

MH CET LAW English Language

Sample Paper – 4

Duration: 40 Minutes

Maximum Marks: 40

Instructions

- This paper contains **40** Multiple Choice Questions (Single Correct Answer), modelled on the English Language portion of **MH CET LAW** entrance.
- Each correct answer carries **+1 mark**. There is **no negative marking** for incorrect or unattempted answers.
- Only **one** option is correct. Choose carefully before marking.
- The exam is conducted as a **Computer-Based Test (CBT)**. Rough sheets will be provided at the examination centre.
- Use of mobile phones, electronic devices, or study material is strictly prohibited inside the examination hall.

Directions (Q. 1–5): Read the following passage carefully and answer the questions that follow.

Passage: Freedom of Press in a Democracy

A free and independent press is the lifeblood of a healthy democracy. Journalism serves as the fourth estate—an informal but vital pillar of democratic governance that holds power to account, informs the public, and gives voice to the marginalized. When the press operates without fear or favour, it serves as a watchdog against corruption, abuse of authority, and the erosion of civil liberties.

The freedom of the press is enshrined in Article 19(1)(a) of the Indian Constitution as part of the right to freedom of speech and expression. However, this freedom is not absolute—it is subject to reasonable restrictions on grounds such as national security, public order, and defamation. The challenge lies in ensuring that these restrictions are genuinely reasonable and not used to silence legitimate criticism of those in power.

In recent decades, threats to press freedom have taken new forms: ownership



concentration in the hands of corporate interests, economic pressure through the withdrawal of advertising revenue, online harassment of journalists, and the weaponization of legal provisions such as sedition and defamation laws to intimidate reporters. Protecting a free press requires not only strong legal safeguards but also a culture of respect for the watchdog function that journalism performs in a democracy.

- Q1.** What metaphor does the author use to describe journalism's role in a democracy?
- (A) The backbone of economic development
 - (B) The conscience of the government
 - (C) The voice of the silent majority
 - (D) The fourth estate and a watchdog against corruption and abuse
- Q2.** Under which constitutional provision is freedom of the press protected in India?
- (A) Article 19(1)(a) — right to freedom of speech and expression
 - (B) Article 21 — right to life and personal liberty
 - (C) Article 14 — right to equality before law
 - (D) Article 32 — right to constitutional remedies
- Q3.** According to the passage, the freedom of press in India is:
- (A) Absolute and cannot be restricted under any circumstances
 - (B) Subject to reasonable restrictions including national security and defamation
 - (C) Protected only for journalists working for national media organisations
 - (D) Guaranteed exclusively through the Contempt of Courts Act



- Q4.** Which of the following is mentioned in the passage as a new form of threat to press freedom?
- (A) Government censorship of newspapers and television channels
 - (B) Decrease in newspaper circulation due to digital media
 - (C) Weaponization of sedition and defamation laws to intimidate journalists
 - (D) Decline in journalism education and professional training
- Q5.** The passage argues that protecting press freedom requires:
- (A) Eliminating all restrictions on media content
 - (B) Government ownership of major media houses
 - (C) Journalists working exclusively for non-profit organisations
 - (D) Strong legal safeguards combined with a culture of respect for journalism

Directions (Q. 6–10): Read the following passage carefully and answer the questions that follow.

Passage: Ethics in Public Life

Ethics in public life refers to the standards of moral conduct expected of those who hold positions of public trust—politicians, judges, civil servants, police officers, and others who exercise authority on behalf of citizens. While laws define the minimum acceptable standard of behaviour, ethics aspires to something higher: integrity, fairness, transparency, and service to the public good.

Corruption—the abuse of entrusted power for private gain—is widely recognized as the most serious breach of public ethics. It diverts resources meant for public welfare, undermines the rule of law, and breeds cynicism among citizens. Yet corruption is not the only ethical challenge in public life. Conflicts of interest, nepotism, misuse of official position, and breach of confidentiality are equally corrosive, even when they may not constitute criminal offences.

Strengthening ethics in public life requires multiple interventions: robust anti-corruption laws and independent enforcement agencies; financial disclosure re-



quirements and asset declarations for public officials; strong whistleblower protection; and, most fundamentally, a culture of ethical leadership that prizes service above self-interest. Without ethical public servants, even the most well-designed institutions struggle to deliver justice and development.

- Q6.** How does the passage distinguish between law and ethics in public life?
- (A) Laws define the minimum standard of behaviour; ethics aspires to higher ideals like integrity and service
 - (B) Ethics is legally enforceable while laws only offer moral guidance
 - (C) Laws cover public officials while ethics applies only to private individuals
 - (D) Ethics and law are identical in their scope and application in public service
- Q7.** According to the passage, what is the most serious breach of public ethics?
- (A) Conflicts of interest in decision-making
 - (B) Corruption — the abuse of entrusted power for private gain
 - (C) Nepotism and favouritism in appointments
 - (D) Breach of official confidentiality obligations
- Q8.** Which of the following ethical violations is mentioned in the passage as corrosive even when not criminal?
- (A) Embezzlement of public funds
 - (B) Bribery and corruption in government contracts
 - (C) Nepotism and misuse of official position
 - (D) Fraudulent financial disclosures by public officials
- Q9.** Which of the following measures does the passage recommend to strengthen



ethics in public life?

- (A) Reducing the powers of enforcement agencies to prevent overreach
- (B) Eliminating financial disclosure requirements to protect officials' privacy
- (C) Restricting the role of civil society in monitoring public officials
- (D) Whistleblower protection and a culture of ethical leadership

Q10. The word “cynicism” as used in the passage most nearly means:

- (A) A distrustful attitude or belief that people are motivated only by self-interest
- (B) Extreme enthusiasm and faith in government institutions
- (C) A philosophical approach to public decision-making
- (D) Careful and objective analysis of government policies

Directions (Q. 11–13): Read the following passage carefully and answer the questions that follow.

Passage: Public Health and Pandemics

The COVID-19 pandemic, which swept across the globe in 2020, exposed both the vulnerabilities and the resilience of public health systems worldwide. Nations with strong public health infrastructure—capable of rapid testing, contact tracing, and vaccine deployment—managed the crisis more effectively. Those with underfunded health systems faced catastrophic outcomes.

India's response to the pandemic illustrated both the country's capacity for large-scale mobilization—exemplified by one of the world's largest vaccination drives—and the structural weaknesses of its health system, including critical shortages of oxygen, hospital beds, and healthcare personnel during the devastating second wave.

The pandemic delivered a clear message: public health is a public good, and chronic underinvestment in health infrastructure carries an enormous cost. Governments must prioritize healthcare spending, strengthen primary health centres in rural areas, build disease surveillance systems, and invest in vaccine research



and production capacity. Preparedness for the next pandemic must begin today, not in response to the next crisis.

