

Graveyard Gaza: On Israel's Netanyahu and control over Gaza

The West must pressure Israel to end the war immediately

The **decision** by Israel's Security Cabinet to expand the war and **seize** control of Gaza City **is** a direct **affront** to **mounting** international concerns over the **appalling humanitarian** crisis in the Palestinian **enclave**. The world's leading **genocide scholars**, along with international and Israeli human rights organisations, **say** Israel is **committing** genocide against Palestinians. Two **former** Israeli Prime Ministers have come out against the war, while most former IDF and intelligence chiefs have **called for** its end. Global **outrage** intensified over Israel's forced **starvation**, which caused **famine** and the deaths of children from **malnutrition**. Even France, the U.K. and Canada, some of Israel's closest **allies**, have demanded a **ceasefire** and promised to recognise Palestinian **statehood**. Yet, **Benjamin Netanyahu**, Israel's **discredited** Prime Minister, who is facing an arrest warrant at the International Criminal Court, **has** not **paid any attention**. He has said that there was no starvation in Gaza even as images of **skeletal** children have shocked the world. He has gone against the concerns of the IDF's top command to secure approval from the Security Cabinet for his plan to take control of Gaza. This would extend the offensive into the **coastal strip stretching** from Gaza City in the north to Khan Younus in the south, where thousands of **displaced** Palestinians have now **squeezed** themselves into tents, **makeshift** shelters and **bombed-out** buildings.

Mr. Netanyahu says that he **intends** to take full control of Gaza, but does not wish to keep it. He cannot be trusted. In April 2024, he claimed Israel was "a step away from victory". In March 2025, he broke a ceasefire and **resumed** the **assault**, and **imposed** a **blockade** on Gaza, which **triggered** the starvation crisis. **Two** of his Cabinet colleagues **have** repeatedly called for Israel to seize Gaza, **expel** its Palestinian population and resettle the enclave with Jews. The way Israel has been conducting the war and its decision to expand the offensive only **reinforce** the argument that its intention has always been to take over the enclave, even at the cost of expelling its over two million residents. Israel is able to **pursue** this **course** only because of its military, financial and political support from the West, particularly the U.S. European governments must move beyond **verbal criticism** and adopt **concrete** measures to **hold** Israel **accountable** for its crimes, like they do with other **rogue** states. And if U.S. **President Donald Trump**, who calls himself 'a man of peace', **does** not want to be **complicit** in these **atrocities**, he should demand that Mr. Netanyahu end the war immediately. **[Practice Exercise]**

- Red/blue coloring of words in the sentence indicates subject verb relationship; where 'red' denotes 'subject' and 'blue' denotes 'verb'.

Vocabulary

1. **Graveyard** (noun) – cemetery, burial ground, necropolis, churchyard, memorial park कब्रिस्तान
2. **Affront** (noun) – insult, offense, slight, indignity, provocation अपमान
3. **Mounting** (adjective) – increasing, growing, rising, escalating, intensifying बढ़ता हुआ
4. **Appalling** (adjective) – shocking, horrifying, dreadful, terrible, ghastly भयावह
5. **Humanitarian** (adjective) – charitable, benevolent, compassionate, altruistic, philanthropic मानवतावादी
6. **Enclave** (noun) – territory, district, zone, area, pocket परिक्षेत्र / घिरा हुआ इलाका
7. **Genocide** (noun) – mass killing, ethnic cleansing, extermination, holocaust, massacre नरसंहार
8. **Commit** (verb) – carry out, perpetrate, perform, execute, engage in करना / अंजाम देना
9. **Former** (adjective) – previous, earlier, prior, ex-, one-time पूर्व
10. **Call for** (phrasal verb) – demand, request, require, urge, appeal for मांग करना
11. **Outrage** (noun) – anger, fury, resentment, wrath, indignation आक्रोश
12. **Starvation** (noun) – hunger, famine, deprivation, undernourishment, want भुखमरी
13. **Famine** (adjective) – related to extreme food shortage, scarcity-stricken, hunger-ridden अकाल से संबंधित
14. **Malnutrition** (noun) – undernourishment, poor diet, vitamin deficiency, starvation कुपोषण
15. **Ally** (noun) – partner, supporter, friend, confederate, associate सहयोगी / मित्र राष्ट्र
16. **Ceasefire** (noun) – truce, armistice, peace agreement, suspension of hostilities युद्धविराम
17. **Statehood** (noun) – nationhood, sovereignty, independence, self-government राज्य का दर्जा
18. **Discredited** (adjective) – dishonored, disgraced, untrusted, disreputable, disbelieved अविश्वसनीय / बदनाम
19. **Pay attention** (phrase) – notice, heed, observe, take note, focus ध्यान देना
20. **Skeletal** (adjective) – extremely thin, emaciated, bony, gaunt, underweight हड्डियों का ढांचा सा
21. **Coastal** (adjective) – seaside, shoreline, maritime, littoral तटीय

