _____ in her claims, refusing to _____ even when challenged.”

- (A) hesitant ... argue



- (B) uncertain ... continue
- (C) resolute ... yield
- (D) casual ... respond

Q16. Fill in the blank with the most appropriate word: “The new policy was designed to _____ poverty in the rural districts.”

- (A) alleviate
- (B) increase
- (C) ignore
- (D) celebrate

Q17. Fill in the blanks with the most appropriate pair: “Because the instructions were so _____, the students finished the task without any _____.”

- (A) complex ... ease
- (B) clear ... difficulty
- (C) vague ... trouble
- (D) long ... interest

Q18. Fill in the blanks with the most appropriate pair: “The general’s _____ strategy caught the enemy off guard and secured a _____ victory.”

- (A) brilliant ... decisive
- (B) foolish ... narrow
- (C) slow ... crushing
- (D) simple ... costly

Part D: Para-jumbles

Q19. Arrange P, Q, R, S in the correct order to form a coherent paragraph.

P. This teamwork makes the hive one of nature’s finest examples of co-operation.

Q. Honey bees live together in large, well-organised colonies.



- R. Each bee has a specific role, from the queen to the workers.
- S. Together they gather nectar and turn it into honey.

- (A) Q S R P
- (B) Q R P S
- (C) Q P R S
- (D) Q R S P

Q20. Arrange P, Q, R, S in the correct order to form a coherent paragraph.

- P. Today it stands as one of the world's most famous landmarks.
- Q. The Great Wall of China stretches for thousands of kilometres.
- R. It was built over many centuries to defend the empire.
- S. Millions of workers laboured to raise its massive stones.

- (A) Q R S P
- (B) Q S R P
- (C) Q R P S
- (D) Q P S R

Q21. Arrange P, Q, R, S in the correct order to form a coherent paragraph.

- P. Coffee is one of the most popular drinks in the world.
- Q. From there, its use spread slowly across Arabia and Europe.
- R. Today, millions of cups are enjoyed every single morning.
- S. Legend says it was first discovered by a goat herder in Ethiopia.

- (A) P Q S R
- (B) P S R Q
- (C) P Q R S
- (D) P S Q R

Q22. Arrange P, Q, R, S in the correct order to form a coherent paragraph.

- P. If everyone takes part, the impact can be enormous.
- Q. Every year, cities produce mountains of plastic waste.
- R. Recycling offers one way to reduce this harm.
- S. Much of it ends up in rivers and oceans.



- (A) Q R S P
- (B) Q S P R
- (C) Q S R P
- (D) Q P S R

Q23. Arrange P, Q, R, S in the correct order to form a coherent paragraph.

- P.** He spent hours studying how each part worked.
- Q.** As a boy, Thomas loved taking apart old machines.
- R.** Eventually, he built an invention that amazed everyone.
- S.** Over the years, this curiosity grew into real skill.

- (A) Q S P R
- (B) Q P R S
- (C) Q P S R
- (D) Q S R P

Part E: Reading Comprehension

Passage I (Q24–Q30): Biodiversity, the vast variety of living things on earth, is far more than a list of species. It is the web of relationships that keeps ecosystems working. Plants, animals, fungi, and microbes each play a part, and the loss of even one can weaken the whole system. Biodiversity gives us food, clean water, medicines, and fertile soil, often without our noticing. A diverse forest, for example, recovers from fire or disease more easily than a single-crop plantation, because many species can fill the same role. Yet human activity is eroding this variety at an alarming rate. Habitat destruction, pollution, and a warming climate push thousands of species towards extinction each year. Scientists warn that when biodiversity falls, the services nature provides become less reliable, and the cost is paid by people everywhere. Protecting wild places, restoring damaged land, and using resources wisely can slow the decline. The message from researchers is simple: a rich variety of life is not a luxury but the foundation on which human wellbeing rests.



