

Two or three?: On the Court, students, three-language policy

Students must be free to choose a third language that is not tested in a Board exam

The Supreme Court, through its frequent interventions, is pointing to the various aspects of the three-language policy that the Central Board of Secondary Education (CBSE) does not seem to have thought through. Regardless of its eventual judgment, the Court's intent at this stage seems to be to point to the pitfalls of the policy and at least soften the rough edges. In its latest ruling, the Court has said that current Class 6 students should be given the same relief as students in Classes 7, 8 and 9, whose final Class 10 examination will only be an internal assessment, not a Board examination. The Court is seeking to lessen the load on the students, at least until schools are fully prepared. It had earlier asked if the policy could start from 2027, not 2026. The CBSE has stubbornly resisted compromise at various stages in the hearing. Earlier, the Court had intervened to point out that suddenly learning a new language in Class 9 would be too disruptive if the students had not studied a second "Indian" language until Class 8. The Court had also mooted careful consideration of treating English as indigenous, putting its categorisation as a foreign language under question.

English is a de facto Indian language. It has been in use in India for at least 300 years and is the leading language of education, courts, and professions widely practised by Indians; it also serves as the preferred link language for many. English knowledge has consistently given Indians an edge in employment in global industries such as the IT sector. Indians will want English to remain one of their unique selling points as the government looks to jobs in global industries as a pathway to prosperity. The National Education Policy 2020, though advocating for two Indian languages, also mentions the importance of learning foreign languages to facilitate the global mobility of Indians seeking employment. The Hindu's reportage has shown that since English is the language of instruction in other subjects, it will become the only so-called foreign language students will take in CBSE schools. Many schools will stick to Sanskrit as the second Indian language all the way up to Class 10 while Hindi would be the first. Some schools, especially in the southern States, will continue with the regional language such as Tamil or Kannada as the other Indian language. The practical consequence of the current policy is removing Spanish, French and other foreign languages from schools. But any purported intent of promoting cross-regional language learning may just not be served though the Court has found merit in learning more Indian languages as a way of strengthening the federal structure. A strenuous learning of an additional Indian language serves little practical purpose though it may cater to the atavistic impulses of some. The two-language policy — English and mother tongue — would be best for India. Students can be tested on a third language of their choice through internal assessment, not through a Board examination.

[Practice Exercise]

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

Vocabulary

1. **Frequent** (adjective) - recurrent, repeated, periodic, persistent, habitual बार-बार होने वाला
2. **Intervention** (noun) - interference, mediation, intercession, arbitrament, involvement हस्तक्षेप
3. **Point to** (phrasal verb) - to indicate, show, or draw attention to something किसी बात की ओर संकेत करना
4. **Aspect** (noun) - facet, feature, dimension, side, component पहलू
5. **Think through** (phrasal verb) - to consider all the possibilities and outcomes of a situation carefully किसी बात के सभी पहलुओं पर अच्छी तरह विचार करना
6. **Regardless of** (phrase) - without being influenced or affected by something; in spite of की परवाह किए बिना
7. **Eventual** (adjective) - final, ultimate, ensuing, concluding, resultant परिणामी
8. **Intent** (noun) - intention, purpose, objective, aim, resolve इरादा
9. **Pitfall** (noun) - hazard, peril, snare, drawback, danger छुपा हुआ खतरा
10. **Soft the rough edges** (idiom) - to make something less harsh, severe, or difficult to deal with किसी स्थिति की कमियों को कम करना
11. **Ruling** (noun) - verdict, judgment, decree, decision, pronouncement न्यायिक निर्णय
12. **Assessment** (noun) - evaluation, appraisal, estimation, review, judgment मूल्यांकन
13. **Seek** (verb) - attempt, endeavor, strive, pursue, try प्रयास करना
14. **Lessen** (verb) - reduce, diminish, decrease, mitigate, abate घटाना
15. **Stubbornly** (adverb) - obstinately, persistently, tenaciously, adamantly, rigidly हठपूर्वक
16. **Resist** (verb) - oppose, withstand, defy, combat, confront विरोध करना
17. **Hearing** (noun) - inquiry, proceeding, trial, audition, inquest न्यायिक सुनवाई
18. **Intervene** (verb) - mediate, interfere, arbitrate, intrude, intercede हस्तक्षेप करना
19. **Point out** (phrasal verb) - to draw attention to a particular fact, detail, or truth किसी तथ्य की ओर ध्यान दिलाना
20. **Disruptive** (adjective) - troublesome, disorderly, upsetting, turbulent, unsettling बाधा डालने वाला
21. **Moot** (verb) - propose, suggest, raise, broach, submit चर्चा के लिए प्रस्तुत करना
22. **Consideration** (noun) - deliberation, reflection, contemplation, thought, scrutiny विचार-विमर्श
23. **Indigenous** (adjective) - native, aboriginal, endemic, domestic, local स्वदेशी
24. **De facto** (adverb) - in reality, actually, in practice, effectively, essentially वास्तव में
25. **Widely** (adverb) - extensively, broadly, commonly, universally, generally व्यापक रूप से

