

CUET-UG English Sample Paper-36

Duration: 1 Hour

Maximum Marks: 250

Instructions

- This paper contains a total of 50 Multiple Choice Questions.
- Each correct answer carries **+5 marks**.
- Each incorrect answer carries **-1 mark**.
- No negative marking for unattempted questions.

Passage I

Read the passage below carefully. The questions that follow (Questions 1 to 6) are based on the information provided in this text. Choose the one best answer for each question.

The landscape of global education has undergone a seismic shift over the last decade, primarily driven by the rapid evolution of digital technology. Traditionally, the acquisition of knowledge was confined to the four walls of a classroom and the physical presence of an instructor. However, the advent of high-speed internet and the proliferation of affordable mobile devices have dismantled these geographical barriers. Today, a student sitting in a remote village in India can access the same world-class lectures from Harvard or MIT as a student living in Cambridge, Massachusetts. This phenomenon has effectively "democratized" education, shifting the power from institutional gatekeepers to the individual learner.

However, this digital revolution is a double-edged sword. While it offers unprecedented flexibility and a vast repository of resources—ranging from interactive simulations to AI-driven personalized tutoring—it has also cast a harsh light on the "digital divide." This term refers to the socio-economic gap between those who have ready access to computers and the internet and those who do not. Recent reports from educational NGOs highlight a staggering disparity: while approximately 70% of students in urban centers were able to transition to virtual classrooms with minimal disruption during recent global lockdowns, only about 30% of their rural counterparts could



do the same. This 40% gap is attributed not just to a lack of devices, but also to inconsistent electricity, poor data connectivity, and a lack of digital literacy among parents and local educators. As we move further into the 21st century, the challenge for policymakers is to ensure that technology serves as a bridge to equality, rather than a wall that further isolates the marginalized.

Q1. What is the primary benefit of digital education mentioned in the passage?

- (A) It is cheaper than physical books.
- (B) It makes education accessible to remote areas.
- (C) It eliminates the need for teachers.
- (D) It focuses only on urban students.

Q2. The term "Digital Divide" refers to:

- (A) The difference between digital and paper books.
- (B) The gap between internet speed in different countries.
- (C) The inequality in access to internet and digital tools.
- (D) The time spent online versus offline.

Q3. According to the report, what percentage of rural students struggled with online learning?

- (A) 70%
- (B) 30%
- (C) 50%
- (D) 100%

Q4. Which word in the passage means "to make something available to everyone"?

- (A) Advent
- (B) Democratized
- (C) Transitioned



(D) Transformed

Q5. The tone of the passage can be described as:

- (A) Sarcastic
- (B) Informative
- (C) Pessimistic
- (D) Aggressive

Q6. What is a major challenge of digital education according to the text?

- (A) Lack of interest from students.
- (B) High-speed internet availability.
- (C) Connectivity issues in rural areas.
- (D) Excessive use of technology.

Passage II

Read the passage below carefully. The questions that follow (Questions 7 to 12) are based on the information provided in this text. Choose the one best answer for each question.

Ravi had been planning his solo trek to the whispering hills of the Western Ghats for months. He had meticulously checked his gear: his boots were broken in, his waterproof jacket was packed, and his compass was calibrated. He set out at the crack of dawn, the first light of the sun painting the horizon in shades of orange and violet. For the first few hours, the journey was idyllic. The air was crisp, smelling of damp earth and wild eucalyptus, and the only sound was the rhythmic crunch of his boots against the gravel path. Ravi felt a sense of invincibility as he reached the halfway point by noon, looking down at the valley that now looked like a tiny, green mosaic.

But nature is famously indifferent to human schedules. By 2:00 PM, the atmosphere grew heavy and humid. The bright blue sky was rapidly swallowed



by bruised, charcoal-grey clouds that seemed to tumble over the peaks. What began as a gentle, teasing drizzle quickly escalated into a ferocious downpour. Thunder rumbled through the valley like a heavy drum, and visibility dropped to just a few meters. Realizing the danger of the slippery slope, Ravi scrambled to find cover, eventually tucking himself into the hollowed roots of a massive, ancient banyan tree. As he sat there, shivering slightly despite his jacket, he watched the rain transform the landscape into a blurred watercolor painting. His initial frustration at the "ruined" trek began to evaporate. In the forced stillness, he realized that his obsession with reaching the summit had blinded him to the beauty of the journey itself. The storm wasn't an obstacle; it was a reminder to pause, breathe, and respect the unpredictable rhythm of the world.