- Q24.** According to the passage, biodiversity is described as far more than:
- (A) a web of relationships
 - (B) a source of food
 - (C) a warming climate
 - (D) a list of species
- Q25.** Which of the following does the passage say biodiversity gives us?
- (A) money and gold
 - (B) food, clean water, and medicines
 - (C) faster cars
 - (D) larger cities
- Q26.** According to the passage, a diverse forest recovers from fire or disease more easily than a plantation because:
- (A) it contains far fewer species
 - (B) many species can fill the same role
 - (C) it never catches fire
 - (D) it grows only a single crop
- Q27.** As used in the passage, the word “**eroding**” most nearly means:
- (A) gradually reducing
 - (B) strengthening
 - (C) counting
 - (D) protecting
- Q28.** The author’s attitude towards the loss of biodiversity can best be described as:
- (A) indifferent
 - (B) amused



- (C) approving
- (D) concerned

Q29. According to the passage, what happens when biodiversity falls?

- (A) the services nature provides become less reliable
- (B) forests grow much faster
- (C) many new species suddenly appear
- (D) all pollution disappears

Q30. Which statement would the author most likely agree with?

- (A) Biodiversity matters only to scientists.
- (B) A rich variety of life is essential to human wellbeing.
- (C) Losing species has no effect on people.
- (D) Plantations are always better than natural forests.

Passage II (Q31–Q36): Writing is such a familiar part of daily life that we rarely stop to think how it began. For most of human history, people had no way to record their words. Knowledge passed from one generation to the next only through speech and memory. The first true writing appeared in ancient Mesopotamia more than five thousand years ago. There, temple officials needed to keep track of grain, cattle, and trade, so they pressed small marks into clay tablets. At first these marks were simple pictures of the objects they counted. Over time the pictures became more abstract, standing for sounds rather than things, and this allowed writers to record almost any idea. Similar systems arose independently in Egypt, China, and Central America. Writing changed human society for ever. Laws could be fixed, stories preserved, and knowledge stored far beyond a single lifetime. What began as a simple accounting tool grew into one of the greatest inventions of all, carrying human thought across both distance and time.

Q31. According to the passage, the first true writing appeared in:



- (A) Egypt
- (B) China
- (C) Central America
- (D) ancient Mesopotamia

Q32. According to the passage, why did temple officials first develop writing?

- (A) to compose poems
- (B) to send personal letters
- (C) to keep track of grain, cattle, and trade
- (D) to teach children in schools

Q33. As used in the passage, the word “**abstract**” most nearly means:

- (A) symbolic rather than literal
- (B) brightly coloured
- (C) very large in size
- (D) simple to erase

Q34. According to the passage, similar writing systems arose independently in:

- (A) only Mesopotamia
- (B) Europe and Australia
- (C) India and Greece
- (D) Egypt, China, and Central America

Q35. According to the passage, what did writing allow human society to do?

- (A) travel much faster
- (B) fix laws and preserve stories
- (C) grow far more grain
- (D) build stronger clay tablets



Q36. The main purpose of the passage is to:

- (A) explain how and why writing began
- (B) teach readers to write on clay tablets
- (C) argue that speech is better than writing
- (D) describe farming in Mesopotamia



Detailed Solutions

Q1.

Solution

Concept — Synonym: A synonym is the word closest in meaning to the given word.

Meaning: “Cautious” means careful to avoid danger or mistakes, watchful and wary.

Usage: She was cautious while crossing the busy road.

Why other options are wrong:

- Option A: “Bold and reckless” is the opposite of cautious.
- Option C: “Cheerful and lively” describes mood, not care.
- Option D: “Rich and generous” describes wealth, not caution.

Final Answer: Cautious means careful and wary ⇒ B

Answer: (B) [Go Back to Q1](#)

Q2.

Solution

Concept — Synonym: Pick the option that shares the core sense of the word.

Meaning: “Superficial” means concerned only with the surface, shallow and lacking depth.

Usage: His knowledge of the topic was superficial and left many gaps.

