

MAH MCA CET English Comprehension & Verbal Ability

Sample Paper – 9

Duration: 18 Minutes

Maximum Marks: 40

Instructions

- This paper contains **20** Multiple Choice Questions (Single Correct Answer), modelled on the English Comprehension & Verbal Ability section of **MAH MCA CET**.
- Each correct answer carries **+2 marks**. There is **no negative marking** for incorrect or unattempted answers.
- Only **one** option is correct. Choose carefully.
- The medium of examination is English. Use of mobile phones, calculators, or any electronic gadgets is strictly prohibited.

Q1. Read the following passage and answer Questions 1 to 4.

Artificial intelligence is no longer a distant technological promise; it is reshaping the world of work in profound and far-reaching ways. From automated assembly lines to intelligent software that can draft legal documents, analyse medical scans, and manage financial portfolios, AI is steadily encroaching upon tasks once considered exclusively human. This transformation has triggered widespread anxiety about mass unemployment, with many economists warning that entire job categories—from data entry and routine manufacturing to basic customer service—may be rendered obsolete within a generation.

Yet the history of technological change offers a more nuanced perspective. Each industrial revolution, from steam power to computing, has ultimately created more jobs than it eliminated, albeit of a different kind and requiring different skills. The critical challenge today is the speed of disruption: AI advances far faster than traditional education and training systems can adapt. Workers displaced from declining industries face a painful transition



if they lack access to timely reskilling programmes that equip them for roles in technology, healthcare, green energy, and other expanding sectors.

Governments, industry leaders, and educational institutions share a collective responsibility to manage this transition equitably. Policies that fund lifelong learning, strengthen social safety nets during periods of displacement, and encourage investment in human-centred AI design can help ensure that the benefits of automation are broadly shared rather than concentrated among a technological elite. Companies, too, must move beyond viewing AI purely as a cost-cutting mechanism; those that augment their human workforce rather than simply replace it tend to achieve better long-term innovation and customer outcomes.

Ultimately, the relationship between AI and employment need not be adversarial. With deliberate and inclusive policymaking, thoughtful corporate governance, and a commitment to continuous learning, societies can harness AI's immense productive potential while preserving dignified, meaningful work for the broadest possible cross-section of the population.

Q1. What is the central idea of the passage?

- (A) AI will inevitably destroy all forms of human employment within a decade.
- (B) The impact of AI on employment demands balanced policy, reskilling, and inclusive governance.
- (C) Governments should restrict AI development to protect workers from job losses.
- (D) Historical precedent proves that AI will create far more jobs than it eliminates.

Q2. According to the passage, what is the role of reskilling programmes in the context of AI-driven job displacement?

- (A) They are largely ineffective because AI advances too rapidly for any training to keep pace.
- (B) They should be funded exclusively by private technology companies.



- (C) They equip displaced workers with skills needed for roles in growing sectors such as technology, healthcare, and green energy.
- (D) They focus primarily on retraining workers for traditional manufacturing and data-entry roles.

Q3. The word “**augment**” as used in the passage most nearly means:

- (A) Eliminate and replace entirely
- (B) Reduce gradually through automation
- (C) Supplement and enhance without replacing
- (D) Regulate through government oversight

Q4. The tone and attitude of the author in the passage can best be described as:

- (A) Alarmist and deeply pessimistic about the future of work
- (B) Balanced and pragmatic, acknowledging both risks and opportunities
- (C) Uncritically celebratory of artificial intelligence and its benefits
- (D) Indifferent and detached from the concerns of affected workers

Q5. Choose the word that is closest in meaning to **LUCID**:

- (A) Clear
- (B) Obscure
- (C) Verbose
- (D) Ambiguous

Q6. Choose the word that is most nearly **opposite** in meaning to **FRUGAL**:

- (A) Thrifty
- (B) Economical
- (C) Extravagant



(D) Prudent

Q7. Fill in the blank with the most appropriate word:

“The judge remained _____ despite the lawyer’s passionate and emotional plea.”

