

## The Third Edit: The reason why India got bowled out at 46

The **collapse** of the **famed** Indian batting to its lowest-ever total of 46 in a home Test **has put the spotlight on** the **underrated pacers** from New Zealand. Over the years, in discussions about fast bowling **legacies**, the **seamers** from Pacific Island **have** made only guest appearances. The **legendary** Richard Hadlee **aside**, or Shane Bond, an unfulfilled talent, most of them have been passing references. They don't **invoke** the fear of the Caribbean **speed merchants** or the **awe** of Pakistani **virtuosos**. **Perceptions** are still stuck in the **dated dabbly-dobbly stereotype**.

The New Zealand **trio** of Tim Southee, Matthew Henry and Will O'Rourke **rattled** India's batting superstars on the opening day of the series. They **harassed** them with movement, **expertise** in achieving swing and seam and **unflagging** discipline. It is a movie India's batsmen have watched over **decades**. From Bruce Taylor to Richard Hadlee and Dion Nash to Tim Southee **to name but a few**, New Zealand's **genial** seamers have made life difficult for India in their home matches. **The odds** could be **stacked** against them — dry and low surfaces, hot and humid weather — but they have found a way through with their **humbler skillsets**.



New Zealand might have won only two of their 36 Test **victories** in India. But that's because they have lacked quality spinners and competitive batsmen rather than high-class seamers. In 1999, Nash and Co **wound up** a **fabled** Indian batting line-up containing Sachin Tendulkar, Rahul Dravid and Sourav Ganguly for 83. **The best of them** — Hadlee (68 wickets), Southee (61) and Trent Boult (50) — **have devised** methods to **thrive**. The IPL might have provided the **contemporary** generation more **exposure** to Indian conditions. But to reduce India to a **paltry 46 at home**, despite the seam-bowling friendly conditions, is a rare **feat**. **It is high time** that New Zealand's seamers commanded more time and attention in conversations about fast-bowling legacies. [\[Practice Exercise\]](#)

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

## Vocabulary

1. **Collapse** (noun) – downfall, failure, breakdown, crumbling, disintegration पतन
2. **Famed** (adjective) – renowned, famous, celebrated, well-known, illustrious प्रसिद्ध
3. **Put the spotlight on** (phrase) – highlight, focus on, emphasize, draw attention to, illuminate ध्यान केंद्रित करना
4. **Underrated** (adjective) – undervalued, underestimated, unappreciated, overlooked, underrecognized कम आंका गया
5. **Pacer** (noun) – fast bowler, speed bowler, quick bowler, pace bowler, swift bowler तेज गेंदबाज
6. **Legacy** (noun) – heritage, tradition, inheritance, background, history विरासत
7. **Seamer** (noun) – fast bowler, pace bowler, speed bowler, seam bowler, swift bowler तेज गेंदबाज
8. **Legendary** (adjective) – mythical, iconic, renowned, famous, storied दिग्गज
9. **Aside** (adverb) – apart, except, besides, other than, leaving aside छोड़कर
10. **Invoke** (verb) – call upon, summon, cite, appeal to, reference आह्वान करना
11. **Speed merchant** (noun) – fast bowler, speedster, quick bowler, pace bowler, swift bowler तेज गेंदबाज
12. **Awe** (noun) – wonder, admiration, amazement, reverence, respect विस्मय
13. **Virtuosos** (noun) – maestros, experts, masters, professionals, connoisseurs विशेषज्ञ
14. **Perception** (noun) – understanding, awareness, viewpoint, perspective, impression धारणा
15. **Dated** (adjective) – old-fashioned, outdated, antiquated, old, obsolete पुराना
16. **Dibbly-dobbly** (noun) – a term for a slow and not particularly good bowling effort. It refers to a type of medium-pace bowling that was popular in the 1990s. Dibbly-dobbly bowlers were known for bowling at under 80 miles per hour, making it easier for fielders to be placed outside the 30-yard circle
17. **Stereotype** (noun) – cliché, generalization, assumption, preconception, bias रूढ़िवादी सोच
18. **Trio** (noun) – group of three, threesome, triplet, triad, trinity तिकड़ी
19. **Rattle** (verb) – unsettle, trouble, disturb, intimidate, annoy परेशान करना