22. **Strip** (noun) – band, stretch, belt, tract, ribbon लंबा संकरा क्षेत्र
23. **Stretch** (verb) – extend, reach, spread, span, prolong फैलना / खिंचना
24. **Displaced** (adjective) – uprooted, homeless, refugee, evacuated, relocated विस्थापित
25. **Squeeze** (verb) – pack, cram, press, stuff, crowd ठूसना / दबाना
26. **Makeshift** (adjective) – temporary, provisional, improvised, stopgap, substitute अस्थायी
27. **Bombed-out** (adjective) – destroyed, ruined, shattered, demolished बम से नष्ट
28. **Intend** (verb) – plan, aim, mean, propose, aspire इरादा रखना
29. **Resume** (verb) – restart, continue, recommence, renew, pick up फिर से शुरू करना
30. **Assault** (noun) – attack, strike, offensive, onslaught, raid हमला
31. **Impose** (verb) – enforce, apply, inflict, levy, dictate थोपना / लागू करना
32. **Blockade** (noun) – siege, barricade, obstruction, embargo, barrier नाकेबंदी
33. **Trigger** (verb) – cause, provoke, spark, prompt, instigate शुरू करना / उत्पन्न करना
34. **Expel** (verb) – eject, drive out, banish, remove, oust निकाल देना
35. **Reinforce** (verb) – strengthen, support, bolster, fortify, buttress मज़बूत करना
36. **Pursue** (verb) – follow, chase, seek, strive for, go after पीछा करना / जारी रखना
37. **Course** (noun) – path, route, direction, plan, way मार्ग
38. **Verbal** (adjective) – spoken, oral, expressed in words, linguistic मौखिक
39. **Criticism** (noun) – disapproval, censure, condemnation, appraisal, critique आलोचना
40. **Concrete** (adjective) – solid, real, tangible, definite, factual ठोस
41. **Hold accountable** (phrase) – make responsible, demand answerability, blame जिम्मेदार ठहराना
42. **Rogue** (adjective) – dishonest, lawless, villainous, unprincipled, corrupt दुष्ट / विद्रोही
43. **Complicit** (adjective) – involved, participating, associated, conniving, abetting मिलीभगत वाला
44. **Atrocity** (noun) – cruelty, brutality, savagery, inhumanity, barbarity अत्याचार

Summary of the Editorial

1. **Israeli expansion in Gaza** – Israel’s Security Cabinet has decided to extend the war and seize control of Gaza City.
2. **Defiance of global concerns** – This move ignores rising international alarm over the severe humanitarian crisis in Gaza.
3. **Accusations of genocide** – Genocide scholars and rights groups, including Israeli ones, accuse Israel of committing genocide against Palestinians.
4. **Domestic criticism in Israel** – Two former Israeli Prime Ministers and several ex-IDF and intelligence chiefs have called for the war to end.
5. **Starvation crisis** – Forced starvation in Gaza has caused famine and child deaths due to malnutrition.
6. **Allies calling for ceasefire** – Even close allies like France, the U.K., and Canada have demanded a ceasefire and pledged to recognise Palestinian statehood.
7. **Netanyahu’s denial** – Despite images of starving children, Netanyahu denies any famine in Gaza.
8. **Ignoring military concerns** – Netanyahu pushed his plan through despite opposition from top IDF commanders.
9. **Displacement of civilians** – The war has driven thousands of Palestinians into tents, makeshift shelters, and destroyed buildings from Gaza City to Khan Younus.
10. **Netanyahu’s contradictory stance** – He claims he wants full control of Gaza without keeping it, but his actions suggest otherwise.
11. **History of broken promises** – In April 2024, Netanyahu declared near victory; in March 2025, he broke a ceasefire and resumed attacks.
12. **Cabinet’s extreme views** – Some of Netanyahu’s ministers advocate expelling Palestinians and resettling Gaza with Jews.
13. **Suspected long-term goal** – Israel’s conduct indicates an aim to take over Gaza and displace its two million residents.
14. **Western complicity** – Israel can act this way largely due to U.S. and Western military, political, and financial support.
15. **Call for action** – European governments should go beyond criticism to impose accountability, and U.S. President Trump should press Netanyahu to end the war immediately.