26. **Consistently** (adverb) - regularly, constantly, steadily, systematically, uniformly लगातार
27. **Give an edge** (phrase) - to provide an advantage over competitors or others किसी को लाभ की स्थिति प्रदान करना
28. **Pathway** (noun) - route, avenue, road, course, track मार्ग
29. **Prosperity** (noun) - affluence, wealth, success, fortune, abundance समृद्धि
30. **Advocate** (verb) - support, champion, endorse, promote, espouse समर्थन करना
31. **Facilitate** (verb) - ease, expedite, assist, simplify, aid सुगम बनाना
32. **Mobility** (noun) - movement, motion, manoeuvrability, adaptability, portability गतिशीलता
33. **Reportage** (noun) - journalism, reporting, coverage, account, chronicle समाचार विवरण
34. **So-called** (adjective) - self-styled, nominal, putative, alleged, supposedly तथाकथित
35. **Stick** (verb) - adhere, cling, hold, persist, continue डटे रहना
36. **Consequence** (noun) - outcome, result, repercussion, effect, upshot परिणाम
37. **Purported** (adjective) - alleged, claimed, assumed, apparent, putative कथित
38. **Promote** (verb) - encourage, foster, advance, boost, further बढ़ावा देना
39. **Merit** (noun) - worth, value, excellence, virtue, credit योग्यता
40. **Strengthen** (verb) - reinforce, fortify, consolidate, bolster, enhance मज़बूत करना
41. **Federal** (adjective) - confederate, allied, unified, divided-power, governmental संघीय
42. **Strenuous** (adjective) - arduous, laborious, demanding, rigorous, grueling कठिन
43. **Cater to** (phrasal verb) - to satisfy a particular need, demand, or desire किसी विशिष्ट मांग, इच्छा या ज़रूरत को पूरा करना
44. **Atavistic** (adjective) - ancestral, primitive, archaic, throwback, rudimentary रूढ़िवादी
45. **Impulse** (noun) - urge, instinct, drive, whim, inclination सहज भावना

Summary of the Editorial

1. The **Supreme Court** has repeatedly intervened in the CBSE's **three-language policy** to highlight problems that the policy may not have adequately considered.
2. The Court appears to be trying to **reduce the burden on students** and make the implementation of the policy less disruptive.
3. The Court has directed that **Class 6 students** should receive the same relief as students of Classes 7, 8 and 9 regarding the nature of their language assessment.
4. For Classes 7–9, the final Class 10 examination will involve **internal assessment rather than a Board examination**, reducing pressure on students.
5. Earlier, the Court had suggested that the policy should begin in **2027 instead of 2026**, allowing schools more time to prepare.
6. The CBSE has largely **resisted compromises** suggested by the Court during the hearings.
7. The Court has also questioned the requirement for students to suddenly learn a new Indian language in **Class 9**, especially when they had not studied a second Indian language until Class 8.
8. The Court has even considered whether **English should be treated as an indigenous Indian language**, rather than being categorised simply as a foreign language.
9. English has been used in India for around **300 years** and plays a major role in **education, courts, professions and communication**.
10. Knowledge of English has consistently provided Indians with an **employment advantage**, particularly in global industries such as **information technology**.
11. The editorial argues that English will remain important because India is seeking greater employment opportunities in **global industries** as a pathway to economic prosperity.
12. Although the **National Education Policy 2020** promotes learning two Indian languages, it also recognises the importance of foreign languages for Indians seeking **global mobility and employment**.
13. Under the current CBSE arrangement, English will effectively become the only foreign language in many schools, while **Hindi, Sanskrit or regional languages** will occupy the Indian-language slots.
14. The policy could therefore lead to the **removal of foreign languages such as French and Spanish** from CBSE schools, while its objective of promoting cross-regional Indian-language learning may not necessarily be achieved.
15. The editorial concludes that **two languages—English and the mother tongue—would be more practical for India**; students should be allowed to study a third language of their choice and be evaluated through **internal assessment rather than a Board examination**.

Practice Exercise: SSC Pattern Based

1. Which part of speech is the word "indigenous" in the sentence below? [Editorial Page]

The Court had also mooted careful consideration of treating English as indigenous, putting its categorisation as a foreign language under question."

- A. Verb
 - B. Adjective
 - C. Noun
 - D. Adverb
2. Which of the following statements best captures the central theme of the passage?
- A. Preserving classical languages through board examinations represents the foundation of educational federalism.
 - B. Replacing English with regional vernaculars ensures high global mobility for Indian technical professionals.
 - C. A pragmatic two-language model preserves practical career utility without imposing forced board evaluations.
 - D. The central board should mandate standardized testing in international foreign tongues across middle classes.
3. What does the word "atavistic" in the passage most nearly mean?
- A. Visionary and progressive
 - B. Regressive and ancestral
 - C. Pragmatic and utilitarian
 - D. Dispassionate and neutral
4. According to the passage, what happens when English is designated as the sole so-called foreign language in CBSE schools?
- A. Students lose meaningful opportunities to acquire other globally relevant foreign languages.
 - B. Regional vernaculars like Tamil and Kannada are instantly removed from secondary classes.
 - C. School administrations decline to offer classical Indian languages like Sanskrit past Class 8.
 - D. Academic institutions establish comprehensive bilingual instruction across all major subjects.
5. The tone of the author toward the rigid enforcement of the third-language mandate is best described as:
- A. Deferential
 - B. Jubilant
 - C. Critical
 - D. Indifferent
6. Direction: In the following question, the first and the last sentences of the passage are numbered S1 and S6. The rest of the passage is split into four parts and named A, B, C, and D. Rearrange these four parts to form a meaningful, logical, and coherent passage.
- S1. While reading through Scott Fitzgerald's book Tender is the Night (published in 1934, and hailed as a modern classic) I came upon this authorial comment on page 222: 'How did he die? Of old age — he was seventy-five. He had lived a longtime'.
- A. I paused in surprise at this age-punitive comment.