20. **Harass** (verb) – trouble, annoy, pester, bother, intimidate सताना
21. **Expertise** (noun) – skill, proficiency, competence, mastery, know-how विशेषज्ञता
22. **Unflagging** (adjective) – Indefatigable, tireless, unflinching, persistent, tenacious, resolute अथक
23. **Decade** (noun) – period of ten years दशक
24. **To name but a few** (phrase) – for example, such as, including, among others, like कुछ उदाहरण
25. **Genial** (adjective) – friendly, cheerful, pleasant, amiable, affable मिलनसार
26. **The odds** (noun) – challenges, difficulties, obstacles, hindrances, impediments बाधाओं
27. **Stack** (verb) – used to refer to a situation which is such that an unfavourable or a favourable outcome is overwhelmingly likely. ढेर लगाना
28. **Humbler** (adjective) – more modest, unassuming, lowly, meek, unpretentious विनम्र
29. **Skillset** (noun) – skills, abilities, talents, competencies, expertise कौशल
30. **Victory** (noun) – win, triumph, conquest, success, achievement जीत
31. **Wound up** (phrasal verb) – defeated, dismissed, knocked out, bowled out, overcome हराया
32. **Fabled** (adjective) – legendary, famous, renowned, mythical, storied प्रसिद्ध
33. **Devise** (verb) – invent, create, formulate, design, develop योजना बनाना
34. **Thrive** (verb) – prosper, flourish, succeed, bloom, grow फलना-फूलना
35. **Contemporary** (adjective) – modern, current, present-day, up-to-date, recent समकालीन
36. **Exposure** (noun) – experience, familiarity, acquaintance, contact, introduction अनुभव
37. **Paltry** (adjective) – meager, insignificant, trivial, negligible, minimal तुच्छ
38. **At home** (phrase) – in their own ground, in their own country, domestically, in familiar surroundings, on their home turf घरेलू मैदान पर
39. **Feat** (noun) – achievement, accomplishment, exploit, act, performance उपलब्धि
40. **It is high time** (phrase) – it is necessary, it is time, it is the right time, it is urgent, it's overdue अब समय आ गया है/ यही सही मौका है

## Summary of the Editorial

1. India was bowled out for its lowest-ever total of 46 in a home Test, bringing attention to New Zealand's underrated pacers.
2. Despite having a few notable names like Richard Hadlee and Shane Bond, New Zealand's fast bowlers are often overlooked in fast-bowling discussions.
3. Unlike the feared Caribbean pacers or the admired Pakistani speedsters, New Zealand seamers have been stereotyped as 'dibbly-dobbly' bowlers.
4. The New Zealand trio of Tim Southee, Matthew Henry, and Will O'Rourke dominated India's batsmen on the first day of the series.
5. They excelled with movement, swing, seam, and disciplined bowling, rattling India's star-studded lineup.
6. This is not a new challenge for India, as New Zealand seamers have troubled them in past matches too.
7. From Bruce Taylor to Richard Hadlee to Tim Southee, New Zealand's pacers have found ways to succeed against India, even in unfavorable conditions.
8. While New Zealand has won only two of their 36 Test victories in India, it's not due to a lack of quality seamers, but rather weak spin options and inconsistent batting.
9. In 1999, Dion Nash and his team bowled out India's top batsmen for 83, demonstrating their abilities.
10. Legendary seamers like Richard Hadlee (68 wickets), Tim Southee (61), and Trent Boult (50) have thrived in India by adapting to the conditions.
11. The IPL has given New Zealand bowlers exposure to Indian pitches, helping them perform better in subcontinental conditions.
12. Reducing India to 46 runs at home, despite seam-friendly conditions, remains an extraordinary achievement for New Zealand.
13. The performance underscores the skill of New Zealand's seamers, who have managed to succeed in India's traditionally unfavorable conditions for fast bowling.
14. New Zealand's seamers, despite their modest reputation, deserve more recognition in the global fast-bowling legacy.
15. The editorial argues that New Zealand's pacers should be appreciated and acknowledged for their consistent performances against strong Indian lineups.