Q7. Why did Ravi go to the hills?

- (A) To seek shelter from the rain.
- (B) To go on a trek.
- (C) To visit a friend.
- (D) To study the weather.

Q8. How did the weather change by midday?

- (A) It became very hot.
- (B) It started snowing.
- (C) Dark clouds gathered and it rained heavily.
- (D) The sky remained clear.

Q9. Where did Ravi take shelter?

- (A) Inside a cave.
- (B) In a small cottage.
- (C) Under a banyan tree.
- (D) In his car.

Q10. What was Ravi's realization during the rain?



- (A) He should have checked the weather forecast.
- (B) Nature's interruptions can bring peace.
- (C) He was lost in the valley.
- (D) He needed better trekking gear.

Q11. Find a word from the passage which means "a light rain".

- (A) Downpour
- (B) Crisp
- (C) Drizzle
- (D) Shelter

Q12. Choose the most suitable title for the passage:

- (A) The Failed Trek
- (B) Nature's Unexpected Gift
- (C) The Dangers of the Hills
- (D) Ravi's Adventure in the Dark

Passage III

Read the passage below carefully. The questions that follow (Questions 13 to 18) are based on the information provided in this text. Choose the one best answer for each question.

The shadows call from depths unseen,
A velvet world of dark and green.
The woods are lovely, deep, and still,
Beyond the reach of human will.
The heavy air, the scent of pine,
Invite this weary heart of mine
To step away from noise and light,



And vanish in the coming night.

The world behind is loud and vast,
With shadows of the present past.
The ticking clock, the public gaze,
The frantic rhythm of our days—
All cease to matter in this glade,
Beneath the sanctuary's shade.
How easy just to stay and rest,
A quiet, uninvited guest.

But silent threads begin to pull,
Though beauty here is bountiful.
The vows I made, the words I spoke,
Are like a heavy, shifting yoke.
I have these promises to keep,
Before I lay me down to sleep,
For duty is a debt I owe,
To those who wait in lands below.

The road is long, the sun is low,
With many miles I yet must go.
Across the hills, the path is steep,
And miles to go before I sleep,
Yes, miles to go before I sleep.

Q13. What does the poet mean by "promises to keep"?

- (A) He has borrowed money.
- (B) He has duties and responsibilities.
- (C) He has to meet a friend at a specific time.
- (D) He has to finish a book.



- Q14.** The repetition of the last two lines emphasizes:
- (A) The poet is very tired and wants to sleep.
 - (B) The long journey and the persistence required.
 - (C) The poet has forgotten his way.
 - (D) The beauty of the woods.
- Q15.** The rhyme scheme of the given stanza is:
- (A) ABAB
 - (B) AABB
 - (C) AABA
 - (D) ABCA
- Q16.** What is the mood of the poet in this extract?
- (A) Excited and joyful
 - (B) Reflective and determined
 - (C) Angry and frustrated
 - (D) Bored and lonely
- Q17.** What do the "woods" represent?
- (A) A scary place to avoid.
 - (B) Distractions or the beauty of life.
 - (C) A place to build a house.
 - (D) A source of timber.
- Q18.** Identify the figure of speech in "miles to go before I sleep" (where sleep symbolizes death).
- (A) Simile
 - (B) Metaphor
 - (C) Personification
 - (D) Alliteration



SECTION 2: VERBAL ABILITY

Q19. Rearrange the parts:

P: to the library / Q: she went / R: to borrow / S: some books

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

Q20. Rearrange the parts:

P: is the best / Q: honesty / R: policy / S: they say

- (A) SQRP
- (B) SPRQ
- (C) SQPR
- (D) QPSR

Q21. Rearrange the parts:

P: a very / Q: it was / R: hot day / S: yesterday

- (A) QPRS
- (B) PSQR
- (C) SRQP
- (D) QRPS

Q22. Rearrange the parts:

P: the children / Q: in the park / R: were playing / S: happily

- (A) PRSQ
- (B) PQRS
- (C) RPQS
- (D) SQPR



Q23. Rearrange the parts:

P: success / Q: hard work / R: is / S: the key to

- (A) QSPR
- (B) QRSP
- (C) PRQS
- (D) RSQP

Q24. Rearrange the parts:

P: reading / Q: helps / R: knowledge / S: in gaining

- (A) PQSR
- (B) PRQS
- (C) QPSR
- (D) SRPQ

Q25. The teacher was _____ with the student's progress.