Why other options are wrong:

- Option A: “Deep and thorough” is the opposite of superficial.
- Option B: “Honest and sincere” describes character, not depth.
- Option D: “Complex and detailed” is also the reverse of shallow.

Final Answer: Superficial means shallow and surface-level ⇒ C

Answer: (C) [Go Back to Q2](#)



Q3.

Solution

Concept — Synonym: Match the target word to the option with the same sense.

Meaning: “Endorse” means to give public support or approval to something.

Usage: Several famous athletes endorse the new brand of shoes.

Why other options are wrong:

- Option A: “Reject and oppose” is the opposite of endorse.
- Option B: “Ignore and overlook” means to pay no attention, not to support.
- Option D: “Question and doubt” shows uncertainty, not approval.

Final Answer: Endorse means support and approve ⇒ C

Answer: (C) [Go Back to Q3](#)

Q4.

Solution

Concept — Antonym: An antonym is the word most opposite in meaning to the given word.

Meaning: “Volatile” means likely to change suddenly and unpredictably. Its opposite is “stable”.

Usage: Prices were volatile in the morning but became stable by evening.

Why other options are wrong:

- Option A: “Unpredictable” is a synonym of volatile, not its opposite.
- Option B: “Explosive” is close in meaning to volatile.
- Option C: “Changeable” also matches volatile rather than opposing it.

Final Answer: The opposite of volatile is stable ⇒ D

Answer: (D) [Go Back to Q4](#)

Q5.

Solution

Concept — Synonym: Choose the option that carries the same meaning.

Meaning: “Modest” means humble and not boastful about one’s abilities or



achievements.

Usage: Despite her success, she remained modest about her talent.

Why other options are wrong:

- Option A: “Arrogant and proud” is the opposite of modest.
- Option B: “Wealthy and grand” describes riches, not humility.
- Option D: “Rude and harsh” describes manner, not modesty.

Final Answer: Modest means humble and unassuming ⇒ C

Answer: (C) [Go Back to Q5](#)

Q6.

Solution

Concept — Synonym: Identify the word with the closest meaning.

Meaning: “Sever” means to cut off or divide by cutting, to break a connection.

Usage: The two countries decided to sever all trade ties.

Why other options are wrong:

- Option A: “Join and unite” is the opposite of sever.
- Option B: “Repair and mend” means to fix, not to cut.
- Option C: “Strengthen and bind” is also the reverse of separating.

Final Answer: Sever means cut off and separate ⇒ D

Answer: (D) [Go Back to Q6](#)

Q7.

Solution

Concept — “Each” takes a singular verb: The word “each” is always singular, so it needs a singular verb.

Analysis: “Each of the students have submitted” wrongly uses the plural “have”. The subject is “each”, which is singular.

Correction: “Each of the students has submitted the assignment on time.”

Why other options are wrong:



- Option A: “had” shifts the tense wrongly and does not fit the present sense.
- Option C: “were” is plural and repeats the agreement error.
- Option D: “No improvement” is wrong because “have” does not agree with “each”.

Final Answer: The correct verb is “has” ⇒ B

Answer: (B) [Go Back to Q7](#)

Q8.

Solution

Concept — “a” vs “an”: The choice depends on the sound, not the letter. Use “a” before a consonant sound.

Analysis: “University” begins with a “yoo” sound, which is a consonant sound, so it takes “a”, not “an”.

Correction: “She is a university student in her final year.” The error is in part (B).

Why other options are wrong:

- Option A: “She is” is correct.
- Option C: “in her final year.” is correct.
- Option D: A clear error exists, so “No error” is wrong.

Final Answer: The article error is in part (B) ⇒ B

Answer: (B) [Go Back to Q8](#)

Q9.

Solution

Concept — Preposition idiom: The fixed expression is “good at” something, not “good in”.

Analysis: “good in mathematics” uses the wrong preposition. The idiom is “good at”.

Correction: “She is very good at mathematics and physics.”