- Q11.** According to the passage, which countries managed the COVID-19 crisis more effectively?
- (A) Countries with large populations and abundant natural resources
 - (B) Nations with strong public health infrastructure for testing, tracing, and vaccination
 - (C) Countries that imposed the strictest lockdowns and border closures
 - (D) Nations with advanced military capabilities for crisis management
- Q12.** India's COVID-19 response demonstrated which of the following, according to the passage?
- (A) Complete success in managing the pandemic without any shortcomings
 - (B) Inability to conduct a large-scale vaccination programme
 - (C) Both large-scale mobilization capacity and structural health system weaknesses
 - (D) Superior handling of the second wave compared to other nations
- Q13.** What is the central message of the passage regarding public health?
- (A) COVID-19 vaccination programmes were sufficient to end the pandemic
 - (B) International cooperation is more important than domestic health infrastructure
 - (C) Private healthcare is more effective than public health systems in managing crises
 - (D) Public health is a public good requiring sustained investment and pandemic preparedness



Vocabulary: Synonyms, Antonyms &
One-Word Substitution (Q. 14–22)

Directions (Q. 14–16): Choose the word most *similar* in meaning to the given word.

Q14. Choose the word most similar in meaning to **BENEVOLENT**.

- (A) Charitable
- (B) Selfish
- (C) Hostile
- (D) Indifferent

Q15. Choose the word most similar in meaning to **VEHEMENT**.

- (A) Mild
- (B) Passionate
- (C) Calm
- (D) Gentle

Q16. Choose the word most similar in meaning to **ASTUTE**.

- (A) Naive
- (B) Foolish
- (C) Shrewd
- (D) Careless

Directions (Q. 17–19): Choose the word most *opposite* in meaning to the given word.

Q17. Choose the word most *opposite* in meaning to **OPTIMISTIC**.

- (A) Hopeful



- (B) Confident
- (C) Positive
- (D) Pessimistic

Q18. Choose the word most *opposite* in meaning to **LOQUACIOUS**.

- (A) Taciturn
- (B) Talkative
- (C) Verbose
- (D) Garrulous

Q19. Choose the word most *opposite* in meaning to **PROFOUND**.

- (A) Deep
- (B) Shallow
- (C) Intense
- (D) Serious

Directions (Q. 20–22): Choose the one-word substitution for the given expression.

Q20. “A story or poem in which characters and events represent deeper moral, political, or spiritual truths.”

- (A) Metaphor
- (B) Parable
- (C) Allegory
- (D) Satire

Q21. “A person who is uncertain about the existence of God or any ultimate truth.”



- (A) Atheist
- (B) Theist
- (C) Deist
- (D) Agnostic

Q22. “A person who studies the origin, history, and development of words.”

- (A) Etymologist
- (B) Linguist
- (C) Philologist
- (D) Lexicographer

Idioms and Phrases (Q. 23–26)

Directions (Q. 23–26): Choose the correct meaning of the given idiom or phrase.

Q23. What does the idiom “**Add fuel to the fire**” mean?

- (A) To start a new conflict from nothing
- (B) To worsen an already bad or tense situation
- (C) To accelerate a process unnecessarily
- (D) To intensify one’s efforts during a crisis

Q24. What does the idiom “**Bite the dust**” mean?

- (A) To eat food of very poor quality
- (B) To work in extremely difficult and dirty conditions
- (C) To fail completely, be defeated, or come to an end
- (D) To surrender to an opponent without putting up a fight

Q25. What does the idiom “**Cut corners**” mean?



- (A) To reduce the size or scope of a project drastically
- (B) To take a physically shorter route to a destination
- (C) To minimize costs through legitimate means
- (D) To do something hastily or in the cheapest way, sacrificing quality

Q26. What does the idiom “Jump on the bandwagon” mean?

- (A) To follow a popular trend, movement, or activity
- (B) To join a musical group with great enthusiasm
- (C) To accept an opportunity without adequate thought
- (D) To support a cause solely for personal gain or benefit

**Grammar: Error Spotting, Voice,
Fill in the Blank & More (Q. 27–35)**

Directions (Q. 27–29): Identify the grammatical error in the sentence, or select “No error” if the sentence is correct.

Q27. Identify the grammatical error:

“Each of the boys have submitted their project reports to the concerned teacher.”

- (A) No error
- (B) “have” should be “has” (*each of* + plural noun takes a singular verb)
- (C) “their project reports” should be “his project report”
- (D) “to the concerned teacher” should be “for the concerned teacher”

Q28. Identify the error in the sentence:

“The committee requested that the members should bring their identification documents to the meeting.”

- (A) No error



- (B) “their identification documents” should be “their ID cards”
- (C) “should bring” should be “bring” (subjunctive mood after *requested that* requires bare infinitive)
- (D) “the committee” should be “the members of the committee”

Q29. Identify the incorrect usage:

“He is more cleverer than any other student in the entire class.”

- (A) No error
- (B) “any other student” should be “all other students”
- (C) “in the entire class” should be “of the entire class”
- (D) “more cleverer” should be “cleverer” or “more clever” (double comparative is incorrect)

Directions (Q. 30–31): Transform the given sentence into the voice specified.

Q30. Change to Passive voice:

“The principal suspended the student for misconduct.”

- (A) The student was suspended by the principal for misconduct.
- (B) The student has been suspended by the principal for misconduct.
- (C) The student had been suspended by the principal for misconduct.
- (D) The student is suspended by the principal for misconduct.

Q31. Change to Active voice:

“The bridge was built by the engineers in just six months.”

- (A) The engineers have built the bridge in just six months.
- (B) The engineers built the bridge in just six months.
- (C) The engineers had built the bridge in just six months.



(D) The engineers were building the bridge in just six months.

Directions (Q. 32–34): Fill in the blank with the most appropriate option.

Q32. Fill in the blank with the appropriate preposition:

“The minister is directly responsible _____ managing the welfare funds of the district.”

- (A) in
- (B) of
- (C) for
- (D) with

Q33. Fill in the blank with the correct article:

“_____ truth is always the best policy in any professional or personal situation.”

- (A) A
- (B) An
- (C) (no article)
- (D) The

Q34. Fill in the blank with the appropriate conjunction:

“She works very hard every single day _____ she wants to achieve complete financial independence.”

- (A) because
- (B) although
- (C) unless
- (D) whereas



Direction (Q. 35): Choose the correct verb form to complete the sentence.

Q35. Choose the correct verb form:

“It _____ continuously since early morning; we cannot step outside now.”