- (A) erratic
- (B) impassive
- (C) volatile
- (D) credulous

Q8. Choose the one word that best substitutes the underlined phrase:

“A person who can speak two languages fluently”

- (A) Polyglot
- (B) Monolingual
- (C) Multilingual
- (D) Bilingual

Q9. Choose the word that best completes the analogy:

CARTOGRAPHER : MAPS :: LEXICOGRAPHER : _____

- (A) Dictionaries
- (B) Atlases
- (C) Encyclopaedias
- (D) Manuscripts

Q10. The following sentence has been divided into four parts labelled (A), (B), (C), and (D). Identify the part that contains a grammatical error:

(A) He is one of / **(B)** those students who / **(C)** has secured / **(D)** the highest marks.



- (A) He is one of
- (B) those students who
- (C) has secured
- (D) the highest marks

Q11. Fill in the blank with the correct form of the verb:

“She _____ the novel by the time her friend arrived.”

- (A) finishes
- (B) finished
- (C) has finished
- (D) had finished

Q12. Choose the correct preposition to complete the sentence:

“The solution to this problem is _____ our reach.”

- (A) beyond
- (B) within
- (C) above
- (D) beneath

Q13. Choose the correct article to fill in the blank:

“_____ Eiffel Tower is one of the most visited monuments in the world.”

- (A) The
- (B) A
- (C) An
- (D) No article is needed

Q14. Choose the correct **active** form of the following sentence:

Passive: “The bridge was built by the engineers in 1990.”



- (A) The bridge has been built by the engineers in 1990.
- (B) The engineers have built the bridge in 1990.
- (C) The engineers built the bridge in 1990.
- (D) The bridge is built by the engineers in 1990.

Q15. The sentences given below, when properly sequenced, form a coherent paragraph. The first sentence is given. Choose the option that gives the correct sequence of the remaining sentences **P, Q, R, S, T**:

Opening: “Online education has fundamentally changed how knowledge is accessed and delivered worldwide.”

- P.** However, critics argue that the absence of face-to-face interaction hampers the development of social and collaborative skills.
- Q.** Platforms such as Coursera, edX, and Khan Academy now offer thousands of courses to millions of learners globally.
- R.** This democratisation of learning has been especially transformative for students in remote or underserved communities.
- S.** Despite these challenges, online education continues to grow rapidly and is increasingly integrated into formal academic programmes.
- T.** Issues of digital inequality, where learners lack reliable internet or devices, further limit equitable access.

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

Q16. In the following sentence, the underlined portion may contain an error. Choose the option that best replaces it, or choose (D) if no improvement is needed:

“Each of the students have submitted their assignments on time.”

- (A) has submitted



- (B) are submitting
- (C) were submitting
- (D) No improvement needed

Q17. Read the following paragraph and choose the sentence that best completes it:

“Climate change is no longer a future threat; its consequences are being felt today in the form of rising sea levels, extreme weather events, and prolonged droughts. Communities in coastal regions and arid zones face the most immediate dangers. Adaptation strategies—from building flood defences to developing drought-resistant crops—are being implemented with varying degrees of success. International cooperation and technology transfer are urgently needed to support vulnerable nations.

_____”

- (A) Renewable energy should entirely replace fossil fuels within the next five years.
- (B) Developing nations should bear the full financial cost of their own climate adaptation.
- (C) Scientists are still debating whether human activities are the primary cause of climate change.
- (D) Without sustained global commitment and equitable resource sharing, the most vulnerable communities will continue to bear a disproportionate burden of the climate crisis.

Q18. Choose the most contextually appropriate word to fill in the blank:

“The scientist’s _____ discovery changed the course of medical history and earned her the Nobel Prize.”

- (A) trivial
- (B) repetitive
- (C) groundbreaking



(D) contentious

Q19. What does the idiom “**A blessing in disguise**” mean?

- (A) A religious ceremony performed in secret
- (B) Something that initially appears bad or unfortunate but turns out to have a good outcome
- (C) An unexpected gift received without prior notice
- (D) A person who pretends to be kind but harbours malicious intentions

Q20. What does the idiom “**Burn the midnight oil**” mean?

- (A) To work or study late into the night
- (B) To waste resources through careless spending
- (C) To destroy evidence before an investigation
- (D) To exhaust one’s energy during the day



Detailed Solutions**Q1.****Solution**

Concept — Reading Comprehension (Central Idea): The central idea of a passage is the overarching argument or message that unifies all its paragraphs. It is broader than any single fact and is typically restated or reinforced in the concluding paragraph.

