

Creating a generation that can't express itself

A ten-year-old today can write **flawless** Python code but struggles to **pen** a simple thank-you note without **Grammarly**. That single sentence captures the **irony** of modern education — we are raising a generation that can communicate with machines but not with **fellow** humans. In our **eagerness** to make children “future-ready,” we risk creating **tech-savvy illiterates**.

Walk into any classroom and the digital takeover is **evident**. Tablets have replaced notebooks, typing has replaced thinking, and coding classes begin before handwriting lessons end. Teachers proudly announce “AI-integrated learning,” while cursive writing quietly disappears from timetables. In some Delhi schools, students use chatbots to draft essays they **barely** understand. The National Education Policy (NEP) 2020 rightly promotes coding and digital skills, but **in practice**, it risks producing students who can design apps yet struggle to write **coherent** paragraphs or express complex thoughts. **Handwriting** — once seen as a mark of focus and discipline — **is** now treated as a **relic**. Yet neuroscience **paints a different picture**. Writing by hand **strengthens** memory, **comprehension**, and **neural coordination**. **Finland**, one of the most technologically advanced nations, **reintroduced** cursive writing after noticing falling literacy and **attention spans** among digitally trained children. **India**, **in contrast**, **seems** to be replacing **penmanship** with PowerPoint.

Digital literacy is essential, but in prioritising keyboards over key ideas, we are losing depth. Students scroll endlessly but rarely read; they post frequently but write poorly. Their language has **shrunk** to emojis and acronyms — “LOL” has replaced laughter, and “AI” has replaced imagination. Technology is not the problem — imbalance is. Coding can **foster** creativity and problem-solving, but when it **eclipses** language, **empathy**, and art, it creates **intellectual asymmetry**. Coding teaches us to talk to computers; cursive teaches us to talk to ourselves. The effects **extend** beyond schools. **Employers** increasingly report that while graduates are technically skilled, they are emotionally and **linguistically** limited — unable to **articulate** ideas or communicate with empathy.

The same youth who can design software often **struggle** to write emails or hold thoughtful conversations. **True literacy** — expression, **persuasion**, and **reflection** — **is** being **sacrificed** for digital convenience.

The COVID-19 pandemic **deepened** this **divide** as classrooms went online. Copy-paste replaced comprehension; handwriting **vanished** altogether. Even today, many students prefer typing to thinking. Yet history reminds us: Steve Jobs found inspiration in **calligraphy**, and Einstein wrote letters, not tweets. Clarity of thought begins with clarity of expression — born first on paper, then on screens. It's time to restore balance.

Let children code, but also let them **craft** sentences. Let schools teach Python — but not before **prose**. The world needs not just programmers, but human communicators. Coding may build the future, but **cursive** — and the **consciousness** it **cultivates** — **will** ensure that future remains human. **[Practice Ex]**

Vocabulary

1. **Flawless** (adjective) – perfect, impeccable, faultless, error-free, unblemished निर्दोष
2. **Pen** (verb) – write, compose, draft, jot down, put in writing लिखना
3. **Grammarly** (noun) – a digital writing assistance tool. ग्रामरली
4. **Irony** (noun) – paradox, incongruity, contradiction, absurdity विडंबना
5. **Fellow** (adjective) – other, fellow human, another person, peer साथी
6. **Eagerness** (noun) – enthusiasm, keenness, desire, impatience, longing उत्सुकता
7. **Tech-savvy** (adjective) – technologically skilled, digitally literate, computer-literate तकनीक-जानकार
8. **Illiterate** (noun) – uneducated person, ignorant person, unlettered person निरक्षर
9. **Evident** (adjective) – obvious, clear, apparent, plain, noticeable स्पष्ट
10. **Barely** (adverb) – hardly, scarcely, only just, almost not मुश्किल से
11. **In practice** (phrase) – in reality, actually, in effect, practically व्यवहार में
12. **Coherent** (adjective) – logical, consistent, clear, rational, understandable सुसंगत
13. **Relic** (noun) – remnant, leftover, artifact, vestige, survival अवशेष
14. **Paint a picture** (phrase) – describe vividly, depict, portray, illustrate चित्रण करना
15. **Strengthen** (verb) – reinforce, fortify, bolster, enhance, consolidate मजबूत करना
16. **Comprehension** (noun) – understanding, grasp, perception, awareness समझ
17. **Neural coordination** (noun) – brain connectivity, synaptic integration, cognitive harmony.
18. **Attention span** (noun) – the length of time for which a person is able to concentrate on a particular activity or subject. ध्यान अवधि
19. **In contrast** (phrase) – on the other hand, conversely, differently, unlike इसके विपरीत
20. **Penmanship** (noun) – handwriting, writing skill, calligraphy, script लेखक की शैली
21. **Shrink** (verb) – reduce, diminish, decrease, contract, decline कम होना
22. **Foster** (verb) – encourage, promote, nurture, cultivate, stimulate बढ़ावा देना
23. **Eclipse** (verb) – overshadow, outshine, surpass, dwarf, exceed ग्रहण लगाना