Practice Exercise: SSC Pattern Based

- According to the passage, what was one of the main factors that allowed Israel to continue its offensive in Gaza despite international condemnation?** [Editorial page]
 - The divided opinion within the Israeli government
 - The absence of military support from Arab nations
 - The continued backing from Western powers, especially the U.S.
 - The lack of evidence for a humanitarian crisis
- Fill in the blank with the most accurate choice based on the passage:**
Mr. Netanyahu's plan to take control of Gaza, despite claiming not to keep it, has been viewed by critics as _____.
 - An inevitable measure for national security
 - A veiled attempt to permanently seize the enclave and displace its population
 - A strategic pause to negotiate peace with Hamas
 - A temporary humanitarian intervention
- What is the main theme of the passage?**
 - The necessity of Western accountability in ending the Gaza war
 - Netanyahu's political achievements and leadership style
 - Historical background of the Israel-Palestine conflict
 - U.S. domestic politics and its impact on Middle East peace
- Which of the following conclusions is most strongly supported by the passage?**
 - Netanyahu's refusal to halt the war is due to his mistrust of the Palestinian leadership.
 - Israel's military offensive in Gaza is partly sustained by Western political and military support.
 - The famine in Gaza is an unavoidable consequence of war and not related to political decisions.
 - France, the U.K., and Canada have increased arms supplies to Israel to strengthen its military capacity.
- According to the passage, which of the following chronological sequences of events is correct?**
 - Netanyahu claims victory is near → Breaks ceasefire → Famine crisis worsens → ICC arrest warrant issued
 - Famine crisis worsens → ICC arrest warrant issued → Netanyahu claims victory is near → Breaks ceasefire
 - Netanyahu claims victory is near → Breaks ceasefire → Imposes blockade → Starvation crisis triggered
 - Breaks ceasefire → Netanyahu claims victory is near → Imposes blockade → Starvation crisis triggered
- In the following sentence, a word is given in brackets. Select the appropriate word from the options to fill in the blank so that it is the closest synonym of the word given in brackets.**
In his speech, the professor chose to _____ (REITERATE) the importance of critical thinking for academic success.
 - Ignite
 - Erase
 - Restate
 - Weave
- Arrange the following sentences into a logical sequence:**
 - However, critics argue that globalization can lead to cultural homogenization, where unique traditions are overshadowed by dominant global trends.
 - Globalization has connected societies through trade, technology, and communication, fostering unprecedented cultural exchange.

- C. Supporters view this interconnectedness as an opportunity for cross-cultural dialogue, tolerance, and creativity.
- D. The challenge, therefore, lies in balancing global integration with the preservation of cultural diversity.
- E. This tension between cultural exchange and cultural erosion continues to shape international debates and policy-making.
- A. B C A D E
B. C A B D E
C. B A C D E
D. B C D A E
8. **Read the following description carefully and choose the correct one-word substitution of 'Something' that best describes the condition being portrayed**
Something refers to a force or motion directed outward from the center, especially in a rotating system. It tends to push objects away from the axis of rotation.
- A. Centripetal
B. Centrifugal
C. Gravitational
D. Frictional
9. **In the following sentence, a word is given in brackets. Select the appropriate word from the options to fill in the blank so that it is the closest synonym of the word given in brackets.**
Many young athletes try to _____ (EMULATE) their sports idols by copying their techniques and habits.
- A. Imitate
B. Corrode
C. Quell
D. Soar
10. **Identify the part of the sentence which has an error:**
Even though the security guard had been instructed / not to allow nobody without a valid identity card / into the restricted area, / several visitors managed to enter without being questioned.
- A. Even though the security guard had been instructed
B. not to allow nobody without a valid identity card
C. into the restricted area
D. several visitors managed to enter without being questioned
11. **Choose the most appropriate option to change the voice (active/passive) form of the given sentence:**
People believe that the scientist discovered the cure for the disease after years of relentless experimentation.
- A. That the scientist discovered the cure for the disease after years of relentless experimentation is believed by people.
B. The scientist is believed to have discovered the cure for the disease after years of relentless experimentation.
C. The cure for the disease is believed to be discovered by the scientist after years of relentless experimentation.
D. People are believed that the scientist discovered the cure for the disease after years of relentless experimentation.
12. **Choose the most appropriate option to change the voice (active/passive) form of the given sentence:**
Had the committee been informed of the potential legal consequences in advance, they might have postponed the implementation of the new policy.