**Practice Exercise: SSC Pattern Based****[Editorial Page]**

1. **What is the tone of the passage?**
  - A. Appreciative
  - B. Neutral
  - C. Critical
  - D. Disparaging
2. **New Zealand's success against India's batting lineup can be attributed to their \_\_\_\_\_ and \_\_\_\_\_, which allowed them to thrive even in unfavorable conditions.**
  - A. resilience; low bounce
  - B. discipline; swing and seam
  - C. aggression; spin-friendly pitches
  - D. unpredictability; wet surfaces
3. **Based on the passage, which of the following can be inferred about the role of New Zealand's seamers in their team's success against India?**
  - A. Their seamers consistently perform better on spin-friendly pitches.
  - B. The seamers have developed specialized skills to overcome challenging conditions in India.
  - C. New Zealand's seamers have always been more effective than their spinners in Indian conditions.
  - D. New Zealand's victories in India are solely due to the seamers' skills.
4. **Why did the Indian batting lineup collapse to its lowest-ever total of 46, despite playing on their home ground?**
  - A. The lack of quality spinners in the New Zealand team allowed them to focus solely on pace.
  - B. The Indian team was overconfident and underestimated New Zealand's seamers.
  - C. New Zealand's seamers displayed excellent movement, swing, and discipline, which harassed the Indian batsmen.
  - D. Indian batsmen were unable to handle the dry and low surfaces that typically favor spin bowling.
5. **What is the primary reason New Zealand seamers have not gained the same recognition as fast bowlers from the West Indies or Pakistan?**
  - A. Their achievements in Indian conditions have been overshadowed by the presence of quality spinners in the Indian team.
  - B. They have not consistently dominated Test cricket outside of India.
  - C. New Zealand seamers have focused more on domestic competitions like the IPL than on international matches.
  - D. The stereotype of New Zealand seamers being "dibbly-dobbly" bowlers has persisted over the years.
6. **Select the correctly spelled sentence**
  - A. I will definitely attend the conference.
  - B. I will definitely attend the conference.

- C. I will definitely attend the conference.  
D. I will definitely attend the conference
7. **Select the most appropriate synonym of the underlined word.**  
I would love to organise the farewell party at my house  
A. Derange  
B. Disorder  
C. Arrange  
D. Confuse
8. **Parts of a sentence are given below in jumbled order. Arrange the parts in the correct order to form a meaningful sentence.**  
(O) as it was the last one of the evening  
(P) the city bus was overcrowded  
(Q) and this gave an opportunity  
(R) to the pickpockets  
(S) to try their skill  
A. SRPOQ  
B. PSORQ  
C. POQRS  
D. SROPQ
9. **Parts of the following sentence have been given as options. Select the option that contains an error.**  
Every students in the hostel decided to travel to Delhi to witness the Republic Day parade  
A. Republic Day Parade.  
B. to witness the  
C. decided to travel to Delhi  
D. Every students in the hostel
10. **Select the most appropriate meaning of the given idiom.**  
Break a leg  
A. Give advice on maintaining physical health.  
B. Encourage someone to engage in risky activities.  
C. Suggest taking a short break during work.  
D. Wish someone good luck before a performance
11. **Given below are four jumbled sentences. Select the option that gives their correct logical sequence.**  
A. These can turn around to track stars with the rotation of Earth.  
B. Observatories are places to study place.  
C. They are mostly built on the mountain tops.  
D. Telescopes are placed in the dome-shaped roof of the building  
A. BCDA  
B. DCBA  
C. ACDB