- (A) pleased
- (B) pleasure
- (C) pleasing
- (D) pleasantly

Q26. She _____ finished her homework when the lights went out.

- (A) has
- (B) had
- (C) have
- (D) having

Q27. Neither the captain nor the players _____ present at the meeting.

- (A) was
- (B) were



- (C) is
(D) has

Q28. The kite flew _____ the trees.

- (A) over
(B) in
(C) at
(D) through

Q29. If it rains, we _____ the match.

- (A) cancel
(B) would cancel
(C) will cancel
(D) cancelled

Q30. Match the words with their meanings:

Column A	List I	Column B	List II
(1)	Diligent	(a)	Very small
(2)	Tiny	(b)	Hardworking
(3)	Vast	(c)	Huge

- (A) 1-b, 2-a, 3-c
(B) 1-a, 2-b, 3-c
(C) 1-c, 2-a, 3-b
(D) 1-b, 2-c, 3-a



Q31. Match the animal with its sound:

Column A	List I	Column B	List II
(1)	Snake	(a)	Trumpet
(2)	Elephant	(b)	Hiss
(3)	Lion	(c)	Roar

- (A) 1-b, 2-a, 3-c
 (B) 1-a, 2-b, 3-c
 (C) 1-c, 2-a, 3-b
 (D) 1-b, 2-c, 3-a

Q32. Match the Prefixes:

Column A	List I	Column B	List II
(1)	Un	(a)	Understand
(2)	Mis	(b)	Happy
(3)	Re	(c)	Do

- (A) 1-b, 2-a, 3-c
 (B) 1-a, 2-b, 3-c
 (C) 1-c, 2-a, 3-b
 (D) 1-b, 2-c, 3-a

Q33. Match the Collective Noun:

Column A	List I	Column B	List II
(1)	A swarm of	(a)	Wolves
(2)	A pack of	(b)	Bees
(3)	A fleet of	(c)	Ships

- (A) 1-b, 2-a, 3-c
 (B) 1-a, 2-b, 3-c
 (C) 1-c, 2-a, 3-b



(D) 1-b, 2-c, 3-a

SECTION 3: VOCABULARY

Q34. Synonym of : ABANDON

- (A) Keep
- (B) Forsake
- (C) Support
- (D) Cherish

Q35. Synonym of : PRAGMATIC

- (A) Idealistic
- (B) Realistic
- (C) Theoretical
- (D) Imaginative

Q36. Synonym of : MITIGATE

- (A) Enhance
- (B) Intensify
- (C) Alleviate
- (D) Aggravate

Q37. Synonym of : CANDID

- (A) Deceptive
- (B) Frank
- (C) Shrewd
- (D) Vague

Q38. Synonym of : INNATE



- (A) Acquired
- (B) Learned
- (C) Inborn
- (D) External

Q39. Antonym of : BENEVOLENT

- (A) Kind
- (B) Compassionate
- (C) Malevolent
- (D) Generous

Q40. Antonym of : AMBIGUOUS

- (A) Clear
- (B) Uncertain
- (C) Vague
- (D) Obscure

Q41. Antonym of : FRAGILE

- (A) Delicate
- (B) Robust
- (C) Weak
- (D) Brittle

Q42. Antonym of : OBSTINATE

- (A) Stubborn
- (B) Flexible
- (C) Rigid
- (D) Adamant



Q43. Antonym of : EPHEMERAL

- (A) Short-lived
- (B) Temporary
- (C) Eternal
- (D) Fleeting

Q44. To burn the midnight oil means :

- (A) To waste electricity
- (B) To work or study late into the night
- (C) To cook a late-night meal
- (D) To create a disturbance

Q45. At the eleventh hour means :

- (A) At 11:00 PM exactly
- (B) Early in the morning
- (C) At the very last moment
- (D) Much in advance

Q46. To throw in the towel means :

- (A) To go for a swim
- (B) To admit defeat or give up
- (C) To start a fight
- (D) To clean the floor

Q47. A piece of cake means :

- (A) Something very delicious
- (B) Something very easy to do
- (C) A difficult task



(D) To celebrate a victory

Q48. One word substitution for : A person who hates mankind:

(A) Altruist

(B) Misanthrope

(C) Philanthropist

(D) Optimist

Q49. One word substitution for : Handwriting that cannot be read:

(A) Illegal

(B) Eligible

(C) Illegible

(D) Edible

Q50. One word substitution for : A person who speaks many languages:

(A) Linguist

(B) Polyglot

(C) Orator

(D) Bilingual



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

Concept: Accessibility and Geographic Inclusivity in E-Learning.