- B. Had this been a dialogue between characters, it could have been excusable fiction, but it was Fitzgerald's direct authorial comment about people living long enough.
- C. Placing his comment in perspective, it seems that one cannot think other than in the fashion of the times one lives in.
- D. I Googled and found that in 1934, the average life expectancy in the United States was about 59 for men and 63 for women.
- S6. It is the social conditioning, out of which it is difficult to escape.
- A. A-B-D-C
- B. B-A-D-C
- C. D-A-B-C
- D. C-D-A-B
7. **Direction: Rearrange the following four sentences (P, Q, R, S) in the proper sequence to form a meaningful, logical, and coherent paragraph.**
- P. However, she was disappointed and a little annoyed that I didn't share her outrage and wasn't going to follow her views.
- Q. Recently, I had a conversation with a friend who explained that her ill health was down to reasons I would describe as dubious.
- R. I've got another friend who thinks cholesterol is a lie and that we should live largely on meat (and supplements), while others harbor unconventional beliefs about sugar or vaccines.
- S. Taking certain supplements and changing her diet have significantly improved her health, which is good for her.
- A. Q-S-P-R
- B. S-Q-P-R
- C. P-Q-S-R
- D. R-Q-S-P
8. **Select the most appropriate SYNONYM of the given word.**
- ACUMEN
- A. Stupidity
- B. Shrewdness
- C. Ignorance
- D. Dullness
9. **Select the most appropriate SYNONYM of the given word.**
- DICTUM
- A. Maxim
- B. Question
- C. Paradox
- D. Denial
10. **Choose the alternative which gives the correct meaning of the given idiom or phrase. Leave no stone unturned**
- A. To build a wall around a garden
- B. To search every possible place
- C. To move heavy rocks in a field
- D. To ignore small details in a report

11. **Choose the alternative which gives the correct meaning of the given idiom or phrase. Leave it on the back burner**
- A. To postpone a task or project
 - B. To cook a meal at a low heat
 - C. To store items in a kitchen cupboard
 - D. To prioritise an urgent matter immediately
12. **Choose the alternative which gives the correct meaning of the given idiom or phrase. Bird's eye view**
- A. A very detailed close-up inspection
 - B. A target seen from a great distance
 - C. A small bird flying in the sky
 - D. A wide, general view from above
13. **What is the antonym of "Labyrinthine"?**
- A. Linear
 - B. Winding
 - C. Meandering
 - D. Serpentine
14. **What is the antonym of "Mellifluous"?**
- A. Harsh
 - B. Melodious
 - C. Harmonious
 - D. Euphonious
15. **What is the antonym of "Loquacious"?**
- A. Talkative
 - B. Reticent
 - C. Chatty
 - D. Gregarious
16. **Choose the correct one-word substitution for the italicized phrase below:**
The cartoonist's work is known for the use of humor, especially irony, to criticize or mock political leaders.
- A. Parody
 - B. Satire
 - C. Irony
 - D. Allegory
17. **Choose the correct one-word substitute for:**
A doctor who specializes in diseases of the nose is known as a:
- A. Dermatologist
 - B. Cardiologist
 - C. Rhinologist
 - D. Neurologist
18. **Choose the correct one-word substitute for:**
A remedy for all diseases
- A. Narcotic
 - B. Elixir

C. Placebo

D. Panacea

19. **Select the wrongly spelt word out of the four alternatives.**

A. permanent

B. temporary

C. exasperated

D. exaggerated

20. **Select the wrongly spelt word out of the four alternatives.**

A. deteriortion

B. curriculum

C. phenomenon

D. laboratory

Directions: Five words in the passage below have been replaced with blanks. Choose the option that best completes each one.

There was a bandh recently, and I was confronted (1)___ a problem of considerable importance: my college wanted me to work online. Normally, this would require effort in cognitive thinking. But instead of exercising my perfectly serviceable brain, I turned to Grok asking it to give me reasons for not working online. It obliged and I had a convincing list involving connectivity, productivity, safety and the general difficulty of conducting business when the city is observing a bandh. I could have thought through most of these myself. But why bother? The lazy side of my brain (2)___ in getting someone else to do my thinking for me.

This small episode made me wonder whether we have already started depending on artificial intelligence for the simplest acts of thinking. AI platforms have entered our lives with remarkable speed. We use them to write emails, prepare speeches, plan holidays, suggest restaurants, settle arguments, summarise books and explain things we could probably have understood if we (3)___ another five minutes thinking about them. We even ask them to (4)___ replies to messages when we know perfectly well what we want to say but cannot be bothered to find the right words. The machine has become our researcher, secretary, travel agent, editor and sounding board.

Inherently, there seems to be nothing wrong with this. AI is an extraordinary tool, and refusing to use it would perhaps be like refusing to use a calculator because our grandparents did mental arithmetic. AI saves time, improves productivity and gives us access to information and expertise, once difficult to obtain. The problem begins when convenience becomes dependence and assistance becomes (5)___.

21. **Select the most appropriate option to fill in blank (1):**

A. to

B. for

C. with

D. against

22. **Select the most appropriate option to fill in blank (2):**

A. delight

B. revelled

C. indulging

D. savoured

23. **Select the most appropriate option to fill in blank (3):**

A. had spent

B. spent

C. would have spent

D. have spent

24. **Select the most appropriate option to fill in blank (4):**

A. outline

B. forward

C. penned

D. compose

25. **Select the most appropriate option to fill in blank (5):**

A. obsolescence

B. independence

C. substitution

D. collaborate

Answers

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

Explanations

1. B) Adjective

Sentence: "The Court had also mooted careful consideration of treating English as indigenous..."---The word "indigenous" describes a quality or characteristic — it tells us how English is being considered/treated, as something "native" or "belonging to a place." It is describing the noun "English" — showing what kind of language English is being treated as (indigenous, meaning native/local, rather than foreign). A word that describes or gives more information about a noun is called an adjective.