- D. CBDA
12. **Select the INCORRECTLY spelt word.**
- A. Allocation
  - B. Abismal
  - C. Allegation
  - D. Aversion
13. **Select the most appropriate option to substitute the underlined segment in the given sentence.**
- Raju's job as a clerk seemed to be bad at first because of the low salary, but resulted in something good happening later because it saved him from being unemployed
- A. a boon in disguise
  - B. a blessing in disguise
  - C. a jolt in disguise
  - D. a gift in disguise
14. **Parts of a sentence are given below in jumbled order. Arrange the parts in the correct order to form a meaningful sentence.**
- (a) the use of animal research
  - (b) throughout the past century
  - (c) and it continues to be used to understand many diseases
  - (d) has been of considerable importance
  - (e) in the field of scientific and medical advancements
- A. aecdb
  - B. ecdba
  - C. adebc
  - D. edcba
15. **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 substitution'.**
- Spreading awareness about the rights of the consumers and the relief open to them in case they did not get their money's worth of goods and service has rightly been identified as the first priority
- A. were unable to get their money's worth
  - B. No substitution
  - C. did not getting their money's worth
  - D. will not get their money's worth
16. **Select the most appropriate option to substitute the underlined word in the given sentence.**
- Pollution levels have increased so largely that they are almost killing us.
- A. highly
  - B. slowly

- C. primarily
- D. Chiefly

17. **Identify the most appropriate antonym of the given word.**

Scary

- A. bright
- B. Pristine
- C. awful
- D. Comforting

18. **The following sentence has been split into four segments. Identify the segment that contains a grammatical error.**

By this time next year / I will had graduated from college / and starting my first job / in the field of marketing.

- A. in the field of marketing
- B. and starting my first job
- C. By this time next year
- D. I will had graduated from college

19. **Select the most appropriate ANTONYM of the word in bold.**

Elisabeth stood at the piano, which did nothing to **allay** his anxiety

- A. mitigate
- B. simplify
- C. mollify
- D. Aggravate

20. **Select the most appropriate synonym of the given word.**

Berserk

- A. Demented
- B. Absurd
- C. Stubborn
- D. Lazy

**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.**

From the beginning (1)\_\_\_\_\_ the eighteenth century, the ladies of European cities covered (2)\_\_\_\_\_ faces in layers of paint and powder. This particular fashion was largely brought (3) \_\_\_\_\_ by the urgent need to disguise the ravages of smallpox, (4)\_\_\_\_\_ left their faces pitted and scarred. During this same period, the 'beauty spot' was introduced to cover (5) \_\_\_\_\_ a facial defect.

21. **Select the most appropriate option to fill in blank number 1.**

- A. in
- B. on
- C. of
- D. About



22. Select the most appropriate option to fill in blank number 2.

- A. their
- B. there
- C. them
- D. they're

23. Select the most appropriate option to fill in blank number 3.

- A. within
- B. around
- C. to
- D. About

24. Select the most appropriate option to fill in blank number 4

- A. that
- B. which
- C. when
- D. Who

25. Select the most appropriate option to fill in blank number 5.

- A. on
- B. to
- C. for
- D. up

## Answers

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

[\[Practice Exercise\]](#)

## Explanations

### 1. A) Appreciative

The passage conveys admiration and respect for New Zealand's seam bowlers, highlighting their accomplishments and skill sets that often go unnoticed.

B: This is incorrect because the passage does not merely present facts without judgment. There is clear admiration for the New Zealand pacers.

C: This is incorrect because the author is not criticizing the New Zealand bowlers but is instead praising them for their effectiveness.

D: This is incorrect because the tone is not negative or dismissive of the bowlers. In fact, it is the opposite, focusing on their underappreciated skill.

### 2. B) discipline; swing and seam

The passage mentions New Zealand's success due to their "discipline" and ability to achieve "swing and seam," which highlights their skill in such bowling techniques. This directly led to India's batting collapse.

A (resilience; low bounce): While the passage discusses unfavorable conditions like dry surfaces, resilience and low bounce are not emphasized as the primary reasons for their success.

C (aggression; spin-friendly pitches): The passage makes no reference to aggression or spin-friendly pitches being factors in the success of the seamers.

D (unpredictability; wet surfaces): Wet surfaces are not mentioned as a factor, and unpredictability isn't emphasized as a reason for the seamers' effectiveness.

### 3. B) The seamers have developed specialized skills to overcome challenging conditions in India.

The passage highlights how New Zealand's seamers have been successful due to their "discipline" and ability to "achieve swing and seam" in conditions that are often dry and not conducive to fast bowling, indicating specialized skills.

A: The passage does not state that New Zealand's seamers perform better on spin-friendly pitches; instead, it highlights their adaptability in challenging conditions.