Why other options are wrong:

- Option B: “good with” is used for handling people or tools, not subjects.
- Option C: “good on” is not a standard idiom here.



- Option D: “No improvement” is wrong because “in” is incorrect with “good”.

Final Answer: The correct preposition is “at” ⇒ A

Answer: (A) [Go Back to Q9](#)

Q10.

Solution

Concept — Pronoun case: After a verb, the object form “me” is needed, not the subject form “I”.

Analysis: In “greeted my brother and I”, the pronoun is the object of “greeted”, so it must be “me”. Test it by removing “my brother and”: “greeted I” is clearly wrong.

Correction: “... the shopkeeper greeted my brother and me.” The error is in part (C).

Why other options are wrong:

- Option A: “My brother and I” is a correct subject.
- Option B: “went to the market,” is correct.
- Option D: A clear error exists, so “No error” is wrong.

Final Answer: The pronoun-case error is in part (C) ⇒ C

Answer: (C) [Go Back to Q10](#)

Q11.

Solution

Concept — Adjective vs adverb: A word that describes how an action is done must be an adverb, not an adjective.

Analysis: “drives careful” uses the adjective “careful” to modify the verb “drives”. An adverb is needed.

Correction: “He drives very carefully on wet roads.”

Why other options are wrong:

- Option A: “carefuller” is not a valid word form.
- Option C: “more careful” is still an adjective and cannot modify “drives”.
- Option D: “No improvement” is wrong because an adverb is required.



Final Answer: The correct form is “carefully” ⇒ B

Answer: (B) [Go Back to Q11](#)

Q12.

Solution

Concept — Parallelism: Items in a list must share the same grammatical form.

Analysis: The list “reading, writing, and to paint” mixes two gerunds with an infinitive. To stay parallel, all three should be gerunds.

Correction: “She likes reading, writing, and painting.” The error is in part (C).

Why other options are wrong:

- Option A: “She likes” is correct.
- Option B: “reading, writing,” is correctly in gerund form.
- Option D: A clear error exists, so “No error” is wrong.

Final Answer: The parallelism error is in part (C) ⇒ C

Answer: (C) [Go Back to Q12](#)

Q13.

Solution

Concept — Less vs fewer: Use “fewer” for countable nouns and “less” for uncountable ones.

Analysis: “Students” can be counted, so the correct word is “fewer”, not “less”.

Correction: “There are fewer students in the class today than there were yesterday.” The error is in part (A).

Why other options are wrong:

- Option B: “in the class today” is correct.
- Option C: “than there were yesterday.” is correct.
- Option D: A clear error exists, so “No error” is wrong.

Final Answer: The countability error is in part (A) ⇒ A

Answer: (A) [Go Back to Q13](#)



Q14.

Solution

Concept — Fill in the blank: The clue “leaving out no detail” shows the account was full and careful.

Analysis: An account that leaves out no detail must be very thorough and precise.

Application: “Meticulous” means showing great attention to detail, which fits perfectly.

Why other options are wrong:

- Option A: “vague” is the opposite of detailed.
- Option B: “brief” suggests few details, not a full account.
- Option C: “confusing” does not match a careful account.

Final Answer: The word is “meticulous” ⇒ D

Answer: (D) [Go Back to Q14](#)

Q15.

Solution

Concept — Double blank: Both blanks must agree, since “refusing to” shows the scientist stood her ground.

Analysis: A scientist who refuses to give in even when challenged must be firm in her claims.

Application: “Resolute” (firmly determined) fits the first blank, and “yield” (to give in) fits the second.

Why other options are wrong:

- Option A: “hesitant ... argue” contradicts a firm stand.
- Option B: “uncertain ... continue” does not match “refusing”.
- Option D: “casual ... respond” loses the sense of standing firm.

Final Answer: resolute ... yield ⇒ C

Answer: (C) [Go Back to Q15](#)



Q16.

Solution

Concept — Fill in the blank: A policy aimed at poverty would seek to lessen it.