Solution: The primary advantage of digital education is its ability to transcend physical boundaries. While traditional education requires students to be physically present in a classroom—often limited to urban centers—digital platforms host resources on the cloud. This allows students residing in remote, rural, or underserved areas to access high-quality instructional materials and expert lectures that would otherwise be unavailable to them due to distance or travel costs.

Answer: (B)

Q2.**Solution**

Concept: Socio-economic Technology Gap (The Digital Divide).

Solution: The "Digital Divide" is a sociological term that describes the significant gap between different demographics and regions regarding their access to modern information and communication technology. This includes not only the physical lack of high-speed internet and hardware like laptops or tablets but also the disparity in digital literacy skills required to navigate these tools effectively for educational advancement.

Answer: (C)



Q3.

Solution**Concept:** Quantitative Impact of Infrastructure on Learning.**Solution:** According to the statistical data provided in the report, a substantial majority of the rural student population faced significant hurdles. The figure of 70% highlights a systemic crisis where more than two-thirds of students in non-urban areas were unable to maintain consistent participation in online classes, primarily due to inconsistent power supplies, lack of personal devices, and poor cellular network coverage.**Answer: (A)**

Q4.

Solution**Concept:** Contextual Vocabulary and Linguistic Application.**Solution:** The term "Democratized" is used in the passage to describe the process of making a resource or service available to all people, regardless of their social or economic standing. In the context of education, it suggests that the advent of digital tools has stripped away the "elite" status of high-quality information, making knowledge a common resource rather than a privilege reserved for the wealthy.**Answer: (B)**

Q5.

Solution**Concept:** Analysis of Authorial Intent and Tone.**Solution:** The author maintains an objective and educational perspective throughout the text. By presenting factual data, defining terminology like the "Digital Divide," and outlining both the pros and cons of the subject matter without using emotional, biased, or aggressive language, the passage serves to educate the reader. Therefore, the tone is classified as informative.**Answer: (B)**

Q6.

Solution**Concept:** Structural and Technical Barriers to Digital Adoption.**Solution:** A major bottleneck in the transition to digital education is the uneven distribution of infrastructure. While software and content may be ready, they require a stable and high-speed internet connection to function. In many rural regions, the lack of broad-band connectivity and the high cost of data plans represent a physical barrier that prevents the effective implementation of virtual learning systems.**Answer: (C)**

Q7.

Solution**Concept:** Motivation and Objective of the Protagonist.**Solution:** Ravi's journey to the hills was driven by his desire for physical activity and exploration. In the context of the narrative, his primary goal was to engage in a trek, a common recreational activity in mountainous regions that allows individuals to connect with nature while challenging their physical endurance.**Answer: (B)**

Q8.

Solution**Concept:** Meteorological Progression and Plot Development.**Solution:** The passage describes a sudden and dramatic shift in the environment. Although the morning may have started clear, the conditions deteriorated by the middle of the day as atmospheric pressure changed, leading to the gathering of dark, heavy clouds and resulting in a significant downpour that halted Ravi's progress.**Answer: (C)**

Q9.

Solution**Concept:** Situational Response and Survival.**Solution:** When the weather became too severe to continue his trek safely, Ravi sought an immediate refuge to stay dry and warm. He encountered a small cottage in the vicinity, which served as a temporary sanctuary against the torrential rain, highlighting the importance of finding sturdy shelter during mountain storms.**Answer: (B)**

Q10.

Solution

Concept: Thematic Reflection and Internal Realization.

Solution: During his period of forced isolation in the shelter, Ravi underwent a shift in perspective. Instead of viewing the rain as a negative disruption to his schedule, he realized that such interruptions by nature provide a unique opportunity for silence and mental clarity, leading to a profound sense of inner peace.

Answer: (B)

Q11.

Solution

Concept: Vocabulary Identification and Synonyms.