- A. The potential legal consequences, had they been informed to the committee in advance, might have caused postponement of the implementation of the new policy.
- B. The committee, if it had been informed of the potential legal consequences in advance, might have postponed the implementation of the new policy.
- C. The implementation of the new policy might have been postponed by the committee, had they been informed of the potential legal consequences in advance.
- D. If the potential legal consequences were informed to the committee in advance, the new policy might have been postponed by them.
13. **Rearrange the following sentences to form a coherent passage:**
- A. From genetic engineering to artificial intelligence, these advancements have pushed the boundaries of what was once thought impossible.
- B. Scientific progress in the 21st century has been marked by rapid innovation and groundbreaking discoveries.
- C. The ethical dilemma, however, lies in ensuring that such technologies are used responsibly and for the collective good.
- D. While the potential benefits are enormous, the risks — ranging from privacy violations to existential threats — cannot be ignored.
- E. As humanity moves forward, balancing innovation with ethical safeguards will be crucial to our survival and well-being.
- A. B A C D E
B. A B C D E
C. B D A C E
D. B A D C E
14. **Select the most appropriate option that can improve the given sentence. If there is no need to substitute it, select 'No improvement'.**
- If she would have left the office earlier, she might have caught the last train to her hometown.
- A. No improvement
B. If she had left the office earlier, she might catch the last train to her hometown
C. If she had left the office earlier, she might have caught the last train to her hometown
D. If she left the office earlier, she might have caught the last train to her hometown
15. **Read the following description carefully and choose the correct one-word substitution of 'Something' that best describes the condition being portrayed**
- Something is the period of gradual recovery after an illness, injury, or surgery. It involves regaining strength and returning to health.
- A. Restoration
B. Rehabilitation
C. Recuperation
D. Convalescence
16. **Identify the part of the sentence which has an error:**
- The latest performance of the theatre group / was more better than / the one we attended last summer, / especially in terms of stage design and lighting effects.
- A. The latest performance of the theatre group
B. was more better than
C. the one we attended last summer
D. especially in terms of stage design and lighting effects
17. **Choose the most appropriate option to change the voice (active/passive) form of the given sentence:**
- By the time the rescue team arrived, the stranded hikers had already been provided with food and blankets by the villagers.

- A. The villagers already provided the stranded hikers with food and blankets before the rescue team arrived.
- B. The villagers had already provided the stranded hikers with food and blankets before the rescue team arrived.
- C. Before the rescue team arrived, the stranded hikers had already been provided with food and blankets by the villagers.
- D. The villagers were already providing the stranded hikers with food and blankets before the rescue team arrived.
18. **Identify the statement that is incorrect and would become correct only if the homonyms in it are interchanged.**
- A. The sudden loud **caws** of the crows made me wonder if there was a deeper **cause** for their alarm.
- B. Tiny **flex** of paint dotted his shirt as he began to **flecks** his muscles after finishing the mural.
- C. The kind-hearted **friar** prepared food for the poor, though he had never used a deep **fryer** before.
- D. The chef worked tirelessly in the ship's narrow **galley**, but one wrong step made him **gally** the crew with his clumsy fall.
- A. A
- B. B
- C. C
- D. D
19. **Select the most appropriate option that can substitute the underlined segment in the given sentence. If there is no need to substitute it, select 'No improvement'**
- Never I have seen such a breathtaking view of the mountains as from the top of this cliff.
- A. No improvement
- B. I have never seen such a breathtaking view of the mountains as from the top of this cliff
- C. Never have I seen such a breathtaking view of the mountains as from the top of this cliff
- D. Never I seen such a breathtaking view of the mountains as from the top of this cliff
20. **Arrange the sentences in the correct order:**
- A. Literature has long been a mirror to society, reflecting its values, struggles, and aspirations.
- B. By bringing marginalized voices to the forefront, literature challenges dominant narratives and expands the boundaries of collective consciousness.
- C. These works not only document social realities but also inspire movements for justice, equality, and reform.
- D. Across history, novels, poems, and plays have addressed issues such as gender inequality, racial injustice, and political oppression.
- E. In doing so, writers become both chroniclers and catalysts of social change.
- A. A C D B E
- B. A D B C E
- C. A D C B E
- D. D A B C E

Comprehension:

In the following passage, some words have been deleted. Read the passage carefully and select the most appropriate option to fill in each blank.

Amidst widespread expectation and hope, the _____ (1) _____ Tamil Nadu State Education Policy 2025 has been _____ (2) _____ by the government, only for school education, and in a _____ (3) _____ manner. Being the first of its kind in terms of _____ (4) _____ inferior content and structure, the policy document lacks the body of knowledge that constitutes a public policy, as well as the universally accepted conventions, customs, and norms that are historically followed in policy formulation.

The irony is that, in a transparent digital world, the policymakers boldly claim that this policy does not reflect NEP 2020, even though the themes and ideas on which its recommendations are based are truly the essence of NEP 2020. Both are similar in their _____ (5)_____ on the centralisation of curriculum, teaching, and learning, and end-to-end control of educational functions, right from curriculum design through instruction to examination.