Analysis: A helpful policy is designed to reduce or ease a problem such as poverty.

Application: “Alleviate” means to make a problem less severe, which fits the sentence.

Why other options are wrong:

- Option B: “increase” is the opposite of what a good policy intends.
- Option C: “ignore” does not fit a policy “designed to” act on poverty.
- Option D: “celebrate” makes no sense with poverty.

Final Answer: The word is “alleviate” ⇒ A

Answer: (A) [Go Back to Q16](#)

Q17.

Solution

Concept — Double blank: “Because ... so” links a cause to its result, so the blanks must fit together logically.

Analysis: If instructions are easy to follow, the task should be finished smoothly, without problems.

Application: “clear” instructions lead to finishing without “difficulty”.

Why other options are wrong:

- Option A: “complex ... ease” is contradictory.
- Option C: “vague ... trouble” would cause trouble, not remove it.
- Option D: “long ... interest” has no cause-and-effect link.

Final Answer: clear ... difficulty ⇒ B

Answer: (B) [Go Back to Q17](#)



Q18.

Solution

Concept — Double blank: Both blanks must carry a positive sense, since the strategy caught the enemy off guard and won.

Analysis: A strategy that surprises the enemy and wins must be clever, and the victory it brings would be clear-cut.

Application: “brilliant” strategy and a “decisive” victory fit the success described.

Why other options are wrong:

- Option B: “foolish ... narrow” contradicts a winning surprise.
- Option C: “slow” does not match catching the enemy off guard.
- Option D: “simple ... costly” clashes with a clean victory.

Final Answer: brilliant ... decisive ⇒ A

Answer: (A) [Go Back to Q18](#)

Q19.

Solution

Concept — Para-jumble: Open with the topic, add details, then close with the conclusion.

Step 1: Q introduces the topic (honey bees live in large colonies), so it comes first.

Step 2: R adds a detail (each bee has a specific role), following the introduction.

Step 3: S gives the next detail (together they make honey).

Step 4: P concludes (“This teamwork makes the hive ... cooperation”). Order: **Q R S P**.

Final Answer: The correct order is Q R S P ⇒ D

Answer: (D) [Go Back to Q19](#)

Q20.

Solution

Concept — Para-jumble: Begin with the subject, give its history, then the present-day view.

Step 1: Q opens with the subject (the Great Wall stretches for thousands of kilo-



metres).

Step 2: R tells why it was built (to defend the empire).

Step 3: S adds how it was built (millions of workers raised its stones).

Step 4: P gives the present view ("Today it stands as ... landmarks"). Order: **Q R S P**.

Final Answer: The correct order is Q R S P $\Rightarrow$ **A**

Answer: (A) [Go Back to Q20](#)

Q21.

Solution

Concept — Para-jumble: Start with the general statement, give the origin, trace the spread, then the present.

Step 1: P opens generally (coffee is one of the most popular drinks).

Step 2: S gives its origin (first discovered by a goat herder in Ethiopia).

Step 3: Q traces the spread ("From there, its use spread ... Europe").

Step 4: R ends with today (millions of cups every morning). Order: **P S Q R**.

Final Answer: The correct order is P S Q R $\Rightarrow$ **D**

Answer: (D) [Go Back to Q21](#)

Q22.

Solution

Concept — Para-jumble: State the problem, add its effect, offer the solution, then the outcome.

Step 1: Q states the problem (cities produce mountains of plastic waste).

Step 2: S adds the effect ("Much of it ends up in rivers and oceans").

Step 3: R offers the solution (recycling reduces this harm).

Step 4: P gives the outcome ("If everyone takes part, the impact can be enormous"). Order: **Q S R P**.

Final Answer: The correct order is Q S R P $\Rightarrow$ **C**

Answer: (C) [Go Back to Q22](#)



Q23.

Solution

Concept — Para-jumble: Follow the story in time order from boyhood to achievement.

Step 1: Q sets the scene (as a boy, Thomas loved taking apart machines).