Step 1 — Analyse the passage structure: The passage opens by describing AI's encroachment on the workplace, moves to historical context and the challenge of rapid disruption, discusses the shared responsibility of governments, industry, and education, and concludes with a call for deliberate and inclusive policymaking. Every paragraph converges on the idea that AI's effect on work requires a thoughtful, multi-stakeholder response.

Step 2 — Eliminate distractors: The passage does not predict total job destruction, advocate for restricting AI, or simply repeat the historical optimism that more jobs will always be created. It is measured and solution-oriented.

Why other options are wrong:

- Option A: The passage explicitly avoids stating that AI will destroy *all* employment; it acknowledges historical resilience.
- Option C: The passage does not advocate restricting AI development; it supports managing its transition equitably.
- Option D: Historical precedent is mentioned as one perspective, not the passage's central argument or conclusion.

Final Answer: The central idea is that AI's impact on employment demands balanced policy, reskilling, and inclusive governance. ⇒ **B**

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



Q2.

Solution

Concept — Reading Comprehension (Factual Retrieval): Factual retrieval questions require locating specific information explicitly stated in the passage. The key is to match the wording of the correct option closely to what the passage actually says.

Step 1 — Locate the relevant lines: The passage states: “Workers displaced from declining industries face a painful transition if they lack access to timely reskilling programmes that equip them for roles in technology, healthcare, green energy, and other expanding sectors.” This directly addresses the purpose of reskilling.

Step 2 — Match to the options: Option C accurately paraphrases the passage: reskilling equips displaced workers for growing sectors such as technology, healthcare, and green energy.

Why other options are wrong:

- Option A: The passage does not claim reskilling is ineffective; it implies the *lack* of timely reskilling causes painful transitions.
- Option B: The passage assigns responsibility to governments, industry, and educational institutions collectively — not exclusively to private companies.
- Option D: Reskilling is discussed in the context of *new and expanding* sectors, not traditional manufacturing or data entry, which are the roles being displaced.

Final Answer: Reskilling programmes equip displaced workers for roles in growing sectors. ⇒

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

Q3.

Solution

Concept — Vocabulary in Context: To determine the contextual meaning of a word, examine the surrounding clause for logical clues. The sentence in which the word appears reveals whether its meaning is positive, negative, or neutral, and what effect the action produces.

Step 1 — Read the sentence: “Companies...that *augment* their human workforce rather than simply replace it tend to achieve better long-term innovation.” The contrast “rather than simply replace” tells us that *augment* is distinct from re-



placing — it implies adding to or enhancing the workforce while keeping workers.

Step 2 — Etymology: “Augment” comes from the Latin *augmentare* (to increase, enlarge). It means to supplement, enhance, or make greater without eliminating the original.

Why other options are wrong:

- Option A: “Eliminate and replace entirely” is the precise opposite of augment; the passage contrasts augment with replace.
- Option B: “Reduce gradually” is also opposite in meaning; augment means to increase, not diminish.
- Option D: “Regulate through government oversight” is unrelated to the verb’s meaning in this workplace context.

Final Answer: “Augment” means to supplement and enhance without replacing.

⇒

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

Q4.

Solution

Concept — Reading Comprehension (Tone and Attitude): Tone reflects the author’s stance toward the subject matter. It is identified through word choice, the range of perspectives presented, and the nature of the conclusion drawn.

Step 1 — Identify tone indicators: The passage acknowledges AI-driven disruption seriously but also references historical resilience (“Each industrial revolution has ultimately created more jobs”). It does not condemn AI outright, nor does it celebrate it uncritically. The final paragraph begins “need not be adversarial” and calls for “deliberate and inclusive policymaking” — signalling a measured, practical outlook.

Step 2 — Match to the best descriptor: This even-handed presentation of both risks and policy-based opportunities best fits “balanced and pragmatic.”

Why other options are wrong:

- Option A: “Alarmist and deeply pessimistic” overstates the negativity; the author explicitly argues the situation is manageable.
- Option C: “Uncritically celebratory” is incorrect; the author clearly acknowledges job displacement anxieties and warns against viewing AI purely as a cost-cutting tool.



- Option D: “Indifferent and detached” is the opposite of the author’s engaged, solution-oriented tone.

Final Answer: The author’s tone is balanced and pragmatic. ⇒ B

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

Q5.

Solution

Concept — Vocabulary (Synonyms): A synonym is a word that shares the same or a very similar meaning as the target word. LUCID describes something that is easy to understand, transparent, or expressed in a clear and coherent manner.