Solution: The word "drizzle" is used to describe precipitation that consists of very small water droplets, typically less than 0.5 mm in diameter. It represents a light rain, distinguishing it from a heavy "downpour" or "storm" which Ravi encountered later in the day.

Answer: (C)

Q12.

Solution

Concept: Summarization and Identifying the Central Theme.

Solution: The most appropriate title must encompass the transformation of the experience from a simple trek into a meaningful encounter with the elements. "Nature's Unexpected Gift" reflects how the storm—initially seen as an obstacle—ultimately provided Ravi with a valuable moment of peace and reflection.

Answer: (B)



Q13.

Solution

Concept: Metaphorical Obligations and Social Responsibility.

Solution: In the context of the poem, the "promises" represent the various duties, social commitments, and moral responsibilities that the speaker has toward other people and society. While the speaker is tempted to stay and watch the beauty of the snowy woods, these "promises" act as a reminder of the work that remains to be done, highlighting the conflict between personal desire for rest and the requirements of an active life.

Answer: (B)

Q14.

Solution

Concept: Literary Device: Repetition for Emphasis.

Solution: The repetition of the final two lines, "And miles to go before I sleep," serves a dual purpose. Literally, it suggests a long physical journey ahead. Metaphorically, however, the second instance deepens the meaning, emphasizing the weight of the speaker's life journey and the persistence required to fulfill his obligations before he reaches the final "sleep" of death. It reinforces the idea of endurance over temptation.

Answer: (B)



Q15.

Solution

Concept: Prosody and Verse Structure (Rubaiyat Stanza).

Solution: Robert Frost uses an interlocking rhyme scheme in this poem. In a typical stanza (such as the first), the first, second, and fourth lines rhyme (e.g., "know," "though," "snow"), while the third line ("here") does not, creating an AABA pattern. This specific structure creates a sense of forward momentum while maintaining a lyrical and rhythmic flow throughout the narrative.

Answer: (C)

Q16.

Solution

Concept: Emotional Atmosphere and Character Interiority.

Solution: The mood is characterized by a blend of quiet contemplation and steadfastness. The speaker is "reflective" as he stops to admire the "lovely, dark and deep" woods, yet he is "determined" in his realization that he cannot stay. There is a sense of calm acceptance that while the beauty of nature is alluring, he must continue his journey to fulfill his life's purpose.

Answer: (B)



Q17.

Solution**Concept:** Literary Symbolism and Imagery.**Solution:** The "woods" symbolize the attractive distractions of life or the seductive peace of the unknown. They represent a state of being "lovely, dark and deep"—a place of solitude and tranquility that stands in contrast to the busy world of villages and farmhouses. They can also be interpreted as a symbol for the final rest, representing a peaceful escape from the burdens of reality.**Answer: (B)**

Q18.

Solution**Concept:** Figurative Language: Metaphor.**Solution:** When the poet uses the word "sleep" to represent death, it constitutes a metaphor. A metaphor is a figure of speech that describes an object or action in a way that isn't literally true but helps explain an idea or make a comparison. Here, "sleep" is compared to the permanent state of death without the use of "like" or "as," suggesting that life is a long day of work followed by the ultimate rest.**Answer: (B)**

Q19.

Solution**Concept:** Sentence Syntax and Logical Sequencing.**Solution:** To form a coherent sentence, we must follow the standard English word order (Subject + Verb + Place + Purpose). Here, "She went" (Q) serves as the Subject and Verb, "to the library" (P) indicates the destination, and "to borrow some books" (R+S) provides the infinitive phrase of purpose. Combining them yields: "She went to the library to borrow some books."**Answer: (B)**

Q20.

Solution**Concept:** Attributive Sentence Construction.**Solution:** The sentence is a combination of a common proverb and an introductory clause. "They say" (S) acts as the introductory phrase, followed by the subject "honesty" (Q), the linking verb phrase "is the best" (P), and the noun "policy" (R). The logical arrangement "They say honesty is the best policy" follows the SQPR sequence.**Answer: (C)**

Q21.

Solution**Concept:** Descriptive Sentence Structure with Time Adverbials.**Solution:** A descriptive sentence regarding weather typically begins with the dummy subject "it." "It was" (Q) is followed by the intensive adjective phrase "a very hot day" (P+R), and finally the time reference "yesterday" (S). This creates the logical flow: "It was a very hot day yesterday."**Answer: (A)**

Q22.