Step 2: P adds what he did (he studied how each part worked).

Step 3: S shows the growth (“Over the years, this curiosity grew into real skill”).

Step 4: R gives the result (he built an invention that amazed everyone). Order: Q P S R.

Final Answer: The correct order is Q P S R ⇒ C

Answer: (C) [Go Back to Q23](#)

Q24.

Solution

Concept — Direct detail: Locate the opening description of biodiversity.

Evidence: The passage says biodiversity “is far more than a list of species.”

Application: Option D restates this exactly.

Why other options are wrong:

- Option A: A “web of relationships” is what biodiversity is, not what it is more than.
- Option B: Food is one thing biodiversity gives us, not the point of this line.
- Option C: A warming climate is a threat, not the comparison made here.

Final Answer: Biodiversity is far more than a list of species ⇒ D

Answer: (D) [Go Back to Q24](#)

Q25.

Solution

Concept — Direct detail: Find the list of what biodiversity provides.

Evidence: The passage says biodiversity “gives us food, clean water, medicines, and fertile soil.”



Application: Option B matches three of these items.

Why other options are wrong:

- Option A: “money and gold” are not mentioned.
- Option C: “faster cars” is unrelated to the passage.
- Option D: “larger cities” is never claimed as a gift of biodiversity.

Final Answer: It gives food, clean water, and medicines ⇒ B

Answer: (B) [Go Back to Q25](#)

Q26.

Solution

Concept — Direct detail: Find the stated reason for a forest’s resilience.

Evidence: The passage says a diverse forest recovers more easily “because many species can fill the same role.”

Application: Option B restates this reason.

Why other options are wrong:

- Option A: A diverse forest has more species, not fewer.
- Option C: The passage never says a forest “never catches fire”.
- Option D: Growing a single crop describes the plantation, not the diverse forest.

Final Answer: Many species can fill the same role ⇒ B

Answer: (B) [Go Back to Q26](#)

Q27.

Solution

Concept — Vocabulary in context: Read the word within its sentence.

Evidence: “human activity is eroding this variety at an alarming rate.” Here “eroding” means wearing away or steadily reducing.

Application: “Gradually reducing” matches this sense, so Option A is correct.

Why other options are wrong:

- Option B: “strengthening” is the opposite of eroding.



- Option C: “counting” is unrelated to wearing away.
- Option D: “protecting” contradicts the harm described.

Final Answer: Here “eroding” means gradually reducing ⇒ A

Answer: (A) [Go Back to Q27](#)

Q28.

Solution

Concept — Author’s attitude: Judge the tone from the warnings the writer gives.

Analysis: The author calls the rate of loss “alarming”, reports that scientists “warn”, and urges action to slow the decline.

Application: This shows a worried, serious tone, so “concerned” fits best, making Option D correct.

Why other options are wrong:

- Option A: “indifferent” clashes with the urgent warnings.
- Option B: “amused” does not fit a serious topic.
- Option C: “approving” is wrong, since the author disapproves of the loss.

Final Answer: The attitude is concerned ⇒ D

Answer: (D) [Go Back to Q28](#)

Q29.

Solution

Concept — Stated consequence: Find the sentence that states what happens when biodiversity falls.

Evidence: The passage says “when biodiversity falls, the services nature provides become less reliable.”

Application: Option A restates this consequence.

Why other options are wrong:

- Option B: Forests growing faster is not claimed.
- Option C: New species appearing is the opposite of what happens.
- Option D: Pollution disappearing is never stated.

Final Answer: Nature’s services become less reliable ⇒ A



Answer: (A) [Go Back to Q29](#)

Q30.

Solution

Concept — Main idea: Choose the statement that matches the passage’s closing message.

Evidence: The passage ends that “a rich variety of life is not a luxury but the foundation on which human wellbeing rests.”

Application: Option B captures this central point.

Why other options are wrong:

- Option A: The passage says the cost of loss is paid by “people everywhere”, not only scientists.
- Option C: It stresses that loss does affect people.
- Option D: It says a diverse forest recovers better than a plantation.