21. **Select the most appropriate option to fill in blank number 1.**
 - A. short-sighted
 - B. much-hyped
 - C. deep-rooted
 - D. high-handed
22. **Select the most appropriate option to fill in blank number 2.**
 - A. unveiled
 - B. concealed
 - C. veiled
 - D. shrouded
23. **Select the most appropriate option to fill in blank number 3.**
 - A. comprehensive
 - B. wholesale
 - C. all-encompassing
 - D. piecemeal
24. **Select the most appropriate option to fill in blank number 4.**
 - A. It's
 - B. its
 - C. their
 - D. their's
25. **Select the most appropriate option to fill in blank number 5.**
 - A. minimization
 - B. disregard
 - C. defy
 - D. emphasis

Answer

1. C 2. B 3. A 4. B 5. C 6. C 7. A 8. B 9. A 10. B 11. B 12. C 13. D
14. C 15. D 16. B 17. B 18. B 19. C 20. C 21. B 22. A 23. D 24. B 25. D

EXPLANATION

1. **C) The continued backing from Western powers, especially the U.S.**

The passage explicitly states that “Israel is able to pursue this course only because of its military, financial and political support from the West, particularly the U.S.” This shows that Western backing was a key enabling factor.

A (Incorrect) – While internal opposition existed (former PMs, IDF chiefs), the passage does not suggest that this allowed Israel to continue the offensive—it actually worked against it.

B (Incorrect) – The passage never mentions Arab nations’ military support or opposition as a factor influencing the war’s continuation.

D (Incorrect) – There was abundant evidence of a humanitarian crisis; skeletal children’s images and famine were mentioned. Lack of evidence was not the reason for the continuation.

2. **B) A veiled attempt to permanently seize the enclave and displace its population**

The passage clearly notes that “its intention has always been to take over the enclave, even at the cost of expelling its over two million residents.” This matches the idea of a veiled attempt.

A (Incorrect) – The passage does not frame the action as inevitable or purely defensive; it emphasizes expansion and human rights violations.

C (Incorrect) – No evidence in the passage suggests Netanyahu sought a peace negotiation with Hamas; in fact, he broke a ceasefire in March 2025

D (Incorrect) – The plan was military and expansionist, not humanitarian, especially considering the famine and displacement caused.

3. **A) The necessity of Western accountability in ending the Gaza war**

While the article discusses Netanyahu’s role and Gaza’s humanitarian crisis, the core argument pushes for Western powers—especially the U.S. and European governments—to take concrete action to stop Israel and hold it accountable.

B. Focus is on criticism, not achievements or leadership praise.

C. The passage is about current events, not a historical overview.

D. The U.S. is mentioned, but the emphasis is broader—on all Western nations acting.

4. **B) Israel’s military offensive in Gaza is partly sustained by Western political and military support**

The passage directly states that “Israel is able to pursue this course only because of its military, financial and political support from the West, particularly the U.S.” — clearly supporting option B.

A: The passage never states Netanyahu’s refusal is based on mistrust of Palestinians; it focuses on his political agenda and disregard for international concerns.

C: The famine is linked to deliberate blockades and political decisions, not just unavoidable wartime effects.

D: France, U.K., and Canada have demanded a ceasefire, not increased arms supplies.

5. **C) Netanyahu claims victory is near → Breaks ceasefire → Imposes blockade → Starvation crisis triggered**

April 2024: Netanyahu claimed Israel was “a step away from victory.”

March 2025: He broke a ceasefire and resumed the assault.

He imposed a blockade on Gaza.
This blockade triggered the starvation crisis.

Why others are incorrect:

A: Wrong— ICC arrest warrant is mentioned but not in that sequence, and famine is after the blockade, not before.

B: Wrong — famine did not occur before Netanyahu's claim of victory.

D: Wrong — Netanyahu claimed victory before breaking the ceasefire, not after.

6. C) **Reiterate** (verb) - say something again or a number of times, typically for emphasis or clarity. बार बार दुहराना

Synonym: **Restate** (verb) – To say something again for emphasis or clarity. पुनः कहना

Erase – To remove or delete. मिटाना

Ignite – To set on fire; to spark action. जलाना

Weave – To interlace threads or elements. बुनना

7. A) **BCADE**

B introduces the broad topic — globalization connecting societies.

C adds the positive perspective — opportunity for dialogue and creativity.

A gives the opposite viewpoint — risk of losing cultural uniqueness.

D suggests the solution — balance between integration and preservation.

E concludes with the idea that this issue still drives debates.

Flow: General introduction → Positive → Negative → Solution → Conclusion.