A) Verb: A verb shows an action or state (like "run," "is," "treat"). "Indigenous" doesn't show any action — the actual verb here is "treating." "Indigenous" is just describing the result of that treating (how English is being viewed), so it's not a verb itself.

C) Noun: A noun is a person, place, thing, or idea (like "English," "language," "Court"). "Indigenous" is not naming a thing — it's describing a quality, so it functions as an adjective, not a noun.

D) Adverb: An adverb usually describes a verb, adjective, or another adverb (often ending in "-ly," like "carefully" or "widely"). "Indigenous" doesn't describe how an action is done — it describes what English is being considered to be, functioning as an adjective, not an adverb.

2. C) A pragmatic two-language model preserves practical career utility without imposing forced board evaluations.

Passage: "The two-language policy — English and mother tongue — would be best for India. Students can be tested on a third language of their choice through internal assessment, not through a Board examination."---This is the passage's final and clearest point. The author says English and mother tongue (two languages) is the best option for India. English is useful for jobs, especially in global industries like IT. A third language can still be learned, but only tested through internal assessment, not a big Board exam. This matches option C well — a simple, practical two-language plan that keeps English (useful for careers) and avoids forcing students to take Board exams in extra languages.

A. The passage does not say classical languages (like Sanskrit) should be protected through Board exams. In fact, the author wants to reduce Board exam pressure on languages, not add more exams for classical languages.

B. The passage actually supports keeping English, not replacing it. It says English gives Indians an advantage in jobs, especially in IT. This option says the opposite of what the passage argues.

D. The passage does not ask the board to make foreign language testing compulsory. In fact, it says a third language (which could be foreign) should only be tested informally (internal assessment), not through standard Board exams.

3. B) Regressive and ancestral

Passage: "A strenuous learning of an additional Indian language serves little practical purpose though it may cater to the atavistic impulses of some."---Here, "atavistic" means going back to old, traditional, or ancestral feelings or ways, rather than modern or practical needs. The passage says learning an extra Indian language has "little practical purpose" for most people, but it might still satisfy some people's old-fashioned or traditional desires (like emotional attachment to heritage languages). This matches "regressive and ancestral" — meaning something tied to old/past traditions rather than forward-looking or useful today.

A) Visionary and progressive: This means forward-looking and modern. "Atavistic" means the opposite — it's about looking back to old/traditional feelings, not moving forward.

C) Pragmatic and utilitarian: This means practical and useful. The passage directly contrasts "atavistic impulses" with "practical purpose," showing they are different things — so "atavistic" cannot mean practical/useful.

D) Dispassionate and neutral: This means calm and without strong feeling. "Atavistic impulses" actually refers to strong, deep-rooted feelings (tied to tradition/ancestry), not neutral or unemotional ones.

4. A) Students lose meaningful opportunities to acquire other globally relevant foreign languages.

Passage: "The Hindu's reportage has shown that since English is the language of instruction in other subjects, it will become the only so-called foreign language students will take in CBSE schools... The practical consequence of the current policy is removing Spanish, French and other foreign languages from schools."---The passage says that since English is already used to teach other subjects, it naturally becomes the only "foreign" language students end up studying. Because of this, the passage directly says the real-world effect is that other foreign languages like Spanish and French get removed from schools. This means students lose the chance to learn these other foreign languages. This matches option (a) closely.

(b) The passage says the opposite — some schools, especially in the south, will "continue with the regional language such as Tamil or Kannada." These languages are NOT being removed; they are staying as part of the curriculum.

(c) The passage says many schools "will stick to Sanskrit as the second Indian language all the way up to Class 10" — meaning Sanskrit is continuing, not being dropped after Class 8.

(d) The passage doesn't mention anything about schools starting "comprehensive bilingual instruction" across all subjects.

5. C) Critical

Passage: "The CBSE has stubbornly resisted compromise at various stages in the hearing." Also: "But any purported intent of promoting cross-regional language learning may just not be served..." And: "A strenuous learning of an additional Indian language serves little practical purpose..."---The author uses clearly negative words about CBSE's handling of the policy — "stubbornly resisted compromise" shows disapproval of CBSE's rigid attitude. The author also says the policy's real goal (cross-regional learning) "may just not be served," and that learning an extra language mostly "serves little practical purpose." These are all direct criticisms of the current mandate and how strictly it's being enforced. This shows the author disagrees with and criticizes the rigid rule, which matches "critical."

(a) Deferential: This means showing respect or yielding to authority. The author does not show respect toward CBSE's approach — in fact, the author directly criticizes CBSE for being "stubborn," which is the opposite of deferential.

(b) Jubilant: This means extremely happy or celebratory. There is no happiness or celebration in the passage about the mandate — the author is clearly unhappy with it and points out its problems.

(d) Indifferent: This means not caring either way. The author clearly cares and has a strong opinion here — using words like "stubbornly," "little practical purpose," and disagreeing with the exam requirement. This shows the author is far from indifferent.