C: While the seamers have been effective, the passage does not compare them directly with spinners in terms of effectiveness.

D: The passage does not suggest that the seamers alone are responsible for victories, as it also mentions the lack of quality spinners and competitive batsmen as contributing factors to New Zealand's fewer victories.

### 4. C) New Zealand's seamers displayed excellent movement, swing, and discipline, which harassed the Indian batsmen.

C is correct because the passage clearly highlights how New Zealand's seamers, with their discipline, swing, and seam, were able to rattle the Indian batting lineup despite playing on Indian soil. Their skills made it difficult for the Indian batsmen to settle, which led to the collapse.

A is incorrect because the passage notes that New Zealand lacked quality spinners, but this didn't contribute to India's collapse, as the seamers were the primary threat.

B is incorrect because the passage does not suggest overconfidence on India's part; instead, it emphasizes the skill and discipline of the New Zealand seamers.

D is incorrect because the passage mentions the dry and low surfaces as a challenge for New Zealand, not India, and the collapse was caused by seam bowling, not conditions favoring spin.

5. **D) The stereotype of New Zealand seamers being "dibbly-dobbly" bowlers has persisted over the years.**

D is correct because the passage explicitly mentions that the perceptions of New Zealand seamers are still stuck in the "dibbly-dobbly" stereotype, which prevents them from being recognized in the same way as West Indian or Pakistani fast bowlers.

A is incorrect because the presence of Indian spinners does not diminish the recognition of New Zealand seamers; the passage emphasizes the lack of recognition due to stereotypes.

B is incorrect as the passage does not discuss their performance outside of India but focuses on their skill and discipline in Indian conditions.

C is incorrect because the passage does not suggest that New Zealand seamers have focused more on IPL or domestic competitions than international cricket; in fact, it mentions their successes in Test matches.

6. A) I will definitely attend the conference.

In this sentence, "definitely" is spelled correctly. The other options contain misspellings of "definitely," such as "definitly," "definetely," and "definatly."

7. C) **Organise** (verb) – To arrange systematically, to coordinate or manage. आयोजन करना

Synonym: **Arrange** (verb) – To put things in a neat, attractive, or required order, to plan or prepare something. व्यवस्थित करना

- **Derange** (verb) – To disturb the order or arrangement of something, to cause confusion. विक्षिप्त करना
- **Disorder** (verb) – To disrupt the systematic functioning or neat arrangement, to make untidy. अव्यवस्थित करना
- **Confuse** (verb) – To make something unclear or difficult to understand, to bewilder. उलझन में डालना

8. C) **POQRS**

P: sentence की starting "the city bus was overcrowded" से होती है, जो स्थिति का introduction देता है।

O: O, P के बाद आता है क्योंकि यह बताता है कि भीड़-भाड़ का कारण क्या था, "as it was the last one of the evening."

Q: Q, O के बाद आता है क्योंकि यह बताता है कि बस में भीड़-भाड़ का नतीजा क्या हुआ, "and this gave an opportunity."

R: R, Q के बाद आता है क्योंकि यह बताता है कि किसे मौका मिला, "to the pickpockets."

S: S वाक्य को समाप्त करता है और बताता है कि जेबकतरों ने इस मौके का क्या किया, "to try their skill."

**Explanation in english:**

P: The sentence begins with "the city bus was overcrowded," which introduces the situation.

O: O follows P as it explains the reason for the overcrowding: "as it was the last one of the evening."

Q: Q comes after O as it shows the consequence of the bus being overcrowded, "and this gave an opportunity."

R: R follows Q as it specifies who got the opportunity, "to the pickpockets."

S: S concludes the sentence by describing what the pickpockets did with this opportunity, "to try their skill."

9. 'D) Every students' के बदले '**Every student**' का प्रयोग होगा क्योंकि 'Every' के बाद Noun हमेशा Singular होता है; जैसे— Example: Every student in the class participated in the event.  
'**Every student**' will be used instead of 'Every students' because after 'Every,' the noun is always Singular; Example: Every student in the class participated in the event.