- (A) rained
- (B) has been raining
- (C) rains
- (D) had rained

Sentence Tasks: Para-jumble, Sentence Improvement & Spelling (Q. 36–40)

Directions (Q. 36–37): Arrange the following sentences (P, Q, R, S) in the correct logical order.

Q36. Arrange the sentences in the correct logical order:

P: Honesty and integrity are the cornerstones of ethical public governance.

Q: When officials act with transparency, citizens develop trust in institutions.

R: Conversely, corruption erodes public trust and undermines democratic values fundamentally.

S: Building ethical governance requires both strong laws and a culture of accountability.

- (A) RSPQ
- (B) QPSR
- (C) PQRS
- (D) SQRP



Q37. Arrange the sentences in the correct logical order:

P: Good health is not merely the absence of disease but a state of complete physical and mental well-being.

Q: This holistic understanding encompasses physical, mental, and social dimensions of life.

R: Modern medicine has made remarkable strides in treating illness and extending the human lifespan.

S: Yet the focus must shift decisively from curing disease to promoting wellness and prevention.

(A) RSQP

(B) QPRS

(C) SQRP

(D) PQRS

Direction (Q. 38): Choose the option that best improves the underlined part of the sentence.

Q38. Choose the option that best improves the underlined part of the sentence:

“Despite of his best efforts, he could not clear the competitive examination this year.”

(A) Despite

(B) Because of

(C) Due to

(D) In spite

Directions (Q. 39–40): Identify the **INCORRECTLY** spelled word from the options.

Q39. Identify the **INCORRECTLY** spelled word:



- (A) Parliament
- (B) Seperate
- (C) Immediately
- (D) Occurrence

Q40. Identify the **INCORRECTLY** spelled word:

- (A) Profession
- (B) Correspondence
- (C) Neccessary
- (D) Sufficient



Detailed Solutions

Q1.

Solution**Concept — Reading Comprehension (Metaphor / Figurative Language):**

Metaphor questions ask the student to identify the figurative language the author uses to characterise something. The answer must be drawn directly from the passage's own words.

Explanation: The passage explicitly uses two metaphors: "Journalism serves as the *fourth estate*" and "it serves as a *watchdog* against corruption, abuse of authority, and the erosion of civil liberties." Option (D) captures both of these accurately.

Why other options are wrong:

- Option (A): "Backbone of economic development" does not appear in the passage; the press is linked to democracy, not economic growth.
- Option (B): "Conscience of the government" is a plausible-sounding phrase but is not used in the passage.
- Option (C): "Voice of the silent majority" is not the metaphor the author employs; the passage says the press "gives voice to the marginalized," a different construction.

Final Answer: The author uses "fourth estate" and "watchdog against corruption and abuse" as metaphors ⇒

Answer: (D) [Go Back to Q 1](#)

Q2.

Solution

Concept — Reading Comprehension (Specific Constitutional Detail): The student must locate the exact article cited in the passage and select the matching option.

Explanation: The passage states: "The freedom of the press is enshrined in **Article 19(1)(a)** of the Indian Constitution as part of the right to freedom of speech and expression." This maps directly to Option (A).

Why other options are wrong:

- Option (B): Article 21 — right to life and personal liberty — is a different fundamental right not mentioned in this context.



- Option (C): Article 14 — right to equality before law — is unrelated to freedom of expression.
- Option (D): Article 32 — right to constitutional remedies — is not cited as the source of press freedom.

Final Answer: Press freedom is protected under Article 19(1)(a) ⇒ A

Answer: (A) [Go Back to Q 2](#)

Q3.

Solution

Concept — Reading Comprehension (Nature and Scope of a Right): This question tests whether the student can identify how the passage characterises the press freedom — absolute or qualified.

Explanation: The passage says: “this freedom is not absolute—it is subject to reasonable restrictions on grounds such as national security, public order, and defamation.” This directly supports Option (B).

Why other options are wrong:

- Option (A): The passage explicitly states that press freedom is *not* absolute.
- Option (C): The passage does not limit the freedom to journalists working for national organisations.
- Option (D): The Contempt of Courts Act is not mentioned anywhere in the passage.

Final Answer: Press freedom is subject to reasonable restrictions including national security and defamation ⇒ B

Answer: (B) [Go Back to Q 3](#)

Q4.

Solution

Concept — Reading Comprehension (Identifying New/Modern Threats): The third paragraph introduces “new forms” of threats. The student must match the listed threat to one mentioned in the passage.

Explanation: The passage states: “the weaponization of legal provisions such as sedition and defamation laws to intimidate reporters” is one of the new threats to press freedom. This corresponds to Option (C).



Why other options are wrong:

- Option (A): Government censorship of newspapers is a traditional threat; the passage specifically says threats have taken *new* forms.
- Option (B): Decrease in newspaper circulation due to digital media is not mentioned in the passage.
- Option (D): Decline in journalism education is not discussed anywhere in the passage.

Final Answer: Weaponization of sedition and defamation laws is cited as a new threat ⇒

Answer: (C) [Go Back to Q 4](#)

Q5.

Solution

Concept — Reading Comprehension (Author's Argument / Conclusion): The student must locate the author's prescriptive argument about what is needed to protect press freedom.

Explanation: The passage concludes: "Protecting a free press requires not only strong legal safeguards but also a culture of respect for the watchdog function that journalism performs in a democracy." Option (D) captures both components of this two-part requirement.

Why other options are wrong:

- Option (A): The passage does not advocate eliminating *all* restrictions; it accepts reasonable ones.
- Option (B): Government ownership of media is not recommended; in fact, corporate ownership concentration is cited as a *threat*.
- Option (C): Journalists working for non-profit organisations is not mentioned anywhere in the passage.

Final Answer: Strong legal safeguards combined with a culture of respect for journalism is required ⇒

Answer: (D) [Go Back to Q 5](#)



Q6.

Solution**Concept — Reading Comprehension (Distinction Between Two Concepts):**

The passage draws a precise conceptual distinction between law and ethics. The student must find the option that accurately reflects the author's framing.

Explanation: The passage states: "While laws define the minimum acceptable standard of behaviour, ethics aspires to something higher: integrity, fairness, transparency, and service to the public good." Option (A) reproduces this contrast faithfully.

Why other options are wrong:

- Option (B): This reverses the relationship — ethics is *not* legally enforceable while laws set enforceable standards.
- Option (C): The passage applies ethics to public officials, not private individuals; the contrast is not between "public" and "private."
- Option (D): The passage clearly distinguishes the two; they are not identical in scope or application.

Final Answer: Laws set the minimum standard; ethics aspires to higher ideals ⇒

A

Answer: (A) [Go Back to Q 6](#)

Q7.