6. A) A-B-D-C

Explanation:

Hindi Explanation:

- Sentence A S1 के तुरंत बाद आएगा क्योंकि S1 में Fitzgerald के उद्धरण ('How did he die? Of old age — he was seventy-five...') का उल्लेख है, और Sentence A पाठक की तत्काल प्रतिक्रिया ("I paused in surprise at this age-punitive comment") को व्यक्त करता है।
- Sentence B Sentence A को follow करेगा क्योंकि इसमें use किया गया संदर्भ Sentence A के "comment" की प्रकृति को स्पष्ट करता है कि यदि यह पात्रों के बीच संवाद होता तो क्षम्य होता, लेकिन यह स्वयं Fitzgerald की सीधी लेखक-टिप्पणी थी।
- Sentence D Sentence B के बाद आएगा क्योंकि लेखक अपनी नाराज़गी के बाद उस कालखंड के वास्तविक आंकड़ों की पड़ताल करने के लिए Google करता है और पाता है कि 1934 में अमेरिका में औसत जीवन प्रत्याशा पुरुषों के लिए 59 और महिलाओं के लिए 63 वर्ष थी।
- Sentence C Sentence D के बाद आएगा और S6 से ठीक पहले जुड़ेगा। यह उन आंकड़ों के आधार पर लेखक की टिप्पणी को युक्तिसंगत परिप्रेक्ष्य में रखता है ("Placing his comment in perspective...") कि कोई भी व्यक्ति अपने युग की सोच से अलग नहीं सोच सकता। अंत में, S6 इसी विचार को पुष्ट करते हुए बताता है कि यह सामाजिक अनुकूलन (social conditioning) का प्रभाव है जिससे बचना कठिन है।

English Explanation:

- Sentence A follows S1 directly because S1 quotes Fitzgerald's observation declaring 75 as dying of old age, and Sentence A captures the narrator's visceral, immediate shock ("I paused in surprise at this age-punitive comment").
- Sentence B follows Sentence A by distinguishing between character dialogue and Fitzgerald's overt personal authorial voice, underscoring why the remark felt objectionable.
- Sentence D follows Sentence B chronologically as the narrator turns to search engine research to investigate the demographic realities of 1934, discovering life expectancy sat between 59 and 63.
- Sentence C follows Sentence D and links directly before S6 via contextual synthesis ("Placing his comment in perspective..."), acknowledging that personal philosophies rarely break free of the era in which one lives. Finally, S6 caps the sequence by characterizing this historical limitation as deep-seated social conditioning.

7. A) Q-S-P-R

Explanation:

Hindi Explanation:

- Sentence Q paragraph की शुरुआत करेगा क्योंकि यह introductory sentence है। यह बिना किसी पूर्व संदर्भ के मुख्य विषय प्रस्तुत करता है कि हाल ही में लेखक की अपनी एक सहेली से बातचीत हुई, जिसने अपनी अस्वस्थता के ऐसे कारण बताए जिन्हें लेखक संदिग्ध (dubious) मानता है।
- Sentence S Sentence Q को follow करेगा क्योंकि इसमें use किया गया pronoun "her" सीधे Sentence Q की सहेली को refer करता है और बताता है कि कुछ सप्लीमेंट्स लेने और खान-पान में बदलाव से उसके स्वास्थ्य में उल्लेखनीय सुधार हुआ।
- Sentence P Sentence S के बाद आएगा क्योंकि यह contrast connector "However" के साथ सहेली की प्रतिक्रिया प्रस्तुत करता है—वह इस बात से निराश और नाराज़ थी कि लेखक ने उसके आक्रोश को साझा नहीं किया और उसके विचारों को नहीं अपनाया।
- Sentence R Sentence P के बाद आएगा और paragraph का conclusion बनेगा। यह पहली सहेली के व्यक्तिगत प्रसंग से आगे बढ़कर तुलनात्मक संदर्भ ("I've got another friend...") स्थापित करता है, जिसमें लेखक अपने अन्य मित्रों के अवास्तविक विश्वासों (कोलेस्ट्रॉल को झूठ मानना, केवल मांस/सप्लीमेंट्स पर निर्भर रहना, चीनी और टीकों पर संदेह) को सूचीबद्ध करता है।

English Explanation:

- Sentence Q functions as the standalone introductory sentence, setting up the premise by narrating a recent exchange with a friend whose medical explanations appeared dubious.
 - Sentence S follows Sentence Q directly because the possessive pronoun "her" links back to the friend introduced in Q, acknowledging that adopting specific supplements and dietary shifts did yield genuine personal health improvements.
 - Sentence P follows Sentence S via the adversarial transition "However", contrasting her physical recovery with her interpersonal frustration that the author declined to validate her theories or mirror her outrage.
 - Sentence R follows Sentence P as the natural conclusion, broadening the discussion beyond the initial individual via the comparative transition "I've got another friend...", cataloging a wider peer circle holding alternative pseudo-scientific views on cholesterol, carnivore diets, sugar, and vaccines.
8. B) **Shrewdness** (noun) – the quality of having sharp powers of judgment; astuteness. Hindi: चतुराई, कुशाग्रता। The word ACUMEN (noun) means the ability to make good judgments and take quick, decisive action; keen insight. Hindi: तीव्र बुद्धि, कुशाग्रता।
- **Stupidity** (noun) – the quality of being foolish or slow-witted. Hindi: मूर्खता। It is the antonym of ACUMEN.
 - **Ignorance** (noun) – lack of knowledge or information. Hindi: अज्ञानता। It is opposite in meaning to ACUMEN.
 - **Dullness** (noun) – lack of interest, excitement, or intelligence. Hindi: मंदता, सुस्ती। It does not match the meaning of ACUMEN.
9. A) **Maxim** (noun) – a short statement expressing a general truth or rule of conduct. Hindi: कहावत, सूत्र वाक्य। The word DICTUM (noun) means a formal pronouncement or established rule; a saying or maxim. Hindi: आदेश, सूक्ति।
- **Question** (noun) – a sentence worded or expressed so as to seek information. Hindi: प्रश्न। It does not match the meaning of DICTUM.