10. D) **Break a leg** (idiom) – Wish someone good luck before a performance किसी को performance से पहले शुभकामनाएँ देना

11. A) **BCDA**

B: ये sentence introduce करता है कि "Observatories are places to study space." इससे paragraph का main idea introduce होता है और बताता है कि observatories क्या होती हैं।

C: C, B के बाद logically fit होता है क्योंकि यह बताता है कि ये observatories ज्यादातर कहाँ स्थित होती हैं — "They are mostly built on the mountain tops." यह information paragraph की continuity बनाए रखता है।

D: D, C के बाद naturally आता है क्योंकि यह बताता है कि observatories की dome-shaped roof में telescopes रखे जाते हैं। यह वेधशालाओं की विशेषताओं को विस्तार से बताता है।

A: A, D के बाद आता है क्योंकि यह conclude करता है कि "These can turn around to track stars with the rotation of Earth." यह paragraph को एक logical ending देता है।

#### Explanation in English:

This sentence introduces the main idea that "Observatories are places to study space." It sets the foundation of the paragraph by explaining what observatories are.

C logically follows B as it explains where most observatories are located — "They are mostly built on the mountain tops." This information maintains the continuity of the paragraph.

D naturally follows C as it explains that telescopes are placed in the dome-shaped roof of the observatory. This elaborates on the features of the observatories.

A follows D as it concludes the paragraph by explaining, "These can turn around to track stars with the rotation of Earth." This provides a logical ending to the paragraph.

12. B) The **incorrectly** spelt word is '**Abismal**'. The correct spelling is '**Abysmal**', which means "extremely bad or appalling" अत्यंत बुरा, निराशाजनक

13. B) **A blessing in disguise** (noun phrase) – An apparent misfortune that eventually results in something good वेश बदलकर आया आशीर्वाद

- **A boon in disguise** (noun phrase) – A benefit or favor that is hidden or not immediately obvious. वेश बदलकर आया वरदान

- **A jolt in disguise** (noun phrase) – A shock or unexpected change that is concealed. वेश बदलकर आया झटका

- **A gift in disguise** (noun phrase) – Something that initially appears unwanted but turns out to be beneficial. वेश बदलकर आया उपहार

14. C) **Adebc**

The sentence begins with (a) "the use of animal research" as it introduces the main subject of the sentence.

(d) "has been of considerable importance" follows, as it provides the verb and explains the importance of the subject introduced.

(e) "in the field of scientific and medical advancements" comes next, specifying the context of where this importance is relevant.

(b) "throughout the past century" adds a temporal context, showing how long this importance has persisted.

(c) "and it continues to be used to understand many diseases" concludes the sentence by indicating that the use of animal research is still ongoing.

15. A) **'were unable to get their money's worth'** का प्रयोग करना सही होगा क्योंकि यहाँ पर 'in case' के बाद Conditional Clause है, और 'they did not get' का उपयोग Past Tense में हुआ है। जबकि इस स्थिति में 'were unable to' का उपयोग Conditional Sense को सही तरीके से व्यक्त करता है।  
Option (A) 'were unable to get their money's worth' will be used because here the phrase 'in case' introduces a Conditional Clause, and using 'they did not get' in Past Tense does not suit the context. Instead, 'were unable to' properly conveys the conditional sense.

16. A) **Largely** (adverb) – To a great extent; mostly; for the most part. अधिकांशतः

**APPROPRIATE WORD: Highly** (adverb) – To a high degree or level; extremely. बहुत अधिक

- **Slowly** (adverb) – At a slow speed; not quickly.
- **Primarily** (adverb) – Mainly; for the most part. मुख्य रूप से
- **Chiefly** (adverb) – Mainly; mostly. मुख्य रूप से

17. D) **Comforting** (adjective) – Serving to alleviate a person's feelings of distress or fear, soothing, reassuring, calming. सांत्वना देने वाला

**Antonym: Scary** (adjective) – Causing fear or alarm, frightening, terrifying, unnerving. डरावना

- **Bright** (adjective) – Giving out or reflecting a lot of light; shining, radiant, luminous. चमकदार
- **Pristine** (adjective) – In its original condition; unspoiled, pure, immaculate. अतिकृत, स्वच्छ
- **Awful** (adjective) – Very bad or unpleasant, terrible, dreadful, appalling. भयानक

18. D) 'I will had graduated from college' के बदले **'I will have graduated from college'** का प्रयोग होगा क्योंकि 'will' के बाद हमेशा base form (have) का प्रयोग होता है। अतः 'had' गलत है। उदाहरण – By this time next year, I will have completed my studies.