Solution**Concept:** Subject-Verb-Adverb-Location Agreement.**Solution:** The correct structure identifies the actors first: "the children" (P), followed by their action "were playing" (R). The manner in which they played, "happily" (S), usually follows the verb, and the location "in the park" (Q) concludes the thought. Thus, "The children were playing happily in the park" corresponds to PRSQ.**Answer: (A)**

Q23.

Solution**Concept:** Identifying the Subject in Proverbial Statements.**Solution:** In this statement of fact, "hard work" (Q) is the subject. The verb "is" (R) connects the subject to the predicate phrase "the key to success" (S+P). Arranging the parts as QRSP results in the well-known maxim: "Hard work is the key to success."**Answer: (B)**

Q24.

Solution

Concept: Gerunds as Subjects and Prepositional Objects.

Solution: The word "reading" (P) acts as a gerund subject. It is followed by the transitive verb "helps" (Q). The phrase "in gaining knowledge" (S+R) explains the area of assistance. Following the sequence PQSR gives us: "Reading helps in gaining knowledge."

Answer: (A)

Q25.

Solution

Concept: Participial Adjectives and Predicate Complements.

Solution: The sentence requires an adjective to describe the state or feeling of the teacher. "Pleased" is the past participle used as an adjective to indicate satisfaction. "Pleasure" is a noun, "pleasing" is an active participle, and "pleasantly" is an adverb, none of which fit the grammatical requirement of the linking verb "was" in this context.

Answer: (A)

Q26.

Solution

Concept: Past Perfect Tense for Sequential Actions.

Solution: The sentence describes two actions in the past: the lights going out and the completion of homework. Since the homework was finished before the lights went out, we must use the Past Perfect tense (had + past participle). Therefore, "had" is the correct auxiliary verb to accompany "finished."

Answer: (B)



Q27.

Solution

Concept: Subject-Verb Agreement (The Rule of Proximity).

Solution: When a sentence uses the correlative conjunctions "neither... nor," the verb must agree with the subject closest to it. In this case, "the players" is plural and is closer to the verb than "the captain." Therefore, the plural verb "were" is required to maintain grammatical agreement.

Answer: (B)

Q28.

Solution

Concept: Prepositions of Position and Movement.

Solution: To indicate that the kite is at a higher level than the trees and potentially moving across them without touching them, the preposition "over" is used. "In" would imply the kite is stuck inside the branches, and "at" or "through" do not correctly describe the standard flight path of a kite relative to a treeline in this context.

Answer: (A)

Q29.

Solution

Concept: First Conditional Sentences (Real Possibility).

Solution: The First Conditional is used to express a likely future result of a specific condition. The structure is "If + Present Simple, will + Base Verb." Since the condition is "If it rains" (present simple), the main clause must use "will cancel" to indicate the future consequence.

Answer: (C)



Q30.

Solution**Concept:** Vocabulary and Synonyms.**Solution:** Matching the words with their correct meanings: (1) Diligent — (b) Hardworking (2) Tiny — (a) Very small (3) Vast — (c) Huge The correct sequence is 1-b, 2-a, 3-c.**Answer: (A)**

Q31.

Solution**Concept:** Animal sounds.**Solution:** Matching animals to the sounds they make: (1) Snake — (b) Hiss (2) Elephant — (a) Trumpet (3) Lion — (c) Roar The correct sequence is 1-b, 2-a, 3-c.**Answer: (A)**

Q32.

Solution**Concept:** Prefixes and Word Formation.**Solution:** Matching prefixes to their root words to form meaningful words: (1) Un + (b) Happy = Unhappy (2) Mis + (a) Understand = Misunderstand (3) Re + (c) Do = Redo The correct sequence is 1-b, 2-a, 3-c.**Answer: (A)**

Q33.

Solution**Concept:** Collective Nouns.**Solution:** Matching the group names to the correct subjects: (1) A swarm of — (b) Bees (2) A pack of — (a) Wolves (3) A fleet of — (c) Ships The correct sequence is 1-b, 2-a, 3-c.**Answer: (A)**

Q34.

Solution**Concept:** Vocabulary Expansion: Synonyms and Antonyms.**Solution:** The verb **ABANDON** means to cease to support or look after someone or something; to desert or leave permanently.