- **Paradox** (noun) – a seemingly contradictory statement that may nonetheless be true. Hindi: विरोधाभास। It does not match the meaning of DICTUM.
 - **Denial** (noun) – the action of declaring something to be untrue. Hindi: अस्वीकृति, इनकार। It is opposite in meaning to DICTUM.
10. B) **Leave no stone unturned** (idiom) – To search every possible place (to make every possible effort) हर संभव प्रयास करना
11. A) **Leave it on the back burner** (idiom) – To postpone a task or project किसी काम को बाद के लिए टाल देना
12. D) **Bird's eye view** (idiom) – A wide, general view from above ऊपर से देखा गया विहंगम दृश्य
13. A) **Labyrinthine** (adjective) – Like a labyrinth; irregular, twisting and complicated. भूलभुलैया जैसा, जटिल
Antonym: **Linear** (adjective) – Arranged in or extending along a straight line; simple and direct. सीधा, रैखिक
- **Winding** (adjective) – Having a twisting course. घुमावदार
 - **Meandering** (adjective) – Following a winding course. टेढ़ा-मेढ़ा
 - **Serpentine** (adjective) – Winding like a snake. सर्पिल
14. A) **Mellifluous** (adjective) – (of a sound) Sweet or musical; pleasant to hear. मधुर, सुरीला
Antonym: **Harsh** (adjective) – Unpleasantly rough to the ear; grating. कर्कश
- **Melodious** (adjective) – Pleasant-sounding; tuneful. सुरीला
 - **Harmonious** (adjective) – Tuneful; forming a pleasing whole. सुसंगत, सुरीला
 - **Euphonious** (adjective) – Pleasing to the ear. कर्णप्रिय
15. B) **Loquacious** (adjective) – Tending to talk a great deal; talkative. बातूनी, वाचाल
Antonym: **Reticent** (adjective) – Not revealing one's thoughts readily; reserved, quiet. अल्पभाषी, संकोची
- **Talkative** (adjective) – Fond of talking. बातूनी
 - **Chatty** (adjective) – Fond of informal talk. गपशप करने वाला
 - **Gregarious** (adjective) – Fond of company; sociable. मिलनसार
16. B) **Satire** (noun) – The use of humour, irony or exaggeration to criticize or mock people, especially politicians. व्यंग्य
- **Parody** (noun) – An imitation of a style for comic effect. हास्य-अनुकरण
 - **Irony** (noun) – Expression of meaning using words that signify the opposite. विडंबना
 - **Allegory** (noun) – A story with a hidden moral or political meaning. रूपक कथा
17. C) **Rhinologist** (noun) – A doctor who specializes in diseases of the nose. नासिका रोग विशेषज्ञ
- **Dermatologist** (noun) – A doctor who treats skin diseases. त्वचा रोग विशेषज्ञ
 - **Cardiologist** (noun) – A doctor who treats heart diseases. हृदय रोग विशेषज्ञ
 - **Neurologist** (noun) – A doctor who treats disorders of the nervous system. तंत्रिका रोग विशेषज्ञ
18. D) **Panacea** (noun) – A remedy for all diseases or difficulties. रामबाण, सर्वरोगहर औषधि
- **Narcotic** (noun) – A drug that dulls the senses and induces sleep. नशीली दवा
 - **Elixir** (noun) – A magical liquid believed to prolong life. अमृत
 - **Placebo** (noun) – A harmless substance given for psychological effect. प्रभावहीन दवा

19. C) The correct spelling of 'exascerbated' is '**exacerbated**' which means "made a problem or situation worse" और बिगाड़ा गया।

20. A) The correct spelling of 'deteriortion' is '**deterioration**' which means "the process of becoming progressively worse" गिरावट, ह्रास।

21. C) **with**

Blank (1) needs the preposition fixed with "confronted" when someone faces a difficulty, since the writer describes a problem that suddenly landed on him — his college wanting him to work online. a) to: violating the requirement since "confront" never takes "to"; "confronted to a problem" is a common error carried over from other languages, while English uses "confronted with" (or "by"). b) for: marks reason or purpose, violating the requirement since "confronted for" would mean he was challenged or blamed because of something, like a punishment, whereas no one is accusing him here — the "problem" is simply a task he has to deal with. c) with: forms the fixed phrase "be confronted with," meaning to be faced with a difficulty that must be handled, matching the writer suddenly facing his college's demand to work online during the bandh. d) against: marks opposition, as in "fight against," violating the requirement since "confront" already carries the sense of facing something, and "confronted against a problem" is not an English combination.

Hindi:

- Blank (1) में वो preposition चाहिए जो किसी मुश्किल का सामना करने के meaning में "confronted" के साथ fixed होकर आता है, क्योंकि लेखक बता रहा है कि अचानक उसके सामने एक problem आ गई — college चाहता था कि वो online काम करे। a) to: यह violate करता है क्योंकि "confront" के साथ कभी "to" नहीं आता; "confronted to a problem" दूसरी languages से आई एक आम गलती है, जबकि English में "confronted with" (या "by") कहते हैं। b) for: यह कारण या मकसद बताता है, जो violate करता है क्योंकि "confronted for" का मतलब होगा कि किसी वजह से उसे challenge या blame किया गया, जैसे कोई सज़ा, जबकि यहाँ कोई उस पर आरोप नहीं लगा रहा — "problem" बस एक काम है जिससे उसे निपटना है। c) with: यह "be confronted with" वाला fixed phrase बनाता है, जिसका meaning है किसी ऐसी मुश्किल के सामने आ जाना जिससे निपटना ज़रूरी हो, जो bandh के दौरान college की online काम करने वाली माँग के अचानक सामने आने से match करता है। d) against: यह विरोध बताता है, जैसे "fight against," जो violate करता है क्योंकि "confront" में पहले से ही किसी चीज़ का सामना करने का भाव है, और "confronted against a problem" English में कोई combination नहीं है।