- **'I will have graduated from college'** will be used instead of 'I will had graduated from college' because 'will' is always followed by the base form of the verb (have). Thus, 'had' is incorrect.  
Example— By this time next year, I will have completed my studies.

19. D) **Allay** (verb) – To diminish or put at rest (fear, suspicion, or worry), reduce, alleviate, ease. शांत करना

**Antonym: Aggravate** (verb) – To make a problem, injury, or offense worse or more serious; intensify, worsen, exacerbate.

- **Mitigate** (verb) – Make less severe, serious, or painful; ease, reduce. कम करना
- **Simplify** (verb) – To make something less complicated; make easy. सरल बनाना
- **Mollify** (verb) – To appease the anger or anxiety of someone; soothe, calm. शांत करना

20. A) **Berserk** (adjective) – Out of control with anger or excitement; wild or frenzied. पागल सा हो जाना

Synonym: **Demented** (adjective) – Driven to behave irrationally due to anger or excitement, mad, insane. विकृत मस्तिष्क वाला(पागल)

- **Absurd** (adjective) – Wildly unreasonable, illogical, or inappropriate, ridiculous. बेतुका
- **Stubborn** (adjective) – Having or showing dogged determination not to change one's attitude or position. जिद्दी
- **Lazy** (adjective) – Unwilling to work or use energy, idle. आलसी

21. C) **Of** का प्रयोग होगा क्योंकि "of" का अर्थ है किसी अवधि या समय के प्रारंभ को इंगित करना। यहाँ वाक्य में सदी की शुरुआत के समय को इंगित किया गया है, इसलिए 'of' सही है। जबकि, 'In' का प्रयोग किसी समय या स्थान के अंदर होने वाली घटना के लिए होता है, 'On' का प्रयोग दिन या तारीख के लिए होता है, और 'About' का अर्थ है किसी विषय या वस्तु के संबंध में, जो इस context में सही नहीं है।

'Of' will be used because it indicates the starting point of a period or time. The sentence refers to the beginning of the eighteenth century, making 'of' the correct choice. Whereas, 'In' is used for events within a time or place, 'On' is used for specific days or dates, and 'About' means concerning a topic or object, which don't fit in this context.

22. A) **Their** का उपयोग होगा क्योंकि "their" का अर्थ है "उनका/उनकी/उनके", जो ownership (स्वामित्व) को दर्शाता है। यहाँ sentence में यह दर्शाने के लिए उपयोग किया गया है कि उन महिलाओं ने अपने चेहरे (faces) पर paint और powder की परतें लगाई थीं। 'There' का अर्थ होता है "वहाँ", जो स्थान को दर्शाने के लिए प्रयोग होता है, जो इस संदर्भ में सही नहीं है। 'Them' का अर्थ होता है "उनको", जो pronoun के रूप में उपयोग होता है और ownership नहीं दर्शाता है, इसलिए यह भी गलत है। 'They're' का अर्थ होता है "They are" (वे हैं), जो इस sentence में संदर्भ के अनुसार फिट नहीं बैठता।

'Their' will be used because it shows ownership. The sentence indicates that the ladies applied layers of paint and powder on their faces. 'There' is used to indicate a place and is not suitable in this context. 'Them' is a pronoun and does not show possession. 'They're' is a contraction for "they are," which is grammatically incorrect for this sentence.