शुरुआत वैश्वीकरण से, फिर उसके फायदे, फिर नुकसान, फिर संतुलन का सुझाव, और अंत में निष्कर्ष।

8. B) **Centrifugal** (adjective) – Moving or tending to move away from a center. केन्द्र से दूर जाने वाला बल / अपकेन्द्रीय

Centripetal (adjective) – Moving or directed toward a center. केन्द्राभिमुख

Gravitational (adjective) – Relating to the force of gravity. गुरुत्वीय

Frictional (adjective) – Relating to resistance that one surface or object encounters when moving over another. घर्षण से संबंधित

9. A) **Emulate** (verb) - match or surpass (a person or achievement), typically by imitation. अनुकरण करना

Synonym: **Imitate** (verb) – To copy or follow the example of someone. अनुकरण करना

Corrode – To wear away by chemical action. क्षरण करना

Quell – To suppress or put an end to. दबाना

Soar – To fly or rise high. ऊँचा उड़ना

10. B) **not to allow nobody without a valid identity card**

'not to allow nobody' के बदले 'not to allow anybody' का प्रयोग होगा क्योंकि यहां पहले से not (negative) है, और उसके साथ nobody (जो भी negative sense देता है) का प्रयोग करने से double negative बन रहा है, जो standard English में गलत है।

जैसे— He was told not to disturb anybody.

Two negatives in the same clause cancel each other in meaning but sound ungrammatical in standard usage.

11. B) **The scientist is believed to have discovered the cure for the disease after years of relentless experimentation.**

Active Structure: People believe that + clause → Passive uses impersonal construction: It is believed that... or personal construction: Subject + is believed to have...

Since the belief refers to a past event (discovered), we use the perfect infinitive passive form → to have discovered.

Option B is correct because:

Subject = The scientist

Passive = is believed to have discovered (present passive + perfect infinitive for past action).

Option A is grammatically correct but less natural. Option C is wrong because “is believed to be discovered” changes the tense meaning. Option D is incorrect in structure.

12. C) **The implementation of the new policy might have been postponed by the committee, had they been informed of the potential legal consequences in advance.**

Active Form Given: Had the committee been informed ... they might have postponed... → Here the subject “the committee” performs the action “postponed” in the main clause.

Passive Transformation Rule: In a complex conditional sentence, the subject of the active sentence becomes the agent in the passive clause (introduced by by if required), and the object becomes the new subject.

In this case:

Object in main clause = implementation of the new policy → becomes subject in passive form.

Subject in main clause = the committee → becomes agent (by the committee).

Conditional clause “Had the committee been informed...” remains unchanged as it is already in passive.

Option C perfectly keeps the tense (modal perfect passive: might have been postponed) and structure correct.

13. D) **B A D C E**

B opens by setting the scene — rapid scientific progress.

A provides examples of such advancements (genetic engineering, AI).

D presents the risks alongside the benefits.

C introduces the ethical concern of responsible use.

E concludes with a forward-looking statement about balance.

General progress → Examples → Risks → Ethics → Conclusion.

पहले प्रगति, फिर उदाहरण, फिर जोखिम, फिर नैतिक चिंता, और अंत में संतुलन की ज़रूरत।

14. C) If she had left the office earlier, she might have caught the last train to her hometown
 ‘If she would have left’ के बदले ‘If she had left’ का प्रयोग होगा क्योंकि Third Conditional Sentences (जो अतीत की असंभव स्थितियों को दर्शाते हैं) में if clause में Past Perfect Tense (had + V3) आता है, और main clause में would/might/could + have + V3 आता है।

जैसे— If I had known about the meeting, I would have attended it.

“If she had left” will be used instead of “If she would have left” because in Type 3 conditionals, the “if” clause never uses “would have.”

15. D) **Convalescence** (noun) – Time spent recovering from an illness or medical treatment. आरोग्यावस्था / स्वास्थ्य लाभ की अवधि

Rehabilitation (noun) – The action of restoring someone to health or normal life through training or therapy. पुनर्वास

Recuperation (noun) – Recovery from illness or exertion. स्वास्थ्य लाभ

Restoration (noun) – The action of returning something to a former condition. पुनर्स्थापन

16. (b) **was more better than**

‘more better’ के बदले केवल ‘better’ का प्रयोग होगा क्योंकि better पहले से comparative degree में है और इसके साथ more लगाना redundancy error है।

जैसे— ✓ This book is better than that one. (✗ more better)

Comparative adjectives like better, worse, lesser already show comparison; adding more or most is grammatically incorrect.

17. B) **The villagers had already provided the stranded hikers with food and blankets before the rescue team arrived.**

Passive Given: had already been provided → Past Perfect Passive.

Active Conversion Rule: Past perfect passive (had been + past participle) → Past perfect active (had + past participle).

Agent “the villagers” becomes subject in active form.

Option B keeps the same tense (had already provided), correct sequence (before the rescue team arrived), and meaning intact.