Final Answer: A rich variety of life is essential to human wellbeing ⇒ **B**

Answer: (B) [Go Back to Q30](#)

Q31.

Solution

Concept — Direct detail: Locate where the first writing is said to have appeared.

Evidence: The passage says “The first true writing appeared in ancient Mesopotamia more than five thousand years ago.”

Application: Option D matches this exactly.

Why other options are wrong:

- Option A, B, C: Egypt, China and Central America are named later as places where similar systems arose independently, not where writing first appeared.

Final Answer: The first true writing appeared in ancient Mesopotamia ⇒ **D**

Answer: (D) [Go Back to Q31](#)



Q32.

Solution

Concept — Direct detail: Find why officials first developed writing.

Evidence: The passage says temple officials “needed to keep track of grain, cattle, and trade, so they pressed small marks into clay tablets.”

Application: Option C restates this reason.

Why other options are wrong:

- Option A: Poems are not the reason given.
- Option B: Personal letters are not mentioned.
- Option D: Teaching children is not the stated purpose.

Final Answer: To keep track of grain, cattle, and trade ⇒

Answer: (C) [Go Back to Q32](#)

Q33.

Solution

Concept — Vocabulary in context: Read “abstract” in its sentence.

Evidence: “the pictures became more abstract, standing for sounds rather than things.” Here “abstract” means symbolic rather than a literal picture.

Application: “Symbolic rather than literal” matches this sense, so Option A is correct.

Why other options are wrong:

- Option B: “brightly coloured” has nothing to do with the meaning.
- Option C: “very large in size” is unrelated to standing for sounds.
- Option D: “simple to erase” does not fit the sentence.

Final Answer: Here “abstract” means symbolic rather than literal ⇒

Answer: (A) [Go Back to Q33](#)



Q34.

Solution

Concept — Direct detail: Find where similar systems are said to have arisen.

Evidence: The passage says “Similar systems arose independently in Egypt, China, and Central America.”

Application: Option D lists exactly these three places.

Why other options are wrong:

- Option A: “only Mesopotamia” ignores the other regions named.
- Option B: “Europe and Australia” are not mentioned.
- Option C: “India and Greece” are not in the passage.

Final Answer: Egypt, China, and Central America ⇒ **D**

Answer: (D) [Go Back to Q34](#)

Q35.

Solution

Concept — Direct detail: Find what writing allowed society to do.

Evidence: The passage says “Laws could be fixed, stories preserved, and knowledge stored far beyond a single lifetime.”

Application: Option B restates two of these points.

Why other options are wrong:

- Option A: Faster travel is not mentioned.
- Option C: Growing more grain is not a result of writing here.
- Option D: The clay tablets were the tool, not what writing let society do.

Final Answer: It let society fix laws and preserve stories ⇒ **B**

Answer: (B) [Go Back to Q35](#)

Q36.

Solution

Concept — Main purpose: Choose the option that captures the whole passage.

Analysis: The passage traces how writing began in Mesopotamia, why it was



needed, how it developed, and how it changed society.

Application: Option A captures this aim of explaining how and why writing began.

Why other options are wrong:

- Option B: It does not teach readers how to write on clay.
- Option C: It does not argue speech is better than writing.
- Option D: Farming in Mesopotamia is only a background detail, not the purpose.

Final Answer: It explains how and why writing began ⇒ A

Answer: (A) [Go Back to Q36](#)



Answer Key

Q	Ans	Q	Ans	Q	Ans	Q	Ans	Q	Ans
1	B	2	C	3	C	4	D	5	C
6	D	7	B	8	B	9	A	10	C
11	B	12	C	13	A	14	D	15	C
16	A	17	B	18	A	19	D	20	A
21	D	22	C	23	C	24	D	25	B
26	B	27	A	28	D	29	A	30	B
31	D	32	C	33	A	34	D	35	B
36	A								