23. D) **About** का use होगा क्योंकि "brought about" का अर्थ होता है "किसी चीज़ को उत्पन्न करना या कारण बनना"। इस sentence में mention है कि चेहरों को ढकने का फैशन मुख्य रूप से चेचक के कारण हुए दाग-धब्बों को छुपाने की आवश्यकता से उत्पन्न हुआ था, इसलिए 'brought about' यहाँ सही phrase है। जबकि 'Within' का अर्थ है "के भीतर", 'Around' का अर्थ है "चारों ओर", और 'To' का अर्थ है "तक" या "की ओर", जो इस संदर्भ में सही नहीं है।

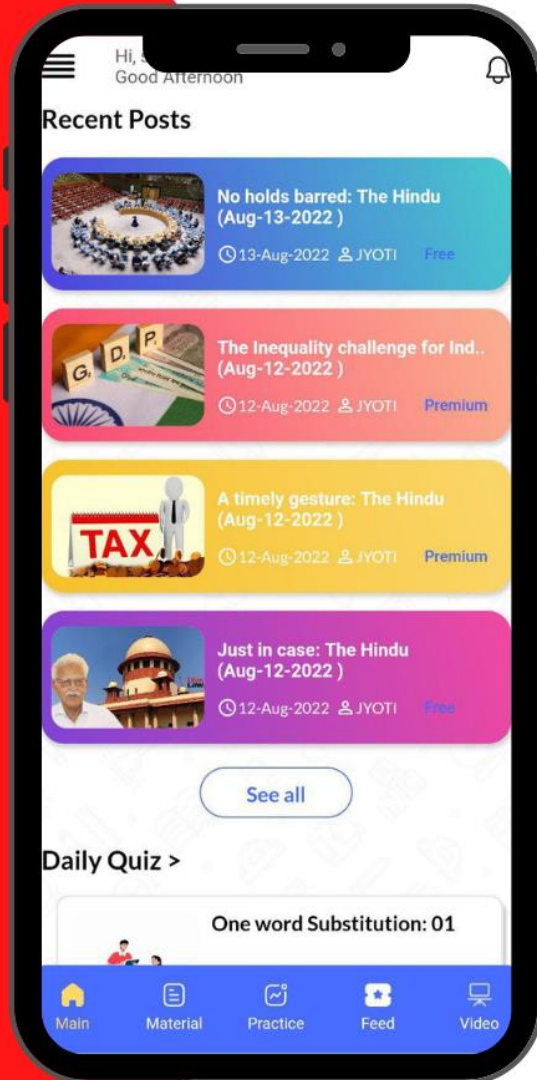
'About' will be used because "brought about" means "to cause or generate something." The sentence indicates that the fashion of covering faces largely emerged due to the need to hide the scars caused by smallpox, making 'brought about' the correct phrase. Whereas, 'Within' means "inside," 'Around' means "surrounding," and 'To' means "towards," which don't fit in this context.

24. B) **Which** का use होगा क्योंकि "which" का अर्थ है किसी वस्तु, विचार या स्थिति को describe करना। इस sentence में "which" smallpox के बारे में information दे रहा है कि smallpox ने चेहरों को गड्ढों और दागों से भर दिया। जबकि 'that' का प्रयोग किसी object को specify करने के लिए किया जाता है, 'when' का प्रयोग समय की जानकारी देने के लिए किया जाता है, और 'who' का प्रयोग व्यक्तियों के लिए होता है। इसलिए यहाँ "which" सबसे उपयुक्त है।

'Which' will be used because it refers to a thing, idea, or condition. In this sentence, "which" describes the impact of smallpox, indicating that it left faces pitted and scarred. Whereas, "that" is used to specify

an object, "when" is used for indicating time, and "who" is used for people. Thus, "which" is the most appropriate option here.

25. D) **Up'** का प्रयोग किया जाएगा क्योंकि 'cover up' का अर्थ होता है किसी चीज़ को पूरी तरह से ढकना या छिपाना। वाक्य में यह बताया गया है कि 'beauty spot' का इस्तेमाल चेहरे की खामियों को छिपाने के लिए किया गया था, इसलिए 'up' सही है। जबकि 'on' का अर्थ है किसी चीज़ के ऊपर, 'to' का अर्थ है किसी उद्देश्य के लिए, और 'for' का अर्थ है किसी के लिए, जो इस संदर्भ में उपयुक्त नहीं हैं।
- **'Up'** will be used because 'cover up' means to completely hide or conceal something. The sentence states that the 'beauty spot' was introduced to hide a facial defect, making 'up' appropriate here. Whereas, 'on' means over something, 'to' indicates purpose or direction, and 'for' means intended for someone or something, which are not suitable in this context.



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