Solution

Concept — Reading Comprehension (Superlative / Priority Statement): The passage explicitly ranks corruption as the *most* serious breach. The student must identify this superlative claim.

Explanation: The passage states: "Corruption—the abuse of entrusted power for private gain—is **widely recognized as the most serious breach of public ethics.**" This is a verbatim match for Option (B).

Why other options are wrong:

- Option (A): Conflicts of interest are described as "equally corrosive" but explicitly listed as secondary to corruption.
- Option (C): Nepotism is also listed as corrosive but not identified as the *most serious* breach.
- Option (D): Breach of confidentiality is mentioned but is placed in the sec-



ondary list alongside nepotism.

Final Answer: Corruption is the most serious breach of public ethics ⇒ B

Answer: (B) [Go Back to Q 7](#)

Q8.

Solution

Concept — Reading Comprehension (Identifying a Qualified Category): The passage describes certain violations as corrosive “even when they may not constitute criminal offences.” The student must identify which option falls in this category as stated in the passage.

Explanation: The passage reads: “Conflicts of interest, **nepotism**, **misuse of official position**, and breach of confidentiality are equally corrosive, even when they may not constitute criminal offences.” Option (C) names two items from this exact list.

Why other options are wrong:

- Option (A): Embezzlement of public funds is a criminal offence and falls under the category of corruption.
- Option (B): Bribery and corruption in government contracts are criminal acts, not the non-criminal category described.
- Option (D): Fraudulent financial disclosures would likely constitute criminal offences and are not part of the passage’s list.

Final Answer: Nepotism and misuse of official position are corrosive even when not criminal ⇒ C

Answer: (C) [Go Back to Q 8](#)

Q9.

Solution

Concept — Reading Comprehension (Recommended Measures): The third paragraph of the passage lists several interventions recommended to strengthen ethics. The student must identify which option matches those listed.

Explanation: The passage recommends “strong whistleblower protection” and “a culture of ethical leadership that prizes service above self-interest.” Option (D) captures both elements accurately.



Why other options are wrong:

- Option (A): The passage recommends *independent enforcement agencies* — reducing their powers is the opposite of what is recommended.
- Option (B): Financial disclosure requirements are explicitly recommended, not eliminated.
- Option (C): Restricting civil society monitoring is not suggested; the passage implies broad accountability mechanisms.

Final Answer: Whistleblower protection and a culture of ethical leadership are recommended ⇒

Answer: (D) [Go Back to Q 9](#)

Q10.

Solution

Concept — Vocabulary in Context (Word Meaning): The word “cynicism” is used in a specific contextual sense. The student must infer its meaning from the way it is used in the passage.

Explanation: The passage states that corruption “breeds cynicism among citizens.” In this context, cynicism refers to citizens losing faith in institutions and beginning to distrust those who govern them — a belief that officials are motivated by self-interest rather than public good. This matches Option (A).

Why other options are wrong:

- Option (B): “Extreme enthusiasm and faith” is the opposite of cynicism.
- Option (C): A “philosophical approach” is a neutral, academic meaning unrelated to the negative connotation in the passage.
- Option (D): “Careful and objective analysis” describes critical thinking, not the distrust that corruption breeds.

Final Answer: “Cynicism” means a distrustful attitude / belief that people are motivated only by self-interest ⇒

Answer: (A) [Go Back to Q 10](#)



Q11.

Solution

Concept — Reading Comprehension (Cause-and-Effect / Conditional): The passage draws a direct link between the quality of public health infrastructure and crisis management effectiveness.

Explanation: The passage states: “Nations with strong public health infrastructure—capable of rapid testing, contact tracing, and vaccine deployment—managed the crisis more effectively.” Option (B) reproduces this criterion precisely.

Why other options are wrong:

- Option (A): Large populations and natural resources are not cited as factors in managing the pandemic effectively.
- Option (C): Strictness of lockdowns and border closures is not mentioned as the determining factor.
- Option (D): Military capabilities are not discussed anywhere in the passage.

Final Answer: Nations with strong public health infrastructure managed the crisis more effectively ⇒ **B**

Answer: (B) [Go Back to Q 11](#)

Q12.

Solution

Concept — Reading Comprehension (Balanced / Nuanced Assessment): The passage presents a balanced picture of India’s pandemic response, acknowledging both strengths and weaknesses. The student must select the option that captures both dimensions.

Explanation: The passage says India’s response “illustrated both the country’s capacity for large-scale mobilization—exemplified by one of the world’s largest vaccination drives—and the structural weaknesses of its health system, including critical shortages of oxygen, hospital beds, and healthcare personnel during the devastating second wave.” Option (C) captures this duality.

Why other options are wrong:

- Option (A): “Complete success without any shortcomings” contradicts the passage, which explicitly mentions structural weaknesses.
- Option (B): The passage credits India with one of the world’s largest vacci-



nation drives, so “inability to conduct a large-scale vaccination programme” is factually wrong.

- Option (D): The passage describes the second wave as “devastating,” not as superior handling.

Final Answer: India demonstrated both large-scale mobilization capacity and structural health system weaknesses ⇒

Answer: (C) [Go Back to Q 12](#)

Q13.

Solution

Concept — Reading Comprehension (Central Message / Main Argument): The central message is the overarching takeaway the author wants the reader to retain — usually stated in the concluding paragraph.

Explanation: The passage’s final paragraph states: “public health is a public good, and chronic underinvestment in health infrastructure carries an enormous cost.” It also calls for investment in healthcare and pandemic preparedness. Option (D) captures this central message accurately.

Why other options are wrong:

- Option (A): The passage does not claim vaccination alone was sufficient to end the pandemic.
- Option (B): International cooperation is not discussed; the focus is on domestic health system investment.
- Option (C): Private healthcare is not mentioned anywhere in the passage; the entire argument is about public health infrastructure.

Final Answer: Public health is a public good requiring sustained investment and pandemic preparedness ⇒

Answer: (D) [Go Back to Q 13](#)



Q14.

Solution

Concept — Vocabulary (Synonym — BENEVOLENT): *Benevolent* comes from Latin *bene* (well) + *volens* (wishing). It means well-meaning, kind, or generous toward others. The synonym must carry the same sense of goodwill and generosity.

Explanation: **Charitable** (A) means generous in helping others, kind, and giving — a direct synonym of benevolent. Both words describe a disposition of goodwill toward others.

Why other options are wrong:

- Option (B): *Selfish* is the antonym — it means concerned only with oneself, the opposite of benevolent.
- Option (C): *Hostile* means unfriendly or aggressive — the opposite of the warmth implied by benevolent.
- Option (D): *Indifferent* means having no interest or concern — far from the active goodwill of benevolent.