- **Forsake** (Option B) means to abandon or renounce something/someone, making it the correct synonym.
- **Keep, Support, and Cherish** (Options A, C, and D) are all antonyms as they imply holding onto or caring for something.

Answer: (B)

Q35.

Solution**Concept:** Adjective Meaning and Contextual Usage.**Solution:** The word **PRAGMATIC** describes an approach that is based on practical considerations rather than theoretical ones.

- **Realistic** (Option B) aligns with this definition as it refers to dealing with things as they are in real life.
- **Idealistic** and **Imaginative** (Options A and D) focus on visions or fantasies, which are the opposite of pragmatic.
- **Theoretical** (Option C) refers to ideas rather than practical application.

Answer: (B)

Q36.

Solution**Concept:** Word Power: Verbs of Reduction and Intensification.**Solution:** To **MITIGATE** means to make something less severe, serious, or painful (e.g., mitigating circumstances).

- **Alleviate** (Option C) is a direct synonym, often used in the context of reducing pain or hardship.
- **Enhance**, **Intensify**, and **Aggravate** (Options A, B, and D) all mean to make something stronger or worse, which are antonyms of mitigate.

Answer: (C)

Q37.

Solution**Concept:** Descriptors of Human Character and Speech.**Solution:** The adjective **CANDID** refers to a person or a remark that is truthful and straightforward; frank.

- **Frank** (Option B) describes someone who is open and honest in expression, making it the correct match.
- **Deceptive** (Option A) is the antonym. **Shrewd** (Option C) implies being clever or calculating, and **Vague** (Option D) implies a lack of clarity.

Answer: (B)

Q38.

Solution**Concept:** Understanding Biological vs. Environmental Traits.**Solution:** The word **INNATE** refers to a quality, talent, or ability that is present in an individual from birth.

- **Inborn** (Option C) is the most accurate synonym, as it refers to natural characteristics.
- **Acquired** and **Learned** (Options A and B) refer to traits developed through experience or education after birth, representing the opposite of innate. **External** (Option D) refers to things outside the self.

Answer: (C)

Q39.

Solution**Concept:** Vocabulary Expansion: Identifying Antonyms.**Solution:** The word **BENEVOLENT** is an adjective used to describe someone who is well-meaning, kind, and charitable.

- **Kind, Compassionate, and Generous** (Options A, B, and D) are all synonyms that align with a positive, helpful nature.
- **Malevolent** (Option C) means having or showing a wish to do evil to others, which is the direct antonym of benevolent.

Answer: (C)

Q40.

Solution**Concept:** Logic and Word Meaning (Antonyms).**Solution:** The word **AMBIGUOUS** refers to language or situations that are open to more than one interpretation; it implies a lack of specific clarity.

- **Uncertain, Vague, and Obscure** (Options B, C, and D) are synonyms that describe something that is not clearly expressed or easily understood.
- **Clear** (Option A) is the antonym, as it refers to something easy to perceive, understand, or interpret.

Answer: (A)

Q41.

Solution

Concept: Physical Properties and Descriptive Adjectives.

Solution: The word **FRAGILE** describes an object or person that is easily broken, damaged, or vulnerable.

- **Delicate**, **Weak**, and **Brittle** (Options A, C, and D) are all synonyms that emphasize a lack of structural integrity or strength.
- **Robust** (Option B) describes something strong, healthy, and durable, making it the correct antonym in this set.

Answer: (B)

Q42.

Solution

Concept: Character Traits and Behavioral Antonyms.

Solution: The word **OBSTINATE** is used to describe someone who stubbornly refuses to change their opinion or chosen course of action, despite attempts to persuade them.

- **Stubborn**, **Rigid**, and **Adamant** (Options A, C, and D) all reflect a refusal to yield or change.
- **Flexible** (Option B) refers to a willingness to change or compromise, which is the opposite of being obstinate.

Answer: (B)



Q43.

Solution**Concept:** Duration and Time-related Vocabulary.**Solution:** The word **EPHEMERAL** is an adjective describing things that last for a very short time.

- **Short-lived, Temporary, and Fleeting** (Options A, B, and D) are synonyms that describe a brief existence.
- **Eternal** (Option C) refers to something lasting or existing forever, without end, which is the antonym of ephemeral.

Answer: (C)

Q44.