22. B) **revelled**

Blank (2) needs a finite past-tense verb that pairs with "in" and means taking great pleasure in something, since the passage narrates a past episode ("I turned to Grok," "It obliged") and the "lazy side" of the brain happily let Grok do the thinking — as the careless "But why bother?" shows. a) delight: has exactly the right meaning and pairs with "in" ("delight in"), but violates the requirement on two grammar counts: the singular subject "The lazy side" would need "delights" even in the present, and the narrative is in the past tense, so a past form is required. b) revelled: is the past tense of "revel," meaning took great pleasure in, matching the past narrative, the "in" after the blank, and the lazy brain enjoying having someone else do its thinking. c) indulging: also fits in meaning and takes "in" ("indulge in"), but violates the requirement since it is an -ing form with no helping verb, leaving "The lazy side of my brain

indulging in..." without a main verb — a sentence fragment. d) savoured: is past tense and close in meaning (enjoyed slowly), but violates the requirement since "savour" takes a direct object with no preposition ("savoured the moment"), so "savoured in getting someone else..." is ungrammatical.

Hindi:

- Blank (2) में ऐसा finite past-tense verb चाहिए जो "in" के साथ आए और किसी चीज़ में बहुत मज़ा लेने को बताए, क्योंकि passage एक बीती घटना बता रहा है ("I turned to Grok," "It obliged") और दिमाग का "lazy side" खुशी-खुशी Grok से सोचने का काम करवा रहा था — जैसा लापरवाह "But why bother?" दिखाता है। a) delight: इसका meaning बिल्कुल सही है और यह "in" के साथ भी आता है ("delight in"), पर grammar की दो वजहों से violate करता है: singular subject "The lazy side" के साथ present में भी "delights" चाहिए होता, और narrative past tense में है, इसलिए past form चाहिए। b) revelled: यह "revel" का past tense है जिसका meaning है किसी चीज़ में बहुत मज़ा लेना, जो past narrative, blank के बाद वाले "in," और दिमाग के lazy side के दूसरे से सोचने का काम करवाकर खुश होने, तीनों से match करता है। c) indulging: इसका meaning भी fit बैठता है और यह "in" भी लेता है ("indulge in"), पर violate करता है क्योंकि यह बिना helping verb वाला -ing form है, जिससे "The lazy side of my brain indulging in..." में main verb ही नहीं बचता — sentence अधूरा रह जाता है। d) savoured: यह past tense है और meaning में करीब है (धीरे-धीरे मज़ा लेना), पर violate करता है क्योंकि "savour" के साथ बिना preposition के सीधा object आता है ("savoured the moment"), इसलिए "savoured in getting someone else..." grammar के हिसाब से गलत है।

23. A) had spent

Blank (3) needs the past perfect in the if-clause, since the result clause "could probably have understood" describes an imagined past outcome that did not happen — the third conditional pattern "could have + past participle ... if + had + past participle." a) had spent: is past perfect, matching the third conditional with "could have understood," describing five extra minutes of thinking that we never actually spent. b) spent: is simple past, violating the requirement since it belongs to the second conditional ("if we spent..., we could understand"), which pairs with "could understand," not "could have understood." c) would have spent: puts "would" inside the if-clause, violating the requirement since standard English never uses "would" in the if-part of a conditional — "would have" belongs in the result clause, which here already has "could have understood." d) have spent: is present perfect, violating the requirement since it links an action to the present moment, which cannot pair with "could have understood," an imagined past result.

Hindi:

- Blank (3) में if-clause के अंदर past perfect चाहिए, क्योंकि result clause "could probably have understood" एक ऐसा imagined past नतीजा बताता है जो हुआ नहीं — यही third conditional का pattern है: "could have + past participle ... if + had + past participle." a) had spent: यह past perfect है, जो "could have understood" वाले third conditional से match करता है, और उन पाँच extra minutes की बात करता है जो हमने असल में सोचने में कभी लगाए ही नहीं। b) spent: यह simple past है, जो violate करता है क्योंकि यह second conditional का हिस्सा है ("if we spent..., we could understand"), जो "could understand" के साथ आता है, "could have understood" के साथ नहीं। c) would have spent: इसमें if-

clause के अंदर "would" आ गया है, जो violate करता है क्योंकि standard English में conditional के if वाले हिस्से में कभी "would" नहीं आता — "would have" result clause में आता है, जहाँ पहले से "could have understood" मौजूद है। d) have spent: यह present perfect है, जो violate करता है क्योंकि यह किसी काम को अभी के समय से जोड़ता है, जो "could have understood" जैसे imagined past result के साथ नहीं बैठ सकता।

24. D) **compose**

Blank (4) needs a base verb after the infinitive marker "to" in "ask them to," meaning to write or put together replies, since the writer hands AI the job of wording messages — "we know perfectly well what we want to say but cannot be bothered to find the right words." a) outline: is the right form but violates the requirement on meaning, since outlining sets out only the main points, and we already have those ("we know perfectly well what we want to say"); what we hand over is the wording itself, which an outline would not supply. b) forward: is the right form but violates the requirement on meaning, since forwarding passes along a message that already exists, while these replies have not been written yet — producing the words is the whole point. c) penned: means wrote, close in meaning, but violates the requirement since a past form cannot follow the infinitive "to" — "ask them to penned replies" is ungrammatical. d) compose: is the base form meaning to write or put together a piece of text, matching both "ask them to" and the effort of finding "the right words" that we hand over to the machine. Hindi:

- Blank (4) में "ask them to" वाले infinitive "to" के बाद base verb चाहिए, जिसका meaning हो replies लिखना या तैयार करना, क्योंकि लेखक messages के शब्द ढूँढ़ने का काम AI को सौंप देता है — "we know perfectly well what we want to say but cannot be bothered to find the right words." a) outline: इसका form सही है, पर meaning में violate करता है, क्योंकि outline करने का मतलब है सिर्फ main points बताना, और वो तो हमारे पास पहले से हैं ("we know perfectly well what we want to say"); हम जो काम सौंपते हैं वो है सही शब्द ढूँढ़ना, जो outline से नहीं मिलते। b) forward: इसका form सही है, पर meaning में violate करता है, क्योंकि forward करने से वही message आगे जाता है जो पहले से मौजूद हो, जबकि ये replies अभी लिखे ही नहीं गए — पूरा मकसद ही शब्द तैयार करवाना है। c) penned: इसका meaning है लिखा, meaning करीब है, पर violate करता है क्योंकि infinitive "to" के बाद past form नहीं आ सकता — "ask them to penned replies" grammar के हिसाब से गलत है। d) compose: यह base form है जिसका meaning है कोई text लिखना या तैयार करना, जो "ask them to" और उन "right words" को ढूँढ़ने की मेहनत, दोनों से match करता है जो हम machine को सौंप देते हैं।

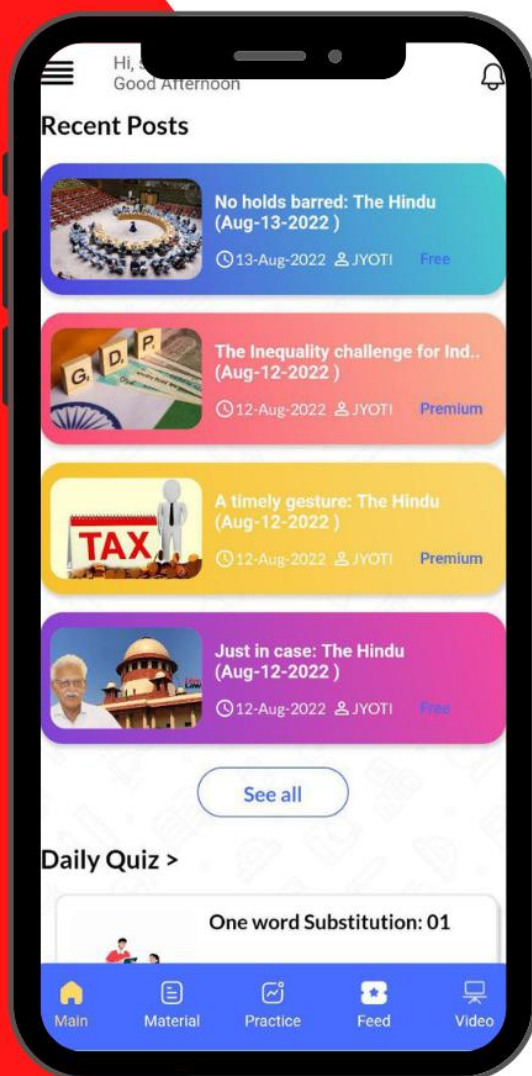
25. C) **substitution**

Blank (5) needs a noun after "becomes," completing the parallel "convenience becomes dependence and assistance becomes ____," where each pair shows something helpful sliding into something harmful — so help must turn into a replacement for our own thinking. a) obsolescence: is a noun meaning the state of becoming outdated and no longer used, violating the requirement since the passage describes AI entering our lives "with remarkable speed" — the danger is overuse, not AI falling out of use. b) independence: is a noun but violates the requirement on meaning, since it reverses the direction of the parallel — the first half says "convenience becomes dependence," so the problem is growing reliance, not freedom from it.

c) substitution: is a noun meaning replacing one thing with another, matching both the noun slot and the idea of help turning into a replacement for our own thinking, echoing "getting someone else to do my thinking for me." d) collaborate: is a base verb, violating the requirement since "becomes" cannot be followed by a bare verb — "assistance becomes collaborate" is ungrammatical — and its meaning, working together as partners, describes the healthy use the writer approves of, not "where the problem begins."

Hindi:

- Blank (5) में "becomes" के बाद noun चाहिए, जो "convenience becomes dependence and assistance becomes ____" वाले parallel को पूरा करे, जहाँ हर pair में कोई मददगार चीज़ धीरे-धीरे नुकसानदेह चीज़ में बदलती है — इसलिए मदद को हमारी अपनी सोच की जगह लेने वाली चीज़ में बदलना चाहिए। a) obsolescence: यह noun है जिसका meaning है पुराना होकर use से बाहर हो जाना, जो violate करता है क्योंकि passage बताता है कि AI "with remarkable speed" हमारी जिंदगी में आ रहा है — खतरा ज़रूरत से ज़्यादा use का है, AI के पुराना पड़ जाने का नहीं। b) independence: यह noun है पर meaning में violate करता है, क्योंकि यह parallel की दिशा ही उलट देता है — पहला हिस्सा कहता है "convenience becomes dependence," यानी problem बढ़ती dependence है, उससे freedom नहीं। c) substitution: यह noun है जिसका meaning है एक चीज़ की जगह दूसरी चीज़ रख देना, जो noun वाली जगह और मदद के हमारी अपनी सोच की replacement बन जाने, दोनों से match करता है, और "getting someone else to do my thinking for me" को दोहराता है। d) collaborate: यह base verb है, जो violate करता है क्योंकि "becomes" के बाद अकेला verb नहीं आ सकता — "assistance becomes collaborate" grammar के हिसाब से गलत है — और इसका meaning, यानी partners की तरह मिलकर काम करना, उस healthy use को बताता है जिसे लेखक सही मानता है, "the problem begins" वाली बात को नहीं।



Learn Vocabulary Through Reading Articles

English Madhyam