Step 1 — Define LUCID: From Latin *lucidus* (light, bright, clear). In modern usage, “lucid” means clearly expressed, easy to comprehend, or mentally sound. Example: “Her lucid explanation made the complex theory easy to grasp.”

Step 2 — Evaluate each option: “Clear” is the most precise synonym, capturing both the literal brightness and figurative comprehensibility of “lucid.”

Why other options are wrong:

- Option B: “Obscure” means unclear or difficult to understand — the direct antonym of lucid.
- Option C: “Verbose” means using too many words; it does not capture clarity of meaning.
- Option D: “Ambiguous” means open to more than one interpretation — again, opposite in sense to lucid.

Final Answer: Synonym of LUCID is *Clear*. ⇒ A

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

Q6.

Solution

Concept — Vocabulary (Antonyms): An antonym expresses the meaning directly opposite to the target word. FRUGAL describes a person or behaviour marked by careful management of money or resources, avoiding waste and excess.

Step 1 — Define FRUGAL: A frugal person spends sparingly and avoids unnecessary expenditure. Example: “Her frugal lifestyle allowed her to save significantly



each month.”

Step 2 — Identify the antonym: The word directly opposite to frugal in spending behaviour is *extravagant* — characterised by excessive, unrestrained spending far beyond what is necessary or reasonable.

Why other options are wrong:

- Option A: “Thrifty” is nearly synonymous with frugal, not its antonym.
- Option B: “Economical” also means careful with resources — a near-synonym of frugal.
- Option D: “Prudent” means wise and judicious; it is similar in spirit to frugal, not opposite.

Final Answer: Antonym of FRUGAL is *Extravagant*. ⇒ C

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

Q7.

Solution

Concept — Vocabulary (Contextual Word Choice): The correct word must satisfy both the grammatical slot and the precise shade of meaning demanded by the context. Clues include the subject (judge), the contrast introduced by “despite,” and the nature of the stimulus (passionate, emotional plea).

Step 1 — Analyse the context: A judge who remains _____ despite an emotional plea must be someone who shows *no emotional reaction* and is unaffected by feelings — a quality expected of an impartial adjudicator. This describes *impassive*: showing no sign of feeling or expression.

Step 2 — Confirm: “Impassive” (from Latin *im-* + *passus*, not suffering) means calm and showing no emotion, perfectly fitting a judge who does not allow sentiment to sway judgement.

Why other options are wrong:

- Option A: “Erratic” means unpredictable and irregular — not a fitting quality for a judge in this context.
- Option C: “Volatile” means liable to sudden, extreme changes in mood — the opposite of a calm, unaffected judge.
- Option D: “Credulous” means too willing to believe things without evidence; unrelated to emotional detachment.



Final Answer: The correct word is *impassive*. ⇒ B

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

Q8.

Solution

Concept — One-word Substitution: One-word substitution questions test the ability to replace a descriptive phrase with a single, precise technical or formal word. These frequently appear in competitive English examinations.

Step 1 — Identify the phrase: “A person who can speak two languages fluently” — the key elements are *two languages* and *fluency*.

Step 2 — Match to the correct word: *Bilingual* (from Latin *bi-* = two, *lingua* = language) precisely means a person who speaks or uses two languages. Fluency is implied in the context of competence in both languages.

Why other options are wrong:

- Option A: “Polyglot” refers to a person who speaks *many* (more than two) languages — not specifically two.
- Option B: “Monolingual” means a person who speaks only *one* language — the opposite of the phrase.
- Option C: “Multilingual” refers to speaking *several* languages — more than two; less precise than bilingual for this phrase.

Final Answer: One-word substitution is *Bilingual*. ⇒ D

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

Q9.

Solution

Concept — Word Analogy: Analogy questions require identifying the relationship between the first pair and applying it to the second. The relationship here is: *a specialist produces or is associated with a specific type of reference work*.

Step 1 — Define the relationship: A **Cartographer** is a person who creates and draws **Maps**. Similarly, a **Lexicographer** is a person who compiles, writes, and edits **Dictionaries** — works that record and define the vocabulary of a language.

Step 2 — Apply to the blank: LEXICOGRAPHER : DICTIONARIES mirrors the



specialist-product relationship precisely.