24. **Empathy** (noun) – understanding, compassion, sensitivity, identification
सहानुभूति
25. **Intellectual asymmetry** (noun) – imbalance in mental development, uneven cognitive skills
बौद्धिक असममिति
26. **Extend** (verb) – go beyond, reach, spread, continue, expand
फैलना
27. **Employer** (noun) – recruiter, company, organization, boss, hirer
नियोक्ता
28. **Linguistically** (adverb) – in terms of language, verbally, in expression
भाषायी रूप से
29. **Articulate** (verb) – express, voice, enunciate, state clearly, communicate
स्पष्ट व्यक्त करना
30. **Persuasion** (noun) – convincing, influence, coaxing, argumentation
प्रेरणा
31. **Reflection** (noun) – thought, contemplation, consideration, meditation
विचार
32. **Sacrifice** (verb) – give up, forfeit, abandon, relinquish, surrender
त्यागना
33. **Deepen** (verb) – intensify, strengthen, increase, worsen, amplify
गहरा करना
34. **Divide** (noun) – gap, separation, disparity, chasm, rift
विभाजन
35. **Vanish** (verb) – disappear, fade, evaporate, dissolve, go away
गायब होना
36. **Calligraphy** (noun) – decorative handwriting, artistic writing, penmanship
सुलेख
37. **Let** (verb) – allow, permit, enable, authorize, give permission to
अनुमति देना
38. **Craft** (verb) – create, compose, fashion, shape, construct
रचना करना
39. **Prose** (noun) – written or spoken language in its ordinary form, without metrical structure.
40. **Consciousness** (noun) – awareness, mindfulness, perception, realization
चेतना
41. **Cultivate** (verb) – develop, foster, nurture, promote, encourage
विकसित करना

Summary of the Editorial

1. Modern education has created a paradox — children can code fluently in Python but struggle to write a simple thank-you note.
2. Schools focus heavily on technology and coding, neglecting basic communication and handwriting skills.
3. Digital tools like tablets and chatbots have replaced notebooks and personal expression in classrooms.
4. The National Education Policy (NEP) 2020 promotes digital learning and coding but risks weakening students' language and writing abilities.
5. Handwriting, once a symbol of focus and discipline, is disappearing from the curriculum.
6. Neuroscience research shows that writing by hand improves memory, comprehension, and brain coordination.
7. Finland reintroduced cursive writing after observing that over-reliance on digital tools reduced literacy and attention spans.
8. In India, however, penmanship is being replaced by PowerPoint presentations and AI-integrated learning.
9. Students today spend more time scrolling than reading, more time posting than writing — their language has shrunk to emojis and acronyms.
10. The problem isn't technology itself but the imbalance between digital and linguistic development.
11. While coding encourages logic and problem-solving, it should not overshadow empathy, creativity, and communication.
12. Employers report that graduates, though technically skilled, lack emotional intelligence and the ability to express ideas clearly.
13. The COVID-19 pandemic worsened the issue as online classes replaced handwriting with typing and comprehension with copy-paste learning.
14. The article urges restoring balance — promoting writing, reading, and reflection alongside coding and digital skills.
15. True education must create not just programmers, but human communicators — people capable of thought, empathy, and meaningful expression.

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

1. **What is the main theme of the passage?**
 - A. The future of artificial intelligence in schools
 - B. The decline of traditional handwriting due to digital learning
 - C. The imbalance between technological education and human expression
 - D. The advantages of coding for young learners
2. **What irony about modern education does the author highlight at the start?**
 - A. Children excel at creative writing but struggle with logic
 - B. Students avoid technology in classrooms
 - C. Kids can code fluently yet can't write simple human messages well
 - D. Schools value handwriting more than coding
3. **Which country reintroduced cursive writing, and what prompted that move?**
 - A. India, to align with NEP 2020
 - B. Finland, after noticing falling literacy and attention spans
 - C. USA, to reduce screen time during the pandemic
 - D. UK, to replace coding classes in primary schools
4. **Based on the passage, which conclusion is best supported about the balance between coding and language?**
 - A. Coding inherently reduces empathy and should be avoided in schools
 - B. Digital literacy alone guarantees workplace success
 - C. Handwriting only benefits artistic students, not general cognition
 - D. Prioritizing coding over language can create intellectually lopsided learners
5. **Identify the statement that is NOT true according to the passage.**
 - A. Some Delhi students use chatbots to draft essays they barely understand.
 - B. The NEP 2020 promotes coding and digital skills.
 - C. The pandemic shifted classrooms online and handwriting nearly vanished.
 - D. The author argues that coding should replace prose instruction in early schooling.
6. **Select the option that expresses the given sentence in active voice.**

The award was presented to her by the director.

 - A. The director presented the award to her.
 - B. She presented the award to the director.
 - C. The award presented to her by the director.
 - D. She was presenting the award to the director
7. **Sentences of a paragraph are given below in jumbled order. Select the option that gives their correct logical sequence.**
 - A. My mother had just reached double my age.
 - B. At the dinner party, one of my relatives gave me a piece of advice: after someone turns 50, you start counting their age backwards.
 - C. Recently, my family and I celebrated my mother's 50th birthday, and a few months ago, I turned 25.
 - D. I guess that's true — life does have a reverse gear, and it typically kicks in around 50.
 - A. DBAC
 - B. BDAC
 - C. ABDC

- D. CABD
8. **Select the sentence which gives the most appropriate meaning of the given idiom.**
Bite the bullet
A. Jack and Jill went up the hill to fetch a pail of water.
B. Despite the pain, Sarah decided to go ahead with the surgery.
C. The chef prepared a delicious meal for the guests.
D. The children played in the park on a sunny day.
9. **Select the most appropriate option to fill in the blank.**
By this time tomorrow, I _____ the work assigned to me
A. will do
B. will have done
C. will be done
D. will have did
10. **Read the given sentence carefully and fill in the blank by selecting the correct synonym of the word given in the brackets.**
The authority refused to pay any heed to the _____ demands made by the workers.
(Trivial)
A. majestic
B. conceited
C. insignificant
D. idiotic
11. **Select the option that expresses the following sentence in active voice.**
By whom were you taught English grammar and composition?
A. Who taught you English grammar and composition?
B. Who had taught you English grammar and composition?
C. Whom taught you English grammar and composition?
D. Who has taught you English grammar and composition?
12. **Select the option that rectifies the underlined part of the given sentence. In case no correction is needed, select 'No correction required'.**
Cinema provides the most universal entertainment.
A. an universal
B. No correction required
C. a universal
D. more universal
13. **Sentences of a paragraph are given below in jumbled order. Arrange the sentences in the correct order to form a meaningful and coherent paragraph.**
O. I wondered if adults actually read this stuff. Recently, I discovered a kindred soul – the English writer Geoff Dyer, who said, “Where Eagles Dare is unreadably bad in spite of its narrative allure.
P. We regretted there were no school exams on the Complete Works of Maclean.
Q. In my schooldays when reading an entire series of thrillers or spy novels was good etiquette, Alistair Maclean supplied both genres.
R. But even as we were slicing through the oeuvre, many of us were aware that Maclean could be thrilling and unreadable, predictable and surprising in turn.

S. Was I, as a second and third former at Grammar school firmly in the midst of the Maclean-buying demographic?"

- A. RSOPQ
- B. QPROS
- C. QSRPO
- D. RSQPO

14. **Select the most appropriate idiom to fill in the blank.**

Despite their differences, the two politicians decided to _____ and work together for the greater good.

- A. bury the hatchet
- B. bark up the wrong tree
- C. blow off steam
- D. burn the midnight oil

15. **Select the most appropriate option to fill in the blank.**

You use an _____ to steer a boat.

- A. are
- B. oar
- C. or
- D. Ore

16. **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.

They want to live in first floor of this building

- A. of this building
- B. live in first floor
- C. No error
- D. They want to

17. **Parts of the following sentence have been given as options. Select the option that contains an error.**

This is the book whom I wanted to buy

- A. This is
- B. the book
- C. whom I
- D. wanted to buy

18. **Select the most appropriate Antonym of the highlighted word in the given sentence.**

He felt restless before the big speech.

- A. Fidgety
- B. Uneasy
- C. Anxious
- D. Tranquil

19. **Select the most appropriate option to fill in the blank.**

Robin watched as the smoke _____ steadily from the chimney.

- A. left
- B. rose

- C. went
- D. hung

20. Sentences of a paragraph are given below in jumbled order. Arrange the sentences in the correct order to form a meaningful and coherent paragraph.

- P. This US presidential election is expected to have a record gap between how men and women vote.
- Q. But the real gap is less between men and women, and more about traditionally masculine men versus everyone else.
- R. As Kamala Harris goes on a media blitzkrieg, including downing a folksy beer on late-night TV, what demographic is she really trying to woo?
- S. She has to demonstrate enough 'masculine traits' but not too much.
- A. RSPQ
- B. QPRS
- C. QRPS
- D. RQPS

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.

The completion of the the Udhampur, Srinagar, Baramulla rail link project, or the Jammu–Baramulla line, nearly four decades in the making, marks not only a historic engineering achievement in one of the most _____1_____ terrains on the planet, but also the _____2_____ fulfilment of a long-standing promise between the Indian state and the people of Jammu and Kashmir. Spanning 272 km through the Pir Panjal and Himalayan ranges, this railway line is _____3_____ steel and concrete; it is a bridge of belonging. Mobility equates to opportunity. The railway line connects places such as Sopore, Anantnag, Qazigund, and Banihal to the national economy. It brings markets closer, education within reach, and jobs within possibility. Each train narrows not just physical distance but also psychological gaps. This railway line _____4_____ the sentiment that national integration is not merely about symbolism but practical access, investment, and shared development. In a region long marked by conflict, this railway line offers a quieter story — one of shared work, patience, and _____5_____ progress.

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

- A. enfeeble
- B. insignificant
- C. pushback
- D. formidable

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

- A. quick
- B. quiet
- C. quite
- D. quit

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

- A. more than
- B. the most

- C. less than
 - D. most than
24. **Select the most appropriate option to fill in blank number 4.**
- A. stifles
 - B. fosters
 - C. impedes
 - D. curbs
25. **Select the most appropriate option to fill in blank number 5.**
- A. volatile
 - B. capricious
 - C. steady
 - D. unchecked

Answers

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

[Practice Exercise]

Explanations

- C) The imbalance between technological education and human expression
 The central idea of the passage is that modern education is overemphasizing digital and coding skills at the cost of language, empathy, and creative expression.
 The author calls for a balance between technology and humanistic learning, emphasizing both coding and cursive as equally essential for holistic growth.

 - The passage doesn't discuss AI's future, but its impact on expression.
 - Handwriting is one example, not the central argument; it supports the larger theme of lost expression.
 - The author acknowledges coding's benefits but mainly criticizes its dominance, not praises it.
- C) Kids can code fluently yet can't write simple human messages well
 The opening image is a ten-year-old writing flawless Python but needing Grammarly for a thank-you note—coding vs. basic human expression.

 - A is incorrect: The passage doesn't claim excellence in creative writing; it says the opposite (weak writing).
 - B is incorrect: Classrooms show a "digital takeover," not avoidance.
 - D is incorrect: Handwriting is said to be disappearing, not valued more.
- B) Finland, after noticing falling literacy and attention spans
 The passage explicitly states Finland reintroduced cursive after observing declines in literacy and attention.

 - A is incorrect: India is described as replacing penmanship with PowerPoint.
 - C is incorrect: The pandemic point is separate; no claim that the USA reintroduced cursive for this reason.
 - D is incorrect: No such claim about the UK or replacing coding.
- D) Prioritizing coding over language can create intellectually lopsided learners
 The author warns about "intellectual asymmetry" when coding eclipses language, empathy, and art; employers see technically skilled but linguistically limited graduates.

 - A is incorrect: The author says technology isn't the problem—imbalance is; coding can foster creativity.
 - C is incorrect: Neuroscience benefits of handwriting are broad (memory, comprehension, coordination), not limited to artists.
 - B is incorrect: Employers report communication deficits despite technical skills; digital literacy alone is insufficient.
- D) (False statement)
 The author argues that coding should replace prose instruction in early schooling. The author argues the opposite: "Let schools teach Python — but not before prose," calling for restored balance.

 - A is true: Explicitly mentioned as an example.

- B is true: Stated directly in the discussion of NEP 2020.
 - C is true: The passage says online shift led to “copy-paste” over comprehension and handwriting “vanished altogether.”
6. A) The director presented the award to her.
 'was presented' के बदले 'presented' का प्रयोग होगा क्योंकि passive voice के वाक्य को active voice में बदलने के लिए, 'by' के बाद दिए गए noun या pronoun को sentence का subject बनाना होता है और main verb को past participle ('was presented') से simple past ('presented') में बदलना होता है। यहाँ 'The award was presented to her by the director' में 'the director' actual doer को करने वाला है, इसलिए active voice में यह subject होगा और 'the award' object की भूमिका में होगा। इसलिए, सही रूपांतरण होगा— The director presented the award to her.
- 'presented' will be used instead of 'was presented' because to change a passive voice sentence to active voice, the noun or pronoun after 'by' is made the subject of the sentence, and the main verb is changed from past participle ('was presented') to simple past ('presented'). In 'The award was presented to her by the director', 'the director' is the actual doer of the action, hence in active voice, it becomes the subject, and 'the award' becomes the object. Therefore, the correct transformation will be— The director presented the award to her.
7. D) CABD
- C starts the paragraph by introducing the context of the celebration, stating that the family recently celebrated the mother's 50th birthday, and that the speaker turned 25 a few months ago. This provides the foundation and time context for the rest of the sentences.
 - A logically follows C because it gives additional information related to the ages mentioned. It states that the mother had just reached double the speaker's age, which directly ties back to the ages mentioned in C and provides a natural continuation.
 - B comes after A as it introduces an event at the dinner party where a relative gave a piece of advice about counting age backwards after turning 50. This logically follows the information about the mother's 50th birthday mentioned in A and provides a connection to the dinner party.
 - D concludes the paragraph by reflecting on the advice in B, stating that life does indeed have a reverse gear around age 50.
8. B) **Bite the bullet** (idiom) – decide to do something difficult or unpleasant that one has been putting off or hesitating over. मज़बूरी को स्वीकार करना
- Despite the pain, Sarah decided to go ahead with the surgery. दर्द के बावजूद सारा ने सर्जरी कराने का फैसला किया।
9. B) 'Will have done' का use होगा क्योंकि future perfect tense का use होता है एक specific time तक किए जाने वाले actions के लिए। "By this time tomorrow" एक specific time है और यह इंगीत करता है कि कार्य उस समय तक समाप्त हो जाएगा। इसलिए 'will have done' सही है। 'Will do' simple future

tense है, 'Will be done' passive voice में है और 'Will have did' grammatically incorrect है क्योंकि 'have' के साथ 'done' use होता है, 'did' नहीं।

- 'Will have done' should be used because the future perfect tense is used for actions that will be completed by a specific time in the future. "By this time tomorrow" indicates a specific time and suggests the work will be finished by then, making 'will have done' the correct choice. 'Will do' is in the simple future tense, 'Will be done' is in passive voice, and 'will have did' is grammatically incorrect as 'have' should be followed by 'done' not 'did'.

10. C) **Trivial** (adjective) – Of little value or importance, insignificant, minor, negligible. तुच्छ

Synonym: Insignificant (adjective) – Not important, irrelevant, trivial, minor. नगण्य

- **Majestic** (adjective) – Grand, magnificent, imposing, stately. शाही
- **Conceited** (adjective) – Excessively proud of oneself, vain, self-centered. अभिमानी
- **Idiotic** (adjective) – Very stupid, foolish, senseless. मूर्ख

11. A) Who taught you English grammar and composition?

'were taught' के बदले 'taught' का प्रयोग होगा क्योंकि passive voice के interrogative sentence को active voice में बदलने के लिए, 'by whom' को 'who' में बदलकर sentence की शुरुआत की जाती है और auxiliary verb 'were' को हटा दिया जाता है, जबकि main verb 'taught' को उसी तरह रखा जाता है। यहाँ 'By whom were you taught English grammar and composition?' में 'by whom' का active voice में 'who' होगा और 'you' subject की भूमिका में रहेगा। इसलिए, सही रूपांतरण होगा— Who taught you English grammar and composition?

- 'taught' will be used instead of 'were taught' because to convert a passive voice interrogative sentence into active voice, 'by whom' is changed to 'who' at the beginning of the sentence and the auxiliary verb 'were' is removed, while the main verb 'taught' remains the same. In 'By whom were you taught English grammar and composition?', 'by whom' in active voice becomes 'who' and 'you' remains the subject. Therefore, the correct transformation will be— Who taught you English grammar and composition?

12. C) 'most universal' के बदले 'a universal' का प्रयोग होगा क्योंकि 'universal' शब्द जो एक absolute adjective है, उसके साथ 'most' का प्रयोग सही नहीं होता। वाक्य में सही शब्द 'a universal' होगा।

- 'a universal' will be used instead of 'most universal' because 'universal' is an absolute adjective and it is incorrect to use 'most' with it. The correct phrase in the sentence should be 'a universal'.
an absolute adjective is an adjective, such as supreme or infinite, with a meaning that is generally not capable of being intensified or compared.

13. B) QPROS

- Q starts the paragraph as it introduces the context of the narrator's school days, mentioning that reading thrillers or spy novels was a common practice, and Alistair Maclean was a prominent author who provided books in both genres.
- P follows Q because it adds to the narrator's experience with Maclean's works during school days, mentioning that the students regretted not having exams on the Complete

Works of Maclean. This sentence logically builds on the nostalgia introduced in Q and expresses a sentiment related to those readings.

- R comes next after P as it provides a critical view of Maclean's books, stating that despite being thrilling, they could also be "unreadable" and "predictable." This sentence introduces a contrast to the initial admiration and shows a different perspective that the readers developed.
- follows R naturally as it continues the critique by mentioning the narrator's doubt about whether adults read such books. It also introduces Geoff Dyer's opinion, which reinforces the critique started in R.
- S concludes the paragraph by asking a rhetorical question that reflects on the narrator's younger self being in the Maclean-buying demographic. This brings a sense of reflection and closure to the paragraph.

14. A) **Bury the hatchet** (idiom) – To make peace or reconcile, especially after a dispute or fight.

समझौता करना

- **Bark up the wrong tree** (idiom) – To make a wrong assumption about someone or something. गलत समझना
- **Blow off steam** (idiom) – To express one's frustration or anger, especially in a manner that is harmless. अपनी भड़ास निकालना
- **Burn the midnight oil** (idiom) – To work late into the night or early morning hours. रात भर काम करना

15. B) 'Oar' का use होगा क्योंकि "ओअर (Oar)" का अर्थ होता है एक प्रकार की चप्पू जिसे नाव चलाने के लिए प्रयोग किया जाता है। sentence में mention किया गया है कि आप किसे प्रयोग करते हैं नाव को संचालित करने के लिए, इसलिए 'ओअर (Oar)' यहाँ सही है। जबकि 'Are' एक मददगार क्रिया है, 'Or' एक conjunction है जो alternatives को दर्शाता है, और 'Ore' धातु की एक प्रकार को दर्शाता है, जो इस context में सही नहीं है।

- 'Oar' should be used because it refers to a type of paddle used to steer a boat. The sentence asks about what one uses to steer a boat, making 'oar' the correct choice. Whereas, 'Are' is a helping verb, 'Or' is a conjunction indicating alternatives, and 'Ore' denotes a type of mineral, which don't fit in this context.

16. B) 'live in first floor' के बदले 'live on the first floor' का प्रयोग होना चाहिए। 'Floor' के संदर्भ में 'on' का प्रयोग होता है, और 'the' का प्रयोग specific floor को refer करने के लिए होता है; जैसे— They live on the second floor of the building.

- 'live on the first floor' should be used instead of 'live in first floor'. We use 'on' in the context of floors and 'the' is used to refer to a specific floor; Like— They live on the second floor of the building.

17. C) 'whom' के बदले 'which' का प्रयोग होगा क्योंकि 'book' living being नहीं है, अतः 'which' सही relative pronoun होगा; जैसे— This is the pen which writes smoothly. 'which' will be used instead of 'whom' because 'book' is non-living, so the correct relative pronoun will be 'which'; Like— This is the pen which writes smoothly.

18. D) **Restless** (adjective) – Uneasy, agitated, fidgety, unsettled, anxious बेचैन

Antonym: Tranquil (adjective) – Calm, serene, placid, peaceful, unruffled. शांत

- **Fidgety** (adjective) – Restless, jittery, twitchy, uneasy. बेचैन
- **Uneasy** (adjective) – Unsettled, troubled, disturbed, anxious. चिंतित
- **Anxious** (adjective) – Worried, apprehensive, uneasy, fretful. चिंतित

19. B) rose का use होगा क्योंकि "rose" का अर्थ होता है उठना। sentence में mention किया गया है कि Robin, धुंआ चिमनी से उठते हुए देख रहा था, इसलिए 'rose' यहाँ सही है। जