

Wisdom or resistance to change?

Experience is sometimes worn as a badge of **indisputable** authority in the **hallways** of education. These individuals are **admired** for their **decades** of classroom management, twenty years of teaching and thirty years of service. However, there is an **awkward** point that needs to be **addressed**: Does experience always equate to knowledge, or can it **occasionally** be used as a **handy** justification to oppose change? **One** of the rare occupations where using the same techniques for decades can still be **misconstrued** as career advancement **is** probably education. Even if a teacher has twenty-five years of experience, is that really twenty-five years of learning, or just one year repeated twenty-five times if classroom procedures, viewpoints and methods have not changed?

The difference is important.

Without question, experience **imparts** patience, **insight** and an awareness of the **intricacies** of the classroom. Experienced teachers frequently have knowledge that cannot be found in textbooks or training courses.

However, when experience becomes **intolerant** of younger viewpoints, **dismissive** of new ideas or **resistant to introspection**, it loses its instructional usefulness. **Paradoxically**, although schools support children's **curiosity**, experimentation, questioning and innovative thinking, instructors' own workplaces can **hinder** these same **traits**. A child's curiosity is celebrated, but instructors' inquiry is sometimes viewed as **disobedience**.

Young educators frequently bring new insights, confidence with technology and a **passion** for **cutting-edge** methods to the teaching profession. However, seniority may be used to measure their **accomplishments** rather than **merit**. Sometimes, well-known **rebuttals** to suggestions are used, such as "We have always done it this way" or "You will understand when you gain experience." A troubling conflict is revealed by such **remarks**. Why should educators themselves become **reluctant** learners if education is really about learning? The issue is not limited to specific courses. The **leadership** of the school must **likewise face** its **obligations**. Organisations may designate coordinators, implement complex administrative frameworks and hold workshops for professional growth. However, real cooperation cannot be replaced by titles. Innovation becomes little more than a **catchphrase** in institutional presentations when communication is still **disjointed**, duties are not well **integrated** and professional **hierarchies stifle** discussion.

Adopting technology, implementing smart classrooms or **setting up** training sessions is not enough to make a school innovative. The **propensity** to **conflate** unthinking **obedience** with professional respect **is** also troubling. Respect must continue to be **reciprocal**, but seniority deserves **recognition**. To gain professional **legitimacy**, younger instructors should not have to **give up** their **uniqueness** or **inventiveness**. However, innovation should not be used as a justification for ignoring experience. New

strategies must be implemented carefully, and **seasoned** educators can offer the **discernment** required to separate significant advancements from passing **fads** in education.

A **conflict** between seasoned and up-and-coming educators **is** not necessary for the future of education. It **necessitates** a collaboration in which innovation keeps knowledge from becoming **outdated** and wisdom directs innovation.

The **willingness** to keep learning over the years may **be** a better indicator of an educator's worth than the number of years they have spent in the classroom. After all, a **teacher** who stops learning **runs the risk of** losing the **essential essence** of education, even though they can still teach lessons.

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

[Practice Exercise]

Vocabulary

1. **Wisdom** (noun) - sagacity, intelligence, prudence, astuteness, insight बुद्धिमत्ता
2. **Resistance** (noun) - opposition, defiance, refusal, hindrance, impediment विरोध
3. **Indisputable** (adjective) - undeniable, unquestionable, incontrovertible, incontestable, irrefutable निर्विवाद
4. **Hallway** (noun) - corridor, passage, aisle, lobby, walkway गलियारा
5. **Admire** (verb) - respect, appreciate, esteem, praise, commend प्रशंसा करना
6. **Decade** (noun) - period of ten years दशक
7. **Awkward** (adjective) - uncomfortable, tricky, delicate, problematic, clumsy अजीब
8. **Address** (verb) - tackle, confront, handle, discuss, resolve ध्यान देना
9. **Occasionally** (adverb) - sometimes, periodically, infrequently, sporadically, intermittently कभी-कभी
10. **Handy** (adjective) - convenient, useful, accessible, practical, available सुविधाजनक
11. **Misconstrue** (verb) - misinterpret, misunderstand, misjudge, misapprehend, mistake गलत समझना
12. **Impart** (verb) - convey, bestow, transmit, grant, confer प्रदान करना
13. **Insight** (noun) - understanding, perception, intuition, acumen, awareness अंतर्दृष्टि
14. **Intricacy** (noun) - complexity, complication, detail, convolution, entanglement जटिलता
15. **Intolerant** (adjective) - bigoted, narrow-minded, prejudiced, unaccommodating, dogmatic असहिष्णु
16. **Dismissive** (adjective) - contemptuous, disdainful, scornful, rejecting, indifferent उपेक्षापूर्ण
17. **Resistant** (adjective) - opposed, reluctant, defiant, unyielding, obstinate प्रतिरोधी
18. **Introspection** (noun) - self-reflection, contemplation, soul-searching, brooding, self-examination आत्मनिरीक्षण
19. **Paradoxically** (adverb) - ironically, contradictorily, absurdly, unexpectedly, illogically विरोधाभासी रूप से
20. **Curiosity** (noun) - inquisitiveness, interest, eagerness, prying, questioning जिज्ञासा
21. **Hinder** (verb) - obstruct, impede, hamper, block, thwart बाधा डालना
22. **Trait** (noun) - characteristic, feature, attribute, quality, property विशेषता
23. **Disobedience** (noun) - insubordination, defiance, noncompliance, unruliness, rebellion अवज्ञा
24. **Passion** (noun) - enthusiasm, zeal, fervor, eagerness, devotion जुनून
25. **Cutting-edge** (adjective) - advanced, innovative, pioneering, state-of-the-art, revolutionary अत्याधुनिक
26. **Accomplishment** (noun) - achievement, success, attainment, triumph, feat उपलब्धि
27. **Merit** (noun) - worth, excellence, quality, value, distinction योग्यता

28. **Rebuttal** (noun) - refutation, denial, counterargument, defense, reply खंडन
29. **Remark** (noun) - comment, statement, observation, assertion, utterance टिप्पणी
30. **Reluctant** (adjective) - unwilling, hesitant, unenthusiastic, resistant, averse अनिच्छुक
31. **Likewise** (adverb) - similarly, also, equally, correspondingly, moreover उसी प्रकार
32. **Obligation** (noun) - duty, responsibility, commitment, liability, requirement दायित्व
33. **Catchphrase** (noun) - slogan, motto, watchword, maxim, tagline तकियाकलाम
34. **Disjointed** (adjective) - disconnected, fragmented, uncoordinated, incoherent, disorganized असंबद्ध
35. **Integrate** (verb) - unify, combine, incorporate, merge, consolidate एकीकृत करना
36. **Hierarchy** (noun) - ranking, order, class, gradation, scale पदानुक्रम
37. **Stifle** (verb) - suppress, smother, suffocate, choke, repress दबाना
38. **Set up** (phrasal verb) - to establish, arrange, or organize something स्थापित करना
39. **Propensity** (noun) - inclination, tendency, disposition, proneness, leaning प्रवृत्ति
40. **Conflate** (verb) - mix, merge, blend, fuse, combine मिलाना (दो अलग-अलग चीजों को एक समझ लेना)
41. **Obedience** (noun) - compliance, submissiveness, docility, respect, dutifulness आज्ञाकारिता
42. **Reciprocal** (adjective) - mutual, shared, corresponding, complementary, exchanged पारस्परिक
43. **Recognition** (noun) - acknowledgment, appreciation, validation, credit, respect मान्यता
44. **Legitimacy** (noun) - validity, authenticity, legality, genuineness, correctness वैधता
45. **Give up** (phrasal verb) - to stop trying to do something or surrender something त्यागना
46. **Uniqueness** (noun) - distinctiveness, individuality, singularity, rarity, exclusivity विशिष्टता
47. **Inventiveness** (noun) - creativity, originality, innovation, imagination, ingenuity रचनात्मकता
48. **Seasoned** (adjective) - experienced, veteran, practiced, established, mature अनुभवी
49. **Discernment** (noun) - judgment, perception, insight, wisdom, discrimination समझ
50. **Fad** (noun) - trend, craze, passing fancy, vogue, mania अस्थायी चलन
51. **Necessitate** (verb) - require, demand, entail, compel, mandate आवश्यक बनाना
52. **Outdated** (adjective) - obsolete, old-fashioned, archaic, outmoded, antiquated अप्रचलित

53. **Willingness** (noun) - readiness, inclination, eagerness, enthusiasm, preparedness

इच्छा

54. **Run the risk of** (phrase) - to expose oneself to the possibility of something unpleasant

occurring जोखिम उठाना

55. **Essential** (adjective) - crucial, vital, fundamental, necessary, indispensable

आवश्यक

56. **Essence** (noun) - core, heart, spirit, soul, principle सार

Summary of the Editorial

1. Experience is not always equal to knowledge: Years of teaching experience do not necessarily indicate continuous learning, professional development or improvement in teaching methods.
2. Repeated practices can limit growth: Teachers who follow the same methods for decades without adapting may simply repeat their past experiences rather than develop new skills.
3. Experience provides valuable wisdom: Experienced educators possess patience, insight and a deep understanding of classroom complexities that textbooks and training programmes may not provide.
4. Resistance to new ideas reduces effectiveness: When senior teachers reject younger colleagues' suggestions and refuse to reflect on their own practices, their experience loses some of its educational value.
5. Schools sometimes discourage teachers' curiosity: Although students are encouraged to question, experiment and innovate, teachers who challenge established practices may be viewed as disobedient.
6. Young educators bring fresh perspectives: New teachers often contribute technological expertise, enthusiasm and innovative teaching techniques that can improve classroom learning.
7. Seniority should not outweigh merit: Professional achievements should be assessed on the basis of competence and contribution rather than simply the number of years spent teaching.
8. Traditional arguments can discourage innovation: Statements such as "We have always done it this way" are often used to dismiss new ideas instead of evaluating their actual benefits.
9. Teachers must remain lifelong learners: Educators should practise what they teach by remaining curious, questioning existing methods and embracing continuous professional development.
10. School leadership must encourage collaboration: School authorities have a responsibility to establish effective communication, integrate responsibilities and create an environment where teachers can freely exchange ideas.
11. Innovation requires more than technology: Introducing smart classrooms, organising workshops and adopting digital tools cannot make a school innovative unless its professional culture also supports change.
12. Respect should be reciprocal: Experienced teachers deserve recognition, but respect should not mean unquestioning obedience. Younger educators should not have to sacrifice their individuality or creativity to gain professional acceptance.
13. Innovation must be balanced with experience: New teaching methods should be implemented thoughtfully. Experienced teachers can help distinguish meaningful improvements from temporary educational trends or passing fads.
14. Cooperation is better than generational conflict: The future of education depends on collaboration between experienced and younger educators, with innovation preventing knowledge from becoming outdated and wisdom guiding new approaches.

15. Continuous learning defines a good teacher: A teacher's willingness to learn throughout their career is a better measure of professional worth than years of service alone. Teachers who stop learning risk losing the very essence of education.

Practice Exercise: SSC Pattern Based

1. **According to the passage, what critical strength do newer educators predominantly introduce to schools?** [Editorial Page]
 - A. Absolute mastery over complex organizational hierarchies and advanced administrative functions
 - B. Fresh pedagogical perspectives, digital ease, and deep enthusiasm for modern learning strategies
 - C. Extensive real-world familiarity with handling delicate classroom disputes across multiple terms
 - D. Comprehensive understanding of statutory accreditation frameworks mandated by national councils
2. **In the passage's broader discussion, which of the following is the most suitable synonym for "DISCERNMENT"?**
 - A. Persistence
 - B. Restraint
 - C. Perversity
 - D. Judiciousness
3. **What does the expression "handy justification" most nearly convey in the context of the passage?**
 - A. A carefully researched scientific defense of conventional classroom management techniques
 - B. A legally binding rationale derived from standard operational protocols of school boards
 - C. A convenient pretext employed to dismiss necessary modernizations and prevent introspection
 - D. A universally acclaimed benchmark designed to reward lifelong dedication toward teaching
4. **What does the author imply by stating that "wisdom directs innovation"?**
 - A. Mature teachers must exercise absolute censorship over all novel proposals made by younger faculty
 - B. Seasoned discernment helps screen out fleeting trivial fads while anchoring viable advancements
 - C. Theoretical academic treatises must always supersede practical digital tools inside classrooms
 - D. Modern methodologies should only be introduced after tenured staff obtain specialized diplomas
5. **Why does the author argue that adopting smart classrooms and holding workshops does not ensure innovation?**
 - A. Because external software suppliers frequently fail to deliver appropriate post-sales maintenance
 - B. Because structural titles and technological additions cannot substitute for true collaborative culture
 - C. Because fiscal constraints invariably prevent school boards from updating hardware every semester
 - D. Because parent associations generally resist the incorporation of digital screens into schools

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. For a foodie that I am, during the past few weeks, a certain piece of news has grabbed my attention like no other: the surprise checks and swift action on famous restaurants across a couple of metro cities.
- A. It is not just one or two isolated instances but even national and global food chains have come under the scanner.
- B. Is it the first time that we have wondered what goes on behind kitchen doors with the peremptory “no admission”, “staff only” or “access denied” signs?
- C. For a person who occasionally enjoys eating out with family and friends, reports of some of the most popular restaurants in the city failing the quality and hygiene test are worrisome.
- D. Being a resident of one of those cities, I found the discussion on this topic disturbing at the least and alarming at the worst.
- S6. Why is it that we haven’t fallen sick after having eaten the so-called unhygienic or expired food multiple times over the years?
- A. D A C B
- B. A C D B
- C. D C A B
- D. B D A C
7. **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. I am carrying a laptop bag and a heavy bag, trying to board an overcrowded train and take two pinwheels home for my daughter.
- A. After squeezing myself into the train, keeping my luggage and settling into my seat, I realised that my pinwheels are lost.
- B. Brightly coloured pink and purple pinwheels — it was love at first sight and I couldn’t wait till I got it home to my daughter.
- C. Boarding the train was the next hurdle I was preparing myself for.
- D. I had kept the pinwheels in the side pouch of my laptop bag so that it wouldn’t get crushed.
- S6. Panic kicks in.
- A. B D C A
- B. D C A B
- C. B C D A
- D. D A C B
8. **Select the most appropriate SYNONYM of the given word.**
- Overlook
- A. Encompass
- B. Disregard
- C. Rebuild
- D. Intervene
9. **Select the most appropriate SYNONYM of the given word.**

- Protracted
- A. Prolonged
 - B. Stringent
 - C. Elusive
 - D. Durable
10. **Select the most appropriate meaning of the given idiom.**
Two peas in a pod
- A. Make a bad situation worse
 - B. Treat people fairly
 - C. Look very similar in appearance or character
 - D. Talk about a problem
11. **Choose the correct meaning of the underlined idiom in the given sentence.**
Grandpa often likes to sit in the balcony and chew the fat with me.
- A. Gossip and make small talk
 - B. Play a game
 - C. Chew meat
 - D. Criticise people
12. **Select the most appropriate ANTONYM of the given word.**
Desist
- A. Persevere
 - B. Flout
 - C. Retrieve
 - D. Retaliate
13. **Select the most appropriate ANTONYM to replace the italicised word.**
He greeted Charles with a Languid wave of his hand.
- A. supine
 - B. sluggish
 - C. energetic
 - D. lackadaisical
14. **Read the sentence and choose the correct one-word substitution for the underlined part.**
The author began her novel with a short quotation at the beginning of the book to set the theme.
- A. Epilogue
 - B. Epigraph
 - C. Prologue
 - D. Blurb
15. **Which of the following words refers to the time of year when day and night are of equal length?**
- A. Solstice
 - B. Equinox
 - C. Zenith
 - D. Eclipse
16. **Choose the correctly spelt word:**
- A. Rehabilitative

- B. Rehabilitative
C. Rehabilitativ
D. Rehabiletative
17. **Choose the correctly spelt word:**
A. Disinvestmant
B. Disinvesment
C. Disinvestment
D. Disinvestement
18. **Select the most appropriate homonym.**
The opposition's motion was rejected.
A. Commotion
B. Emotion
C. Movement
D. Proposal
19. **The following sentence has been split into four segments. Identify the segment that contains a grammatical error.**
Arunima Sinha / is first amputee / to scale / Mount Everest.
A. Mount Everest
B. is first amputee
C. Arunima Sinha
D. to scale
20. **The following sentence has been divided into parts. One of them may contain an error. Select the part that contains the error from the given options. If you don't find any error, mark 'No error' as your answer.**
We didn't / went yesterday as / it rained yesterday.
A. it rained yesterday
B. No error
C. We didn't
D. went yesterday as

Read the cloze passage and answer the following questions:

You did not lose your wallet. You did not lose your keys. But somewhere between one day and the next, you lost something that cannot be replaced, and you do not even know it.

There was no broken lock, no masked bandit climbing through the window, no alarm blaring into the night. Yet by the time you went to sleep, a part of you was already gone, stolen away in the most silent and (1) subtle manner. That is the beauty of time — it is the only thing that is given to everyone in equal measure, and the only thing that disappears without anybody ever realising that it was there.

When someone steals from you, there is always proof. Maybe your wallet is gone, maybe your door is ajar, maybe your bank account is suddenly dry, but there is always something that will give away the fact that you _____(3) been stolen from. Not so with time.

There is no mysterious disappearance of minutes, no indication that someone has rummaged through your day and left it empty-handed. Time is stolen in the most (2) simple and straightforward manner — a scroll through social media that was supposed to last a couple

____(5) seconds, a task that was forgotten and shoved to tomorrow, meetings that ____ (4) without a clear purpose for an hour.

21. The word "subtle" in the passage is closest in meaning to: (1)

- A. overt
- B. blatant
- C. imperceptible
- D. manifest

22. Select the word that is the most appropriate antonym of "simple" as used in the passage: (2)

- A. lucid
- B. byzantine
- C. uncomplicated
- D. elemental

23. Choose the correct auxiliary verb to fill in the blank: (3)

- A. has
- B. had
- C. having
- D. have

24. Choose the correct form of the verb to fill in the blank: (4)

- A. meanders
- B. meandered
- C. meander
- D. meandering

25. Select the correct preposition to complete the sentence: (5)

- A. of
- B. at
- C. for
- D. in

Answers

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

[Practice Exercise]

Explanations

1. B) **Fresh pedagogical perspectives, digital ease, and deep enthusiasm for modern learning strategies**

passage: "Young educators frequently bring new insights, confidence with technology and a passion for cutting-edge methods to the teaching profession."---The passage says young teachers bring three things: new ideas, comfort with technology, and passion for modern teaching methods. Option B says this exactly: fresh perspectives, digital ease, and enthusiasm for modern strategies.

Option A: Incorrect. The option says newer educators bring mastery over organisational hierarchies and administrative functions, but the passage says hierarchies and administrative frameworks are things that can stifle discussion, and it never links them to young educators' strengths, hence incorrect.

Option C: Incorrect. The option says newer educators bring extensive experience in handling classroom disputes over many terms, but the passage says this kind of insight and awareness of classroom intricacies comes from experienced teachers, not new ones, hence incorrect.

Option D: Incorrect. The option says newer educators bring understanding of statutory accreditation frameworks set by national councils, but the passage never mentions accreditation or national councils anywhere, hence incorrect.

2. D) **Judiciousness**

passage: "New strategies must be implemented carefully, and seasoned educators can offer the discernment required to separate significant advancements from passing fads in education."---"Discernment" means the ability to judge well and tell what is good from what is not. Here, experienced teachers use it to separate real improvements from passing trends.

"Judiciousness" means showing good, sensible judgment, so it is the closest meaning.

Option A: Incorrect. The option says "persistence," which means not giving up, but the passage uses "discernment" for the skill of telling real advancements from fads, which is about judgment and not about continuing despite difficulty, hence incorrect.

Option B: Incorrect. The option says "restraint," which means holding back or self-control, but the passage uses "discernment" for the ability to separate useful changes from passing fads, which is about judging and not about holding back, hence incorrect.

Option C: Incorrect. The option says "perversity," which means stubbornly doing the wrong or contrary thing, but the passage presents discernment as a positive strength of seasoned educators, so it is the opposite of a negative quality like perversity, hence incorrect.

3. C) **A convenient pretext employed to dismiss necessary modernizations and prevent introspection**

passage: "Does experience always equate to knowledge, or can it occasionally be used as a handy justification to oppose change?... when experience becomes intolerant of younger viewpoints, dismissive of new ideas or resistant to introspection, it loses its instructional usefulness."---"Handy justification" means an easy excuse that is ready to use. The passage

asks if experience is sometimes used as such an excuse to oppose change. It then gives examples like “We have always done it this way” and “You will understand when you gain experience.” These are used to reject new ideas and avoid self-reflection. This matches option C.

Option A: Incorrect. The option says it is a carefully researched scientific defense of old classroom methods, but the passage says it is an excuse used to oppose change, and it never mentions any scientific research behind it, hence incorrect.

Option B: Incorrect. The option says it is a legally binding rationale from school board protocols, but the passage never mentions any legal rules or school boards, and it talks about a convenient excuse, hence incorrect.

Option D: Incorrect. The option says it is a universally praised benchmark that rewards lifelong dedication, but the passage questions this use of experience and treats it as a possible excuse to resist change, not as a respected reward, hence incorrect.

4. B) **Seasoned discernment helps screen out fleeting trivial fads while anchoring viable advancements**

passage: “It necessitates a collaboration in which innovation keeps knowledge from becoming outdated and wisdom directs innovation... seasoned educators can offer the discernment required to separate significant advancements from passing fads in education.”---The passage says new ideas keep knowledge fresh, and wisdom (the judgment of experienced teachers) guides those new ideas. It explains how: experienced teachers can tell real improvements from passing fads. So “wisdom directs innovation” means good judgment helps pick the useful changes and drop the trendy ones. This matches option B.

Option A: Incorrect. The option says mature teachers must have absolute censorship over new proposals, but the passage says young teachers should not have to give up their inventiveness and criticises hierarchies that stifle discussion, hence incorrect.

Option C: Incorrect. The option says theoretical academic treatises must always come before practical digital tools, but the passage never ranks theory above digital tools, and it praises young educators’ confidence with technology, hence incorrect.

Option D: Incorrect. The option says modern methods should be introduced only after tenured staff get specialised diplomas, but the passage never mentions diplomas, and it says new strategies should be implemented “carefully,” not after any qualification, hence incorrect.

5. B) **Because structural titles and technological additions cannot substitute for true collaborative culture**

passage: “However, real cooperation cannot be replaced by titles. Innovation becomes little more than a catchphrase in institutional presentations when communication is still disjointed, duties are not well integrated and professional hierarchies stifle discussion. Adopting technology, implementing smart classrooms or setting up training sessions is not enough to make a school innovative.”---The passage says schools can add coordinators, titles, workshops and smart classrooms, but this is not real innovation. Real innovation needs cooperation, good communication and open discussion. Without these, “innovation” is just a buzzword in presentations. This matches option B.

Option A: Incorrect. The option says the reason is that software suppliers fail to give post-sales maintenance, but the passage never mentions suppliers or maintenance, and says the problem is a lack of real cooperation, hence incorrect.

Option C: Incorrect. The option says the reason is that money problems stop boards from updating hardware, but the passage never mentions funds or hardware updates, and blames weak communication and hierarchies, hence incorrect.

Option D: Incorrect. The option says the reason is that parent associations resist digital screens, but the passage never mentions parents or any resistance to screens, and says titles and technology cannot replace cooperation, hence incorrect.

6. A) . **D A C B**

Explanation:

Hindi Explanation:

- Sentence D S1 के तुरंत बाद आया और S1-D का सीधा लिंक बनाया। S1 में मेट्रो शहरों का जिक्र होने के बाद, Sentence D phrase "Being a resident of one of those cities" के साथ लेखक की व्यक्तिगत प्रतिक्रिया (disturbing and alarming) को जोड़ता है।
- Sentence A Sentence D को follow करेगा क्योंकि यह बताता है कि यह समस्या केवल कुछ छिटपुट मामलों तक सीमित नहीं है, बल्कि राष्ट्रीय और वैश्विक फूड चेन्स भी जाँच के दायरे में आ गई हैं ("not just one or two isolated instances...")।
- Sentence C Sentence A के बाद आया और A-C का प्राकृतिक संबंध बनाया। बड़े पैमाने पर फूड चेन्स के जाँच में आने के बाद, Sentence C एक आम नागरिक के नज़रिए से शहर के लोकप्रिय रेस्तरां के हाइजीन टेस्ट में फेल होने पर चिंता व्यक्त करता है ("worrisome")।
- Sentence B Sentence C के ठीक बाद आया और C-B का mandatory pair बनाते हुए प्रश्न पूछने की शृंखला शुरू करता है ("Is it the first time that we have wondered what goes on behind kitchen doors...?")। इसके बाद S6 दूसरे संबंधित प्रश्न ("Why is it that we haven't fallen sick...?") के साथ गद्यांश को समाप्त करता है।

English Explanation:

- Sentence D directly follows S1, picking up the spatial reference to metro cities via the participial phrase "Being a resident of one of those cities" to describe the narrator's mounting concern.
- Sentence A follows Sentence D by broadening the scope from local discussion to nationwide inspection, noting that both national and multinational chains have come under the scanner.
- Sentence C follows Sentence A, translating the institutional findings into personal dining anxiety ("worrisome") for anyone who frequents popular eateries.
- Sentence B follows Sentence C, transitioning into the reflective rhetorical inquiry regarding restaurant transparency ("behind kitchen doors"). Finally, S6 logically pairs with Sentence B by advancing the line of questioning to consumer resilience against contaminated food.

7. A) **B D C A**

Explanation:

Hindi Explanation:

- Sentence B S1 के तुरंत बाद आया क्योंकि S1 में बेटी के लिए दो पिनव्हील ले जाने का उल्लेख है, और Sentence B सीधे उन्हीं पिनव्हील्स के रंग और आकर्षण का विवरण देता है—"Brightly coloured pink and purple pinwheels..."।

- Sentence D Sentence B को follow करेगा और B-D का प्राकृतिक लिंक बनाएगा। पिनव्हील का परिचय देने के बाद Sentence D बताता है कि उन्हें सुरक्षित रखने के लिए लैपटॉप बैग के साइड पाउच में रखा गया था ताकि वे कुचले न जाएं ("so that it wouldn't get crushed")।
- Sentence C Sentence D के बाद आएगा और D-C का mandatory pair बनाएगा। स्टेशन तक सुरक्षित पहुँचने के बाद Sentence C अगली बड़ी चुनौती का जिक्र करता है—"Boarding the train was the next hurdle I was preparing myself for."
- Sentence A Sentence C के ठीक बाद आएगा और C-A का अटूट लिंक बनाएगा। ट्रेन में चढ़ने की तैयारी के बाद Sentence A वास्तविक एक्शन दिखाता है—"After squeezing myself into the train..."—और सीट पर बैठने के बाद अहसास होता है कि पिनव्हील खो चुके हैं। इसके बाद S6 उस अहसास के तुरंत बाद होने वाली भावनात्मक प्रतिक्रिया ("Panic kicks in.") के साथ गद्यांश को पूरा करता है।

English Explanation:

- Sentence B directly follows S1, providing descriptive continuity regarding the two pinwheels mentioned in the lead sentence ("Brightly coloured pink and purple pinwheels...").
 - Sentence D follows Sentence B by explaining the protective measure taken to keep them safe inside the laptop bag's side pouch.
 - Sentence C follows Sentence D chronologically, highlighting the impending physical challenge after reaching the platform: boarding the crowded train.
 - Sentence A forms an essential mandatory pair with Sentence C (C-A), detailing the execution of that hurdle ("After squeezing myself into the train...") and the sudden realization that the pinwheels are missing. Finally, S6 delivers the immediate emotional aftermath of this discovery: "Panic kicks in."
8. B) **Overlook** (verb) – ignore, neglect, disregard, miss, bypass. (अनदेखा करना / नजरअंदाज करना)
- Synonym: **Disregard** (verb) – pay no attention to; ignore, overlook, neglect. (उपेक्षा करना / नजरअंदाज करना)
- **Encompass** (verb) – surround, enclose, ring, cover. (घेरना / शामिल करना)
 - **Rebuild** (verb) – reconstruct, restore, remake, revive. (फिर से बनाना)
 - **Intervene** (verb) – interfere, mediate, arbitrate, intercede. (हस्तक्षेप करना)
9. A) **Protracted** (adjective) – prolonged, extended, drawn-out, lengthy, endless. (लंबा)
- Synonym: **Prolonged** (adjective) – continuing for a long time or longer than usual; lengthy. (लंबा / दीर्घकालिक)
- **Stringent** (adjective) – strict, rigorous, severe, firm. (सख्त)
 - **Elusive** (adjective) – hard to catch, evasive, hard to achieve. (हाथ न आने वाला)
 - **Durable** (adjective) – lasting, permanent, enduring, stable. (टिकाऊ)
10. C) **Two peas in a pod** (idiom) – Look very similar in appearance or character समान दिखाई देना या चरित्र में बहुत समान होना
11. A) **Chew the fat** (idiom) – Gossip and make small talk गपशप करना
12. A) **Desist** (verb) – stop, cease, abstain, refrain, halt. (रोकना / बंद करना / बाज आना)

Antonym: **Persevere** (verb) – continue in a course of action even in the face of difficulty; persist, carry on. (डटे रहना / जारी रखना)

Flout (verb) – violate, disobey, defy, break. (उल्लंघन करना)

Retrieve (verb) – recover, reclaim, rescue, bring back. (पुनः प्राप्त करना)

Retaliate (verb) – fight back, strike back, counter-attack. (जवाबी कार्रवाई करना)

13. C) **Languid** (adjective) – Lacking in spirit or interest, slack or slow, listless, lethargic. आलसपूर्ण

Antonym: **Energetic** (adjective) – Possessing or exhibiting energy, vigorous, lively. उर्जावान

- **Supine** (adjective) – Lying face upward, passive or inactive, especially in a way that makes change or resistance difficult. वक्रीभूत
- **Sluggish** (adjective) – Slow-moving, inactive, slow to respond or make progress. मंद
- **Lackadaisical** (adjective) – Lacking enthusiasm and determination, carelessly lazy. असावधान

14. B) **Epigraph** (noun) – a short quotation at the beginning of a book or chapter. शीर्षोक्ति

- **Epilogue** (noun) – a section at the end of a book or play. उपसंहार
- **Prologue** (noun) – an introductory section of a book or play. प्रस्तावना
- **Blurb** (noun) – a short promotional description of a book. पुस्तक का संक्षिप्त विवरण

15. B) **Equinox** (noun) – the time of year when day and night are of equal length. विषुव

- **Solstice** (noun) – the time of year when the sun is at its highest or lowest point, giving the longest or shortest day. अयनांत
- **Zenith** (noun) – the highest point reached by a celestial body. शीर्ष बिंदु
- **Eclipse** (noun) – the blocking of light from the sun or moon. ग्रहण

16. A) **The correctly spelt word is (a) Rehabilitative.**

Rehabilitative (adjective) – restorative, therapeutic, curative, healing, corrective. (सुधारात्मक / पुनरुत्थान संबंधी)

17. C) The correctly spelt word is (C) **Disinvestment.**

Disinvestment (noun) – the action of a government or organization selling or liquidating an asset or subsidiary. (विनिवेश)

18. D) **Proposal**

सही उत्तर: Proposal

- यहाँ “motion” का संसदीय/विधायी अर्थ है – एक formal proposal or suggestion put forward for debate.
- “The opposition’s motion” = विपक्ष का प्रस्ताव।
- Commotion = हंगामा → गलत; Emotion = भावना → गलत; Movement = गति/आंदोलन → गलत।
- Motion = Proposal (parliamentary context) → correct homonym meaning.

19. B) **'is first amputee'** में 'the' का उपयोग होना चाहिए क्योंकि यहाँ adjective के पहले 'the' का प्रयोग होता है; जैसे— She is the best player in the team.

- a. 'the' should be used before 'first amputee' in 'is first amputee' because 'the' is used before an adjective to specify or make it definite; Like— She is the best player in the team.

20. D) 'went' के बदले 'go' का प्रयोग होगा क्योंकि 'didn't' के साथ प्रत्येक verb का base form (सामान्य रूप) आता है; जैसे— We didn't go to the market.

- a. 'go' will be used instead of 'went' because with 'didn't', we always use the base form of the verb; Like— We didn't go to the market.

21. C) **imperceptible**

The passage notes that time is stolen in a silent and subtle way, meaning it is hard to notice. The question asks for the closest synonym for "subtle".

- overt: means done or shown openly (antonym).
- blatant: means very obvious (antonym).
- imperceptible: means impossible to perceive or notice, serving as the best synonym for "subtle".
- manifest: means clear or obvious (antonym).

In Hindi:

यह sentence समय (time) की चोरी को बहुत ही शांत और subtle (जो आसानी से समझ न आए) तरीके से होने को describe करता है। Question में "subtle" (सूक्ष्म / जिसे पहचानना मुश्किल हो) का सबसे सटीक synonym पूछा गया है।

- overt: इसका meaning खुला या स्पष्ट (antonym) होता है।
- blatant: इसका meaning खुल्लम-खुल्ला (antonym) होता है।
- imperceptible: इसका meaning 'अगोचर या जिसे महसूस न किया जा सके' (impossible to perceive) होता है, जो "subtle" के अर्थ से perfectly match करता है।
- manifest: इसका meaning स्पष्ट (antonym) होता है।

22. B) **Byzantine**

The passage states that time theft happens in a "simple and straightforward manner." The question asks for the antonym of "simple".

- lucid: means clearly expressed and easy to understand (synonym).
- Byzantine: refers to something excessively complicated or complex (often involving intricate systems), serving as the direct antonym of "simple".
- uncomplicated: means not complex (synonym).
- elemental: means basic or primary (synonym).

In Hindi:

यह sentence समय की चोरी के बहुत ही "simple" (सरल) और सीधे तरीके से होने को describe करता है। Question में "simple" (सरल / आसान) का direct antonym पूछा गया है।

- lucid: इसका meaning स्पष्ट (synonym) होता है।
- Byzantine: इसका meaning 'अत्यधिक जटिल या पेचीदा' (excessively complicated) होता है, जो "simple" का direct antonym है।
- uncomplicated: इसका meaning सीधा या सरल (synonym) होता है।
- elemental: इसका meaning बुनियादी या प्राथमिक (synonym) होता है।

23. D) **have**

The sentence discusses the evidence left behind when someone steals from you (give away the fact that you _____ been stolen from). The subject is the second-person pronoun "you", which requires the plural auxiliary verb to form the present perfect tense.

- has: is a singular auxiliary verb.

- had: forms the past perfect tense, which clashes with the present tense context (there is always proof).
- having: is a participle.
- have: is the correct present perfect auxiliary verb that agrees with "you".

In Hindi:

यह sentence स्पष्ट करता है कि जब कोई चोरी करता है, तो सबूत छूट जाता है कि आपके साथ चोरी हुई है (that you _____ been stolen from). चूँकि subject "you" है, इसलिए present perfect tense बनाने के लिए plural auxiliary verb की आवश्यकता है।

- has: यह singular verb है।
- had: यह past perfect बनाता है, जबकि वाक्य present tense (there is) में है।
- having: यह participle है।
- have: यह subject "you" के साथ subject-verb agreement के नियमानुसार "you have been" की संरचना में perfectly fit होता है।

24. C) meander

The sentence lists general examples of how time is wasted, including meetings that wander aimlessly (meetings that _____ without a clear purpose). The relative pronoun "that" refers back to the plural noun "meetings". Therefore, a plural present tense verb (base form) is required.

- meanders: is the singular present verb.
- meandered: is the past tense verb.
- meander: is the plural base verb (meaning to wander aimlessly), which correctly agrees with the plural subject "meetings".
- meandering: is a present participle.

In Hindi:

यह sentence समय बर्बाद करने वाले सामान्य कारणों का उदाहरण देता है, जैसे बिना उद्देश्य के भटकने वाली meetings। यहाँ relative pronoun "that" अपने antecedent "meetings" (बहुवचन / plural) को refer कर रहा है, इसलिए plural verb की आवश्यकता है।

- meanders: यह singular verb है।
- meandered: यह past tense है।
- meander: यह plural present verb (base form) है जो plural subject "meetings" के साथ subject-verb agreement के नियमानुसार perfectly fit होता है।
- meandering: यह participle है।

25. A) of

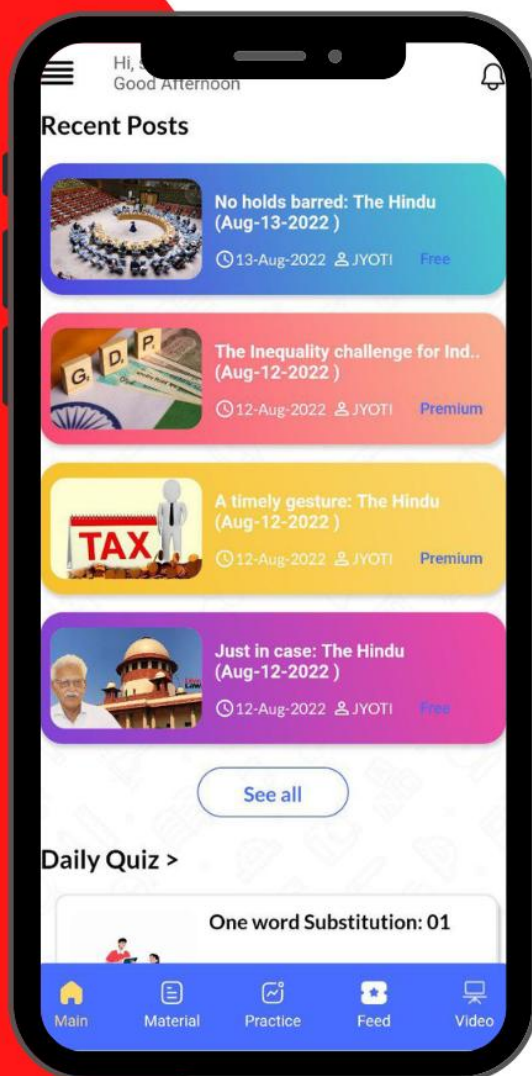
The sentence mentions a task that was only supposed to last a few seconds (a couple _____ seconds). Blank (5) requires the preposition that completes the standard English quantifier phrase.

- of: correctly forms the fixed quantitative expression "a couple of" (meaning two or a few).
- at, c) for, d) in: are incorrect prepositions for this established phrase.

In Hindi:

यह sentence सोशल मीडिया पर बिताए जाने वाले कुछ seconds के समय को describe करता है। अंग्रेजी व्याकरण में 'कुछ' या 'दो' की संख्या दर्शाने के लिए निश्चित expression "a couple of" का प्रयोग किया जाता है।

- of: यह मानक मुहावरेदार अभिव्यक्ति (idiom) "a couple of" (कुछ / दो) को पूर्ण करता है, जो context में perfectly fit होता है।
- at, c) for, और d) in: इस phrase के साथ व्याकरणिक रूप से गलत हैं।



Learn Vocabulary Through Reading Articles

English Madhyam