Why other options are wrong:

- Option B: “Atlases” are produced by cartographers (collections of maps), not lexicographers.
- Option C: “Encyclopaedias” are compiled by encyclopaedists, not lexicographers, whose work is language-specific.
- Option D: “Manuscripts” are historical handwritten documents; they are not the product associated with a lexicographer’s work.

Final Answer: LEXICOGRAPHER produces *Dictionaries*. ⇒ A

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

Q10.

Solution

Concept — Grammar (Error Detection — Subject-Verb Agreement with “one of those who”): In the construction “one of those [plural noun] who,” the relative pronoun “who” refers to the plural noun, not to “one.” Therefore, the verb in the relative clause must be *plural*.

Step 1 — Identify the error: The sentence reads: “He is one of **those students who has secured** the highest marks.” The relative clause “who . . . has secured” refers to “those students” (plural). The verb should therefore be “**have secured**” (plural), not “has secured” (singular).

Step 2 — Apply the rule: The structure is: “one of those [plural noun] who + **plural verb**.” Example: “She is one of those teachers who **inspire** their students.” The error is in Part (C): “has secured” should be “have secured.”

Why other options are wrong:

- Option A: “He is one of” is grammatically correct as the opening of this construction.
- Option B: “Those students who” is correctly pluralising the noun that the relative clause modifies.
- Option D: “The highest marks” is a correct noun phrase and contains no error.

Final Answer: Error is in Part (C): “has secured” should be “have secured.” ⇒ C

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



Q11.

Solution

Concept — Grammar (Past Perfect Tense): The past perfect tense (had + past participle) expresses an action completed *before* another action or time in the past. It is required when establishing a clear sequence of two past events.

Step 1 — Identify the time sequence: The sentence describes two events: (1) she finishing the novel, and (2) her friend arriving. Finishing the novel occurred *before* the friend arrived. The earlier of two past actions requires past perfect: *had finished*.

Step 2 — Confirm the structure: “By the time + simple past” is a classic signal for past perfect in the main clause. → “She **had finished** the novel by the time her friend arrived.”

Why other options are wrong:

- Option A: “Finishes” is simple present tense — incompatible with a past narrative.
- Option B: “Finished” (simple past) suggests both events happened simultaneously, losing the sequential relationship.
- Option C: “Has finished” is present perfect — it cannot be used when the reference point is in the past (“her friend arrived”).

Final Answer: Correct tense is *had finished* (past perfect). ⇒ D

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

Q12.

Solution

Concept — Grammar (Preposition Usage — Idiomatic Expression): Certain prepositions combine with nouns or adjectives to form fixed idiomatic phrases. These must be learned as collocations. “Within reach” and “beyond reach” are two such fixed expressions.

Step 1 — Analyse the sentence: “The solution to this problem is _____ our reach.” The sentence implies the solution can be attained or is accessible — suggesting it is not out of range but instead attainable. This calls for *within* (inside the range of what is possible).

Step 2 — Confirm the idiom: “Within reach” = accessible, achievable. “Beyond reach” = unattainable, too far. Given the neutral, problem-solving context, *within*



is the logically correct choice.

Why other options are wrong:

- Option A: “Beyond our reach” means unattainable — it would make the sentence pessimistic and contradicts a constructive framing.
- Option C: “Above our reach” is not a standard English idiomatic expression in this context.
- Option D: “Beneath our reach” is not a recognised collocation in English.

Final Answer: Correct preposition is *within*. ⇒ B

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

Q13.

Solution

Concept — Grammar (Definite Article with Proper Nouns): The definite article “the” is used with certain proper nouns, particularly names of monuments, rivers, mountain ranges, newspapers, and unique geographical features. Names of specific, well-known structures take “the.”

Step 1 — Apply the rule: “The Eiffel Tower” is a specific, unique monument. Like “the Taj Mahal,” “the Colosseum,” and “the Great Wall,” it requires the definite article “the” because it is a singular, identifiable entity known to all.

Step 2 — Confirm: The complete sentence “**The** Eiffel Tower is one of the most visited monuments. . .” is grammatically and idiomatically correct.

Why other options are wrong:

- Option B: “A” is an indefinite article and cannot be used with a specific, unique proper noun like a named monument.
- Option C: “An” is used before vowel sounds and is indefinite; it is not appropriate for a specific named structure.
- Option D: Omitting the article is incorrect; “the” is grammatically required before the name of this specific monument.