Option A uses simple past, which breaks the timeline. Option C is still passive, so not correct. Option D uses past continuous, which changes meaning.

18. B) **B is incorrect because flex and flecks are swapped.**

Flecks (noun) – small spots, specks, or marks (tiny particles) – धब्बा/चिह्न

Flex (verb) – to bend or tighten a muscle to show strength – मोड़ना/मांसपेशी दिखाना

Correct sentence: “Tiny flecks of paint dotted his shirt as he began to flex his muscles...”

A is correct:

Caws (noun/verb) – the harsh cry of a crow – कांव-कांव

Cause (noun) – reason or motive – कारण

C is correct:

Friar (noun) – a member of a religious order – संन्यासी/भिक्षु

Fryer (noun) – a cooking appliance used for frying food – तलने का बर्तन

D is correct:

Galley (noun) – a kitchen on a ship or aircraft – जहाज़ का रसोईघर

Gally (verb) – to frighten or startle – डरा देना

19. (c) **Never have I seen such a breathtaking view of the mountains as from the top of this cliff**

‘Never I have seen’ के बदले ‘Never have I seen’ का प्रयोग होगा क्योंकि जब negative adverbials (Never, Rarely, Seldom, Hardly, etc.) वाक्य की शुरुआत में आते हैं, तो inversion rule लागू होता है – यानी Auxiliary Verb + Subject + Main Verb का क्रम होगा।

जैसे— Rarely have we faced such a difficult situation.

“Never have I seen” will be used instead of “Never I have seen” because in English grammar, negative or restrictive adverbials at the start require inversion.

20. C) **A D C B E**

A starts with the general role of literature in society.

D narrows down to specific themes literature addresses.

C explains how literature documents realities and inspires change.

B adds that it amplifies marginalized voices and challenges power.

E concludes by summarizing writers' dual role — chroniclers and catalysts.

General statement → Specific issues → Purpose → Impact → Conclusion.

पहले साहित्य की भूमिका, फिर विशेष मुद्दे, फिर उद्देश्य, फिर प्रभाव, और अंत में निष्कर्ष।

21. B) '**Much-hyped**' का उपयोग होगा क्योंकि इसका अर्थ है "जिसके बारे में बहुत अधिक प्रचार या चर्चा हुई हो"। वाक्य में "widespread expectation and hope" यानी व्यापक उम्मीद और आशा का उल्लेख है, जो दर्शाता है कि नीति के आने से पहले ही उसका खूब प्रचार-प्रसार और चर्चा हो चुकी थी, इसलिए 'much-hyped' सही है। जबकि 'Short-sighted' का अर्थ है दूरदृष्टि की कमी, 'Deep-rooted' का अर्थ है गहराई से स्थापित, और 'High-handed' का अर्थ है मनमाना या अत्याचारी रवैया अपनाना, जो इस संदर्भ में उपयुक्त नहीं हैं।

'**Much-hyped**' will be used because it means "something that has been heavily publicised or discussed." The sentence mentions "widespread expectation and hope," indicating that the policy had already attracted much attention before its release, making 'much-hyped' the correct choice. Whereas 'Short-sighted' means lacking foresight, 'Deep-rooted' means firmly established, and 'High-handed' means overbearing or domineering — none of which fit this context.

22. A) '**Unveiled**' का उपयोग होगा क्योंकि "unveil" का अर्थ है किसी चीज़ को आधिकारिक रूप से प्रस्तुत या घोषित करना। वाक्य में बताया गया है कि सरकार ने तमिलनाडु स्टेट एजुकेशन पॉलिसी 2025 को जारी किया है, इसलिए 'unveiled' सही है। जबकि 'Concealed' का अर्थ है छिपाना, 'Veiled' का अर्थ है आंशिक रूप से छिपाना या ढकना, और 'Shrouded' का अर्थ है पूरी तरह ढकना या छिपाना — ये सभी जारी करने या प्रस्तुत करने के विपरीत हैं।

'**Unveiled**' will be used because it means to officially present or announce something. The sentence states that the Tamil Nadu State Education Policy 2025 has been released by the government, so 'unveiled' fits perfectly. Whereas 'Concealed' means hidden, 'Veiled' means partially hidden or disguised, and 'Shrouded' means completely covered or obscured — all of which are opposite in meaning to the intended sense.