Solution**Concept:** Idiomatic Expressions: Work Ethic and Dedication.**Solution:** The idiom "**To burn the midnight oil**" dates back to a time before electric lighting when people had to use oil lamps to see after dark. To "burn the oil" meant using up resources to stay awake.

- **Meaning:** It signifies staying up very late into the night to finish a task, project, or study session.
- **Analysis of Options:** Option (B) captures this exactly. Option (A) is a literal misconception about modern electricity. Option (C) and (D) are unrelated to the historical or metaphorical usage.

Answer: (B)

Q45.

Solution

Concept: Idiomatic Expressions: Timing and Urgency.

Solution: The phrase "**At the eleventh hour**" originates from the biblical Parable of the Workers in the Vineyard, referring to those who started work at the very last hour of the workday.

- **Meaning:** It describes something happening at the latest possible moment, often just before a deadline or a potential disaster.
- **Analysis of Options:** Option (C) is the standard definition. Option (A) is a literal trap referring to the clock. Option (D) is the opposite of the idiom's meaning.

Answer: (C)

Q46.

Solution

Concept: Sports-based Idioms: Surrender and Persistence.

Solution: The expression "**To throw in the towel**" comes from the sport of boxing. When a boxer's coach saw their fighter was too injured to continue, they would throw a towel into the ring to signal surrender.

- **Meaning:** It is used generally to mean admitting defeat or deciding to stop trying because success seems impossible.
- **Analysis of Options:** Option (B) is the correct figurative meaning. Option (A) and (D) are literal uses of a towel, while Option (C) incorrectly implies the start of aggression rather than the end of it.

Answer: (B)



Q47.

Solution**Concept:** Idiomatic Expressions: Ease and Simplicity.**Solution:** The idiom "A piece of cake" is thought to have originated in the 1930s. It draws a comparison between the ease of eating a pleasant treat and the ease of performing a task.

- **Meaning:** It refers to an action or job that requires very little effort or is extremely simple to complete.
- **Analysis of Options:** Option (B) is the correct answer. Option (A) is a literal interpretation of the words. Option (C) is a direct antonym.

Answer: (B)

Q48.

Solution**Concept:** One Word Substitution: Etymology (Greek Roots).**Solution:** This question tests the knowledge of roots: *miso-* (hatred) and *anthropos* (man/human).

- **Misanthrope (Option B):** A person who avoids human society and has a general distrust or hatred of mankind.
- **Philanthropist (Option C):** The antonym; someone who loves/helps mankind (from *philo-* meaning love).
- **Altruist (Option A):** Someone who shows selfless concern for the well-being of others.
- **Optimist (Option D):** Someone who expects the best possible outcome.

Answer: (B)

Q49.

Solution**Concept:** One Word Substitution: Literacy and Clarity.**Solution:** The question asks for a descriptor for messy or unreadable writing.

- **Illegible (Option C):** Derived from the Latin *legibilis* (readable) with the prefix *il-* (not). It refers specifically to writing that is impossible to decipher.
- **Eligible (Option B):** This is a phonetic distractor; it means having the right to do or obtain something.
- **Illegal (Option A):** Refers to something against the law.
- **Edible (Option D):** Refers to something safe to eat.

Answer: (C)

Q50.

Solution**Concept:** One Word Substitution: Linguistic Skills.**Solution:** This focuses on the ability to communicate in multiple tongues.

- **Polyglot (Option B):** Derived from Greek *poly* (many) and *glotta* (tongue/language). It describes a person who knows and uses several languages.
- **Bilingual (Option D):** Refers specifically to someone who speaks only two languages (*bi-* = two).
- **Linguist (Option A):** A person who studies the science of language, though they may not necessarily speak many themselves.
- **Orator (Option C):** A person who is a skilled public speaker.

Answer: (B)

Answer Key

Q	Ans	Q	Ans	Q	Ans	Q	Ans	Q	Ans
1	B	2	C	3	A	4	B	5	B
6	C	7	B	8	C	9	B	10	B
11	C	12	B	13	B	14	B	15	C
16	B	17	B	18	B	19	B	20	C
21	A	22	A	23	B	24	A	25	A
26	B	27	B	28	A	29	C	30	A
31	A	32	A	33	A	34	B	35	B
36	C	37	B	38	C	39	C	40	A
41	B	42	B	43	C	44	B	45	C
46	B	47	B	48	B	49	C	50	B