Final Answer: Correct article is *The*. ⇒ A

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



Q14.

Solution

Concept — Grammar (Passive to Active Voice): To convert a simple past passive sentence to active voice, use the formula: *By-agent becomes Subject + simple past verb + Object (+ other elements)*.

Step 1 — Identify elements of the passive sentence:

- Passive subject (becomes active object): “The bridge”
- Passive verb: “was built” → active simple past: “built”
- By-agent (becomes active subject): “the engineers”
- Time phrase: “in 1990”

Step 2 — Build the active sentence: “The engineers” + “built” + “the bridge” + “in 1990.” → *The engineers built the bridge in 1990.*

Why other options are wrong:

- Option A: “Has been built” is present perfect passive — incorrect because the original is simple past passive; this option remains in passive voice and changes tense.
- Option B: “Have built” is present perfect active — wrong tense; the original sentence is simple past.
- Option D: “Is built” is simple present passive — incorrect tense and still in passive voice.

Final Answer: Correct active form is “The engineers built the bridge in 1990.” ⇒

C

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

Q15.

Solution

Concept — Sentence Skills (Para Jumble): Para jumble questions require ordering sentences using discourse connectors (“however,” “despite,” “furthermore”), thematic progression, and cause-effect or general-to-specific relationships.

Step 1 — Identify the logical sequence:

- The opener establishes online education’s transformative impact on knowledge access.
- Q follows naturally by naming specific platforms (Coursera, edX, Khan



Academy) and their reach — providing concrete evidence for the opener's claim.

- **R** extends Q with “This democratisation” — directly referring to Q's idea of global learner access, especially for remote communities.
- **P** introduces a contrasting viewpoint with “However,” noting the lack of social interaction.
- **T** follows P by adding another limitation (digital inequality, lack of devices), compounding the criticism.
- **S** concludes with “Despite these challenges,” acknowledging the criticisms of P and T while affirming continued growth — a fitting conclusion.

Step 2 — Confirm the sequence: Opener → Q → R → P → T → S, which matches **Option B: Q, R, P, T, S.**

Why other options are wrong:

- Option A (R, Q, P, T, S): R cannot precede Q because R's “This democratisation” refers back to Q's description of platforms and global reach.
- Option C (P, T, Q, R, S): Beginning with criticism (P) before establishing any positive context (Q, R) is illogical.
- Option D (Q, P, R, S, T): P introduces a “However” immediately after Q without first developing the positive case through R; also S cannot precede T.

Final Answer: Correct sequence is Q, R, P, T, S. ⇒ **B**

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

Q16.

Solution

Concept — Grammar (Subject-Verb Agreement with “Each of”): The pronoun “each” is always singular, regardless of the noun phrase that follows it. When the subject of a sentence is “each of + plural noun,” the verb must be singular.

Step 1 — Identify the subject: In “Each of the students have submitted,” the grammatical subject is “Each” (singular pronoun). The phrase “of the students” is a prepositional phrase that modifies “each” but does not change its number.

Step 2 — Apply the rule: Since “each” is singular, the verb must be singular: *has submitted*, not “have submitted.” → “Each of the students **has submitted** their assignments on time.”



Why other options are wrong:

- Option B: “Are submitting” is present continuous and plural — incorrect in both tense and number.
- Option C: “Were submitting” is past continuous and plural — the tense shift is unsupported and the number is wrong.
- Option D: Improvement is needed because “have submitted” violates subject-verb agreement with the singular “each.”

Final Answer: Correct replacement is *has submitted*. ⇒ A

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

Q17.

Solution

Concept — Sentence Skills (Para Completion): A completing sentence must maintain the paragraph’s theme, logical flow, and tone. It should synthesise the key ideas presented and bring the discussion to a meaningful conclusion without introducing unrelated information.

Step 1 — Summarise the paragraph’s theme: The paragraph highlights the immediate reality of climate change impacts, the vulnerability of certain communities (coastal, arid regions), adaptation strategies being implemented, and the need for international cooperation. It points toward a conclusion that addresses the fate of vulnerable nations if global support is insufficient.

Step 2 — Evaluate each option: Option D — “Without sustained global commitment and equitable resource sharing, the most vulnerable communities will continue to bear a disproportionate burden of the climate crisis” — directly follows from the paragraph’s emphasis on international cooperation and the asymmetric burden on vulnerable communities.