Final Answer: BENEVOLENT means “Charitable” (generous and well-meaning)

⇒ A

Answer: (A) [Go Back to Q 14](#)

Q15.

Solution

Concept — Vocabulary (Synonym — VEHEMENT): *Vehement* derives from Latin *vehemens* (forceful, ardent). It describes strong, fervent feeling or expression — intensity of emotion or argument.

Explanation: **Passionate** (B) means showing or caused by strong feelings or a strong belief — exactly the intensity conveyed by vehement. Both words describe forceful emotional expression.

Why other options are wrong:

- Option (A): *Mild* is the antonym — it implies gentleness and lack of force, the opposite of vehement.
- Option (C): *Calm* describes a state of tranquillity, which directly contradicts the intensity of vehement.
- Option (D): *Gentle* connotes softness and tenderness, antithetical to the



forceful connotation of vehement.

Final Answer: VEHEMENT means “Passionate” (intensely felt or expressed) ⇒ B

Answer: (B) [Go Back to Q 15](#)

Q16.

Solution

Concept — Vocabulary (Synonym — ASTUTE): *Astute* comes from Latin *astutus* (crafty, clever). It means having or showing an ability to accurately assess situations and turn them to one’s advantage — mentally sharp and perceptive.

Explanation: Shrewd (C) means having sharp powers of judgement; astute in business or practical matters. Both astute and shrewd describe keen intelligence applied to practical situations.

Why other options are wrong:

- Option (A): *Naive* means lacking experience or shrewdness — the direct opposite of astute.
- Option (B): *Foolish* implies poor judgement — again the opposite of the sharp intelligence astute implies.
- Option (D): *Careless* suggests lack of attention and caution, not the precision and acuity of an astute person.

Final Answer: ASTUTE means “Shrewd” (keenly perceptive and practically intelligent) ⇒ C

Answer: (C) [Go Back to Q 16](#)

Q17.

Solution

Concept — Vocabulary (Antonym — OPTIMISTIC): An antonym is a word of opposite meaning. *Optimistic* means having a positive expectation about future outcomes; hopeful that things will go well.

Explanation: Pessimistic (D) means tending to see the worst aspect of things; expecting bad outcomes. It is the direct antonym of optimistic, sitting at the opposite end of the hope-despair spectrum.

Why other options are wrong:



- Option (A): *Hopeful* is a near-synonym of optimistic, not its antonym.
- Option (B): *Confident* shares the positive outlook of optimistic and is not an antonym.
- Option (C): *Positive* is also synonymous with optimistic; it cannot be its opposite.

Final Answer: The antonym of OPTIMISTIC is “Pessimistic” ⇒ D

Answer: (D) [Go Back to Q 17](#)

Q18.

Solution

Concept — Vocabulary (Antonym — LOQUACIOUS): *Loquacious* comes from Latin *loqui* (to speak). It means tending to talk a great deal; garrulous or verbose. Its antonym must describe someone who speaks very little.

Explanation: Taciturn (A) means reserved or uncommunicative in speech; saying little. This is the precise antonym of loquacious.

Why other options are wrong:

- Option (B): *Talkative* is a synonym of loquacious, not its antonym.
- Option (C): *Verbose* means using more words than necessary — another synonym of loquacious.
- Option (D): *Garrulous* means excessively talkative — yet another synonym, not an antonym.

Final Answer: The antonym of LOQUACIOUS is “Taciturn” (reserved in speech) ⇒ A

Answer: (A) [Go Back to Q 18](#)

Q19.

Solution

Concept — Vocabulary (Antonym — PROFOUND): *Profound* has two key senses: (i) having great depth of knowledge or feeling; (ii) very great or intense. Its antonym must convey the opposite of depth.

Explanation: Shallow (B) means lacking depth of thought, knowledge, or feeling. It is the direct antonym of profound in both its intellectual and physical senses.



Why other options are wrong:

- Option (A): *Deep* is a synonym of profound, not its antonym.
- Option (C): *Intense* is close to the sense of profound (very strong/great) — also a near-synonym.
- Option (D): *Serious* can be associated with profound thought and is not its antonym.

Final Answer: The antonym of PROFOUND is “Shallow” (lacking depth) ⇒ B

Answer: (B) [Go Back to Q 19](#)

Q20.

Solution

Concept — One-Word Substitution (Literary Terms): The student must distinguish between closely related literary terms: allegory, metaphor, parable, and satire.

Explanation: An **Allegory** (C) is a story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral, political, or spiritual one. Characters and events function symbolically throughout the entire work. This precisely matches the definition given in the question.

Why other options are wrong:

- Option (A): A *Metaphor* is a figure of speech comparing two unlike things directly; it is a device, not a full narrative form.
- Option (B): A *Parable* is a simple moral story, typically from scripture; it lacks the full political or spiritual symbolic structure of allegory.
- Option (D): *Satire* uses irony or exaggeration to mock vices or follies; it is a mode of critique, not a definition of symbolic narrative.

Final Answer: A story where characters represent deeper moral, political, or spiritual truths = “Allegory” ⇒ C

Answer: (C) [Go Back to Q 20](#)



Q21.

Solution

Concept — One-Word Substitution (Beliefs Regarding God): The student must distinguish between atheist, theist, deist, and agnostic based on precise definitional differences.

Explanation: An **Agnostic** (D) is a person who believes that the existence of God or ultimate truth is unknown or unknowable — they neither affirm nor deny it. The definition in the question — “uncertain about the existence of God or any ultimate truth” — matches agnostic exactly.

Why other options are wrong:

- Option (A): An *Atheist* *denies* the existence of God — this is a firm belief, not uncertainty.
- Option (B): A *Theist* believes in the existence of God or gods — the opposite of the agnostic’s uncertainty.
- Option (C): A *Deist* believes in a creator God who does not intervene in the universe — again, a positive belief rather than uncertainty.

Final Answer: A person uncertain about the existence of God = “Agnostic” ⇒ D

Answer: (D) [Go Back to Q 21](#)

Q22.

Solution

Concept — One-Word Substitution (Word-Study Professions): The student must distinguish between four related professions: etymologist, linguist, philologist, and lexicographer.

Explanation: An **Etymologist** (A) is a scholar who studies the origin, historical development, and changes in meaning of words — exactly matching the definition given. *Etymology* comes from Greek *etymon* (true form of a word) + *logos* (study).

Why other options are wrong:

- Option (B): A *Linguist* studies language in general — its structure, sounds, and use — not specifically word origins.
- Option (C): A *Philologist* studies written historical records and the literary use of language; it overlaps but is broader and more text-focused than etymology.
- Option (D): A *Lexicographer* compiles dictionaries; their work documents



words but is not focused on tracing origins and development.