23. D) '**Piecemeal**' का उपयोग होगा क्योंकि "piecemeal" का अर्थ है किसी कार्य को टुकड़ों में या चरणों में करना, न कि एक साथ पूरा करना। वाक्य में बताया गया है कि नीति केवल स्कूल शिक्षा के लिए और एक "___ manner" में जारी की गई है, जो दर्शाता है कि इसे आंशिक रूप से लागू किया गया है, इसलिए 'piecemeal' सही है। जबकि 'Comprehensive' का अर्थ है पूर्ण और विस्तृत, 'Wholesale' का अर्थ है बड़े पैमाने पर या एक साथ, और 'All-encompassing' का अर्थ है सब कुछ शामिल करने वाला — ये तीनों आंशिक या टुकड़ों में होने के विपरीत हैं।

'**Piecemeal**' will be used because it means done in parts or stages rather than all at once. The sentence states that the policy is only for school education and released in a certain manner, implying it's partial or fragmented, making 'piecemeal' correct. Whereas 'Comprehensive' means complete and detailed, 'Wholesale' means on a large scale or all at once, and 'All-encompassing' means including everything — all opposite to the intended meaning.

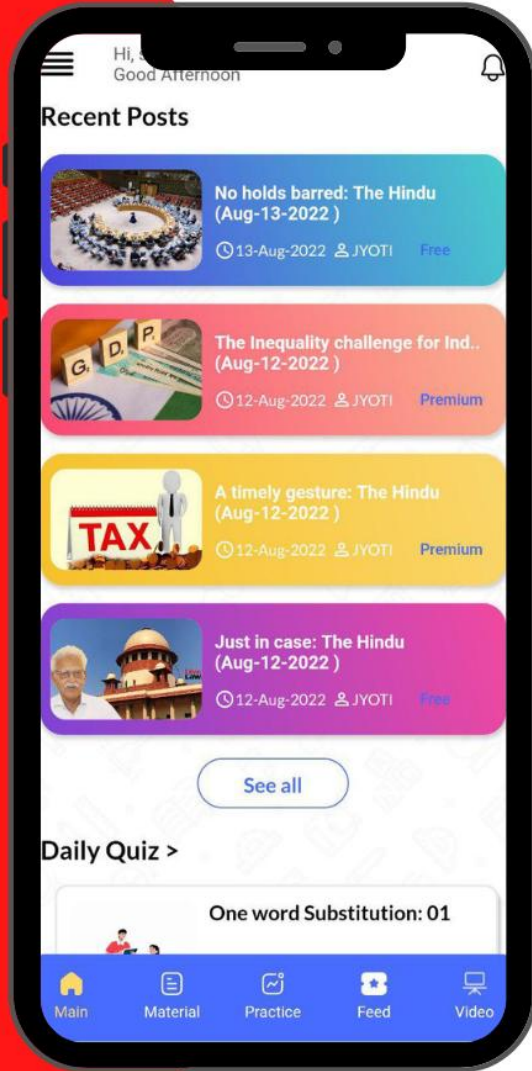
24. B) '**Its**' का उपयोग होगा क्योंकि "its" एक possessive determiner है जो किसी वस्तु, संस्था या एकवचन subject की स्वामित्व (possession) दर्शाता है। वाक्य में subject "the first of its kind" है, जो singular है और यह inferior content और structure का मालिकाना दिखा रहा है, इसलिए 'its' सही है। जबकि 'It's'

"it is" या "it has" का संक्षिप्त रूप है, जो यहाँ अर्थ और व्याकरण दोनों में गलत है। 'Their' plural subject के लिए possessive determiner है, और 'their's' एक गलत वर्तनी (incorrect form) है।

'Its' will be used because it is a possessive determiner that shows ownership for a singular noun or entity. The sentence says "the first of its kind in terms of inferior content and structure," where the subject is singular and we are showing possession, making 'its' correct. Whereas 'It's' is a contraction of "it is" or "it has" (not suitable here), 'Their' is used for plural subjects, and 'their's' is an incorrect spelling of 'theirs'.

25. D) **Emphasis**' का उपयोग होगा क्योंकि "emphasis" का अर्थ है किसी विषय या बिंदु पर विशेष ध्यान या महत्व देना। वाक्य में कहा गया है कि दोनों नीतियाँ पाठ्यक्रम, शिक्षण और सीखने के केंद्रीकरण पर समान रूप से ध्यान देती हैं, इसलिए 'emphasis' सही है। जबकि 'Minimization' का अर्थ है किसी चीज़ को कम करना, 'Disregard' का अर्थ है अनदेखा करना, और 'Defy' का अर्थ है विरोध करना या अवहेलना करना — ये तीनों इस संदर्भ में उपयुक्त नहीं हैं।

'**Emphasis**' will be used because it means special focus or importance given to something. The sentence mentions that both policies are similar in focusing on centralisation of curriculum, teaching, and learning, making 'emphasis' the correct choice. Whereas 'Minimization' means reducing something, 'Disregard' means ignoring, and 'Defy' means resisting or disobeying — none fit the intended meaning here.



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