Why other options are wrong:

- Option A: A five-year fossil fuel replacement timeline is an abrupt and unsupported claim unrelated to the paragraph’s adaptation focus.
- Option B: Placing the full financial burden on developing nations contradicts the paragraph’s message about international cooperation and equitable resource sharing.
- Option C: The scientific consensus on human-caused climate change is not in debate in this passage; introducing doubt undermines the paragraph’s premise.



Final Answer: Best concluding sentence is Option D. ⇒ D

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

Q18.

Solution

Concept — Sentence Skills (Contextual Word Choice — Cloze): A cloze question tests the ability to select the most contextually and semantically appropriate word for a blank. The surrounding context provides strong clues about the type of word needed.

Step 1 — Analyse the sentence: “The scientist’s _____ discovery changed the course of medical history and earned her the Nobel Prize.” The sentence reports a discovery so significant that it (a) transformed the entire field of medicine and (b) earned the highest scientific honour. The blank must convey exceptional importance and novelty.

Step 2 — Evaluate options: *Groundbreaking* precisely means pioneering, revolutionary, or creating a major new development — perfectly capturing a discovery worthy of reshaping medical history and winning a Nobel Prize.

Why other options are wrong:

- Option A: “Trivial” means unimportant or insignificant — the direct opposite of a Nobel-Prize-worthy discovery.
- Option B: “Repetitive” implies it is a rehash of existing work, incompatible with changing the course of history.
- Option D: “Contentious” means causing disagreement; while some discoveries are debated, this word does not capture the celebratory, historic nature of the sentence.

Final Answer: Most appropriate word is *groundbreaking*. ⇒ C

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



Q19.

Solution

Concept — Idioms and Phrases: Idioms are fixed expressions whose meaning is figurative rather than literal. Mastery of common English idioms is a key requirement for competitive language assessments including MAH MCA CET.

Step 1 — Trace the origin and meaning: “A blessing in disguise” refers to something that appears unfavourable, unfortunate, or negative at first glance but ultimately proves to be beneficial or advantageous. The word “disguise” signals that the true (positive) nature is hidden behind an outward appearance of misfortune.

Step 2 — Confirm the correct meaning: Example usage: “Losing that job was a blessing in disguise — it pushed him to start his own successful business.” The idiom captures unexpected good fortune emerging from apparent setback.

Why other options are wrong:

- Option A: A religious ceremony performed in secret is a literal misreading of the word “blessing” and bears no relation to the idiomatic meaning.
- Option C: An unexpected gift without notice describes surprise generosity, not the specific notion of hidden benefit concealed by apparent misfortune.
- Option D: A person with malicious intent behind kindness describes hypocrisy or deception, not this idiom’s meaning.

Final Answer: “A blessing in disguise” means something that seems bad but turns out to have a good outcome. ⇒ **B**

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

Q20.

Solution

Concept — Idioms and Phrases: “Burn the midnight oil” is a well-established English idiom commonly used in academic, professional, and literary contexts. Its correct interpretation is frequently tested in competitive examinations.

Step 1 — Trace the origin: Before the advent of electric lighting, people who worked or studied late into the night did so by the light of an oil lamp. “Burning the midnight oil” thus literally referred to using oil-lamp light past midnight. Over time, it became a figurative expression for working or studying until late at night.

Step 2 — Confirm the correct meaning: The idiom means *to work or study late into the night*, often implying significant effort, dedication, or the pressure of a



deadline. Example: “She burned the midnight oil to finish her research paper before the submission deadline.”

Why other options are wrong:

- Option B: “Waste resources through careless spending” describes a different concept; burning oil is not equivalent to financial extravagance in this idiom.
- Option C: “Destroy evidence before an investigation” is completely unrelated to this expression.
- Option D: “Exhaust one’s energy during the day” contradicts the idiom’s specific reference to working *at night* (midnight).

Final Answer: “Burn the midnight oil” means to work or study late into the night.

⇒ A

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



Answer Key

Q	Ans	Q	Ans	Q	Ans	Q	Ans	Q	Ans
1	B	2	C	3	C	4	B	5	A
6	C	7	B	8	D	9	A	10	C
11	D	12	B	13	A	14	C	15	B
16	A	17	D	18	C	19	B	20	A