Final Answer: One who studies the origin and history of words = “Etymologist”

⇒

Answer: (A) [Go Back to Q 22](#)

Q23.

Solution

Concept — Idioms and Phrases (“Add fuel to the fire”): Idioms carry meanings that cannot be deduced word-for-word. The image of adding fuel suggests intensification of an ongoing process.

Explanation: “Add fuel to the fire” means to make a bad or heated situation even worse by saying or doing something that further inflames it. The fire is already burning (the existing problem); fuel makes it larger (worsens it). Option (B) captures this precisely.

Why other options are wrong:

- Option (A): Starting a new conflict “from nothing” is not what the idiom means — the situation already exists and is being worsened.
- Option (C): “Accelerate a process unnecessarily” does not capture the element of worsening a conflict or tension.
- Option (D): “Intensify one’s efforts during a crisis” misreads the idiom — it is about worsening a tense situation, not personal effort.

Final Answer: “Add fuel to the fire” means to worsen an already bad or tense situation ⇒

Answer: (B) [Go Back to Q 23](#)

Q24.

Solution

Concept — Idioms and Phrases (“Bite the dust”): This idiom has military and sporting origins, evoking someone falling to the ground in defeat.

Explanation: “Bite the dust” means to fail completely, be defeated, or come to an end. A project that “bit the dust” has failed; a plan that “bit the dust” has been abandoned. Option (C) expresses this meaning.



Why other options are wrong:

- Option (A): “Eat food of very poor quality” is a literal misreading of the words; idioms are not interpreted literally.
- Option (B): “Work in extremely difficult and dirty conditions” creates an association with dust but misses the idiom’s actual meaning.
- Option (D): “Surrender without a fight” implies passivity, but “bite the dust” simply means to fail or be defeated, regardless of the fight put up.

Final Answer: “Bite the dust” means to fail completely or be defeated ⇒ C

Answer: (C) [Go Back to Q 24](#)

Q25.

Solution

Concept — Idioms and Phrases (“Cut corners”): This idiom originally referred to taking a shorter path (cutting the corner of a route), but idiomatically it means to do something the easy or cheap way, sacrificing quality or rules.

Explanation: “Cut corners” means to do something hastily, cheaply, or carelessly, often bypassing proper procedures or standards. Option (D) captures the element of sacrificing quality for speed or economy.

Why other options are wrong:

- Option (A): “Reduce the size or scope of a project drastically” is not the meaning — the idiom is about how something is done, not how much is done.
- Option (B): “Take a physically shorter route” is the literal meaning, not the idiomatic one.
- Option (C): “Minimize costs through legitimate means” does not capture the notion of sacrificing quality or bypassing standards.

Final Answer: “Cut corners” means to do something hastily, sacrificing quality or proper standards ⇒ D

Answer: (D) [Go Back to Q 25](#)



Q26.

Solution

Concept — Idioms and Phrases (“Jump on the bandwagon”): A “bandwagon” was a wagon carrying a band in a parade. People who jumped on it joined an exciting, popular movement. The idiom retains this meaning of following popularity.

Explanation: “Jump on the bandwagon” means to adopt a trend, belief, or activity because it has become fashionable or popular — often without deep personal conviction. Option (A) accurately describes this.

Why other options are wrong:

- Option (B): “Join a musical group with great enthusiasm” is a literal misinterpretation of “bandwagon.”
- Option (C): “Accept an opportunity without adequate thought” describes impulsiveness but misses the popularity/trend-following element of the idiom.
- Option (D): “Support a cause solely for personal gain” implies ulterior motive; the idiom is about following trends, not necessarily for personal benefit.

Final Answer: “Jump on the bandwagon” means to follow a popular trend or movement ⇒

Answer: (A) [Go Back to Q 26](#)

Q27.

Solution

Concept — Grammar: Subject-Verb Agreement (*Each of* + Plural Noun): When the subject is “each of” followed by a plural noun, the verb must be **singular**, because “each” is an indefinite pronoun that takes a singular verb.

Explanation: The sentence is: “Each of the boys have submitted their project reports...” Here, “each” is the grammatical subject. Since “each” is singular, the verb must be “**has**,” not “have.” The intervening phrase “of the boys” does not change the subject.

Why other options are wrong:

- Option (A): “No error” is incorrect — the sentence does contain a subject-verb agreement error.
- Option (C): “Their project reports” using the plural possessive “their” is acceptable in modern grammar when referring back to “each of the boys” (distributive plural); it is not the error.



- Option (D): “To the concerned teacher” is the correct preposition phrase here; “for” would be incorrect.

Final Answer: “have” should be “has” because *each of* + plural noun takes a singular verb ⇒ B

Answer: (B) [Go Back to Q 27](#)

Q28.

Solution

Concept — Grammar: Subjunctive Mood (After Verbs of Request / Command): The **subjunctive mood** is used in clauses introduced by “that” after verbs of requesting, recommending, demanding, or suggesting (e.g., *requested that, insisted that, suggested that*). In such clauses, the verb takes its **bare infinitive** form (base form) for all subjects, without modal auxiliaries like “should,” “would,” or “must.”

Explanation: The sentence is: “The committee requested that the members should bring their identification documents...” After “requested that,” the subjunctive requires the bare infinitive “**bring**” (not “should bring”). This rule applies regardless of person or number: *It is essential that he **be** present*, not *he should be present*.

Why other options are wrong:

- Option (A): “No error” is incorrect — the use of “should bring” violates the subjunctive rule.
- Option (B): “Their identification documents” vs. “their ID cards” is a matter of word choice, not grammar; it is not the error.
- Option (D): “The committee” is the correct subject of the sentence; changing it to “the members of the committee” is unnecessary.

Final Answer: “should bring” should be “bring” — subjunctive mood after *requested that* requires the bare infinitive ⇒ C

Answer: (C) [Go Back to Q 28](#)



Q29.

Solution

Concept — Grammar: Double Comparative (Redundant Degree): A **double comparative** uses both the *-er* suffix and the word “more” together to form the comparative degree. This is grammatically incorrect in standard English — only one method should be used.

Explanation: The sentence reads: “He is more cleverer than any other student. . .” “Cleverer” is already the comparative form of “clever.” Adding “more” creates a double comparative — a well-known error. The correct form is either “**cleverer**” (suffix only) or “**more clever**” (“more” only). Similarly, “more better,” “most tallest,” and “more worse” are all double comparatives.

Why other options are wrong:

- Option (A): “No error” is incorrect — “more cleverer” is clearly a double comparative error.
- Option (B): “Any other student” is the correct form in a comparative sentence (“He is cleverer than any *other* student”). Using “all other” would require a superlative construction.
- Option (C): “In the entire class” is an acceptable prepositional phrase here; both “in” and “of” can be used with superlative/comparative contexts.

Final Answer: “more cleverer” should be “cleverer” or “more clever” (double comparative is incorrect) ⇒ D

Answer: (D) [Go Back to Q 29](#)

Q30.

Solution

Concept — Voice Transformation: Active to Passive (Simple Past Tense): In **Simple Past** active voice, the structure is: Subject + V₂ (past form) + Object. In passive voice, the structure becomes: Object + **was/were** + V₃ (past participle) + by + Subject.

Explanation: Active: “The principal **suspended** the student for misconduct.”

- Subject (doer) = The principal
- Verb (Simple Past) = suspended
- Object (receiver) = the student

Passive: Object becomes subject → “The student” + was (singular past) + sus-



pended (V_3) + “by the principal for misconduct.” → “**The student was suspended by the principal for misconduct.**” (Option A)

Why other options are wrong:

- Option (B): “Has been suspended” is Present Perfect Passive — the original is Simple Past.
- Option (C): “Had been suspended” is Past Perfect Passive — tense mismatch.
- Option (D): “Is suspended” is Simple Present Passive — tense mismatch.

Final Answer: “The student was suspended by the principal for misconduct.” ⇒

A

Answer: (A) [Go Back to Q 30](#)

Q31.

Solution

Concept — Voice Transformation: Passive to Active (Simple Past Tense): In **Simple Past** passive voice, the structure is: Subject + was/were + V_3 + by + Agent. To convert to active: the agent becomes the subject + V_2 (past form) + original subject.

Explanation: Passive: “The bridge **was built** by the engineers in just six months.”

- Grammatical subject = The bridge (receiver of action)
- Agent = the engineers (doer)
- Tense = Simple Past Passive (was built)

Active: Agent becomes subject → “The engineers” + **built** (Simple Past) + “the bridge in just six months.” → “**The engineers built the bridge in just six months.**” (Option B)

Why other options are wrong:

- Option (A): “Have built” is Present Perfect — tense mismatch with Simple Past original.
- Option (C): “Had built” is Past Perfect — tense mismatch.
- Option (D): “Were building” is Past Continuous — tense mismatch.

Final Answer: “The engineers built the bridge in just six months.” ⇒ **B**

Answer: (B) [Go Back to Q 31](#)



Q32.

Solution

Concept — Grammar: Correct Preposition with “Responsible”: The adjective “responsible” takes a specific preposition depending on its meaning. When indicating accountability or obligation regarding a task, “responsible” is followed by **for**.

Explanation: The sentence: “The minister is directly responsible ____ managing the welfare funds...” requires the preposition **for**. The phrase “responsible for” is a fixed collocation meaning accountable/in charge of something. “Responsible for managing” = charged with the management of.

Why other options are wrong:

- Option (A): “Responsible in” is not a standard English collocation.
- Option (B): “Responsible of” is incorrect; “of” does not collocate with “responsible.”
- Option (D): “Responsible with” is also incorrect; “with” does not form a standard phrase with “responsible.”

Final Answer: The correct preposition is “for” (responsible **for** managing) ⇒ C

Answer: (C) [Go Back to Q 32](#)

Q33.

Solution

Concept — Grammar: Correct Article Usage (Definite Article “The”): The definite article **the** is used before nouns that refer to something unique, universally known, or treated as a specific established concept. Abstract nouns when used in a particular, definite sense also take “the.”

Explanation: The sentence: “____ truth is always the best policy...” Here, “truth” is used not in a general sense but as a specific, universally recognised concept — the idea of truth as a singular, definite value. The definite article **The** is appropriate. Compare: “Truth is beauty” (philosophical generalisation, no article) vs. “**The** truth is always the best policy” (referring to truth as a known, definite principle).

Why other options are wrong:

- Option (A): “A truth” implies one among many truths — contextually wrong for this universal statement.



- Option (B): “An truth” is grammatically wrong (“an” precedes vowel sounds; “truth” starts with a consonant sound).
- Option (C): No article would work in a philosophical generalisation (“Truth is stranger than fiction”), but the sentence’s structure (“is always the best policy”) points to a definite, established concept requiring “the.”

Final Answer: The correct article is “The” (referring to truth as a definite, universal concept) ⇒ D

Answer: (D) [Go Back to Q 33](#)

Q34.

Solution

Concept — Grammar: Correct Conjunction (Cause-and-Effect Relationship): A conjunction links two clauses. The appropriate conjunction depends on the logical relationship between them. A cause-effect relationship requires a causal conjunction.

Explanation: The sentence: “She works very hard every single day ____ she wants to achieve complete financial independence.” The second clause explains the **reason** for the action in the first clause. The conjunction **because** introduces a reason/cause. “She works hard” is the effect; “she wants financial independence” is the cause.

Why other options are wrong:

- Option (B): “Although” introduces a concession or contrast, implying she works hard despite something — logically wrong here.
- Option (C): “Unless” introduces a condition of negation (“unless X, not Y”) — entirely changes the meaning.
- Option (D): “Whereas” introduces contrast or comparison between two different things — not a causal relationship.

Final Answer: The correct conjunction is “because” (introduces cause/reason) ⇒ A

Answer: (A) [Go Back to Q 34](#)



Q35.

Solution

Concept — Grammar: Present Perfect Continuous Tense: The **Present Perfect Continuous** (has/have + been + V-ing) is used for actions that *started in the past and are still continuing at the time of speaking*, often with emphasis on the duration or continuity of the action.

Explanation: The sentence: “It ____ continuously since early morning; we cannot step outside now.” The key clues are:

- “*continuously*” — emphasises ongoing duration
- “*since early morning*” — indicates the action started in the past and has continued until now (a time marker that triggers Present Perfect or Present Perfect Continuous)
- “*we cannot step outside now*” — confirms the rain is still happening

These clues together demand **has been raining** (Present Perfect Continuous) — Option (B).

Why other options are wrong:

- Option (A): “Rained” is Simple Past — implies the rain is over, contradicting “we cannot step outside now.”
- Option (C): “Rains” is Simple Present — used for habitual actions, not continuous ongoing action with “since.”
- Option (D): “Had rained” is Past Perfect — used for an action completed before another past action; it does not suit the present context here.

Final Answer: “has been raining” (Present Perfect Continuous) is correct ⇒ **B**

Answer: (B) [Go Back to Q 35](#)

Q36.

Solution

Concept — Para-jumble (Logical Sequencing of Sentences): To arrange sentences logically, look for: (i) a general introductory sentence, (ii) discourse markers (“when,” “conversely,” “yet”), (iii) pronoun references that link back to preceding nouns, and (iv) a concluding sentence that wraps up.

Explanation: The four sentences are:

- **P:** “Honesty and integrity are the cornerstones of ethical public governance.”



— General introduction of the theme; best as the opening sentence.

- **Q:** “When officials act with transparency, citizens develop trust in institutions.” — “When” signals a conditional/illustrative follow-up to the honesty/integrity theme introduced in P.
- **R:** “Conversely, corruption erodes public trust and undermines democratic values fundamentally.” — “Conversely” is a discourse marker showing contrast with Q (trust built vs. trust eroded). R must follow Q.
- **S:** “Building ethical governance requires both strong laws and a culture of accountability.” — A prescriptive conclusion summing up what is needed; best as the final sentence.

Correct order: **P → Q → R → S = PQRS = Option (C).**

Why other options are wrong:

- Option (A): RSPQ — starting with “Conversely” makes no sense without the contrasted statement coming first.
- Option (B): QPSR — Q before P loses the thematic introduction; P should come first as the general statement.
- Option (D): SQRP — placing S (conclusion) first is incoherent; ending with P (introduction) is also wrong.

Final Answer: Correct order is P–Q–R–S (PQRS) ⇒ C

Answer: (C) [Go Back to Q 36](#)

Q37.

Solution

Concept — Para-jumble (Logical Sequencing of Sentences): The student must identify the opening general statement, trace pronoun references, and recognise discourse markers like “yet” and “this.”

Explanation: The four sentences are:

- **P:** “Good health is not merely the absence of disease but a state of complete physical and mental well-being.” — *Broad definitional opening sentence; introduces the expanded concept of health.*
- **Q:** “This holistic understanding encompasses physical, mental, and social dimensions of life.” — *“This holistic understanding” refers back to the expanded definition in P. Q must immediately follow P.*
- **R:** “Modern medicine has made remarkable strides in treating illness and extending the human lifespan.” — *Introduces a positive development (medicine’s*



progress) as a new angle after establishing the concept.

- **S:** “Yet the focus must shift decisively from curing disease to promoting wellness and prevention.” — “Yet” is a contrastive discourse marker — it contrasts with R’s optimism about medicine by calling for a shift in focus. S must follow R.

Correct order: **P → Q → R → S = PQRS = Option (D).**

Why other options are wrong:

- Option (A): RSQP — beginning with R (medicine’s progress) before establishing what health means (P) is illogical.
- Option (B): QPRS — Q starts with “This holistic understanding” which requires P to precede it; placing Q first leaves the pronoun reference dangling.
- Option (C): SQRP — starting with “Yet” is contradictory without a contrasting statement before it; ending with P (definition) makes no sense as a conclusion.

Final Answer: Correct order is P–Q–R–S (PQRS) ⇒ D

Answer: (D) [Go Back to Q 37](#)

Q38.

Solution

Concept — Sentence Improvement: “Despite of” vs. “Despite”: *Despite* is a preposition that already means “in spite of.” Adding “of” after it is redundant and non-standard. The phrase “in spite of” uses “of,” but “despite” stands alone.

Explanation: The sentence reads: “Despite of his best efforts, he could not clear the competitive examination this year.” The error is “Despite of.” Since “despite” is itself a preposition (equivalent to “in spite of”), adding “of” creates a grammatically incorrect double preposition. The correct form is simply “**Despite**” (Option A): “**Despite** his best efforts, he could not clear. . .”

- Correct: **Despite** his efforts / **In spite of** his efforts
- Incorrect: **Despite of** his efforts

Why other options are wrong:

- Option (B): “Because of his best efforts, he could not clear. . .” changes the meaning entirely — it says his efforts caused him to fail, which is illogical.



- Option (C): “Due to his best efforts, he could not clear. . .” also reverses the meaning — “due to” suggests causation, making efforts the cause of failure.
- Option (D): “In spite” alone is incomplete — it must be followed by “of” to form the prepositional phrase “in spite of.” Leaving it as “In spite” without “of” creates a fragment.

Final Answer: “Despite of” should be corrected to “Despite” — “despite” is already a preposition, making “of” redundant ⇒ A

Answer: (A) [Go Back to Q 38](#)

Q39.

Solution

Concept — Spelling (Identifying the Incorrectly Spelled Word): The student must identify which one of the four words contains a spelling error. A common strategy is to check vowel patterns, double consonants, and silent letters.

Explanation: **Seperate** (B) is incorrectly spelled. The correct spelling is **Separate**. The confusion arises from the vowels in the middle: people often write “seperate” instead of the correct “separate.” Memory aid: “There is **a rat** in separate.”

Why other options are wrong:

- Option (A): *Parliament* — correctly spelled (Parlia-ment).
- Option (C): *Immediately* — correctly spelled (Im-me-di-ate-ly).
- Option (D): *Occurrence* — correctly spelled (Oc-cur-rence; double “c” and double “r”).

Final Answer: “Seperate” is incorrectly spelled; correct spelling is “Separate” ⇒ B

Answer: (B) [Go Back to Q 39](#)



Q40.

Solution

Concept — Spelling (Identifying the Incorrectly Spelled Word): The student must spot which word has an extra or misplaced letter. Common spelling errors include doubled consonants or omitted letters.

Explanation: Neccessary (C) is incorrectly spelled. The correct spelling is **Necessary**. “Necessary” has one “c” and two “s”s (nec-**c**-es-**s**-ary... wait, actually: **one** “c” and **two** “s”s: n-e-c-e-s-s-a-r-y). “Neccessary” has an extra “c,” which is wrong. Memory aid: “one Collar and two Socks” — one “c” and two “s”s: **necessary**.

Why other options are wrong:

- Option (A): *Profession* — correctly spelled (Pro-fes-sion).
- Option (B): *Correspondence* — correctly spelled (Cor-re-spon-dence; double “r”).
- Option (D): *Sufficient* — correctly spelled (Suf-fi-cient; double “f”).

Final Answer: “Neccessary” is incorrectly spelled; correct spelling is “Necessary”
⇒

Answer: (C) [Go Back to Q 40](#)



Answer Key

Q	Ans	Q	Ans	Q	Ans	Q	Ans	Q	Ans
1	D	2	A	3	B	4	C	5	D
6	A	7	B	8	C	9	D	10	A
11	B	12	C	13	D	14	A	15	B
16	C	17	D	18	A	19	B	20	C
21	D	22	A	23	B	24	C	25	D
26	A	27	B	28	C	29	D	30	A
31	B	32	C	33	D	34	A	35	B
36	C	37	D	38	A	39	B	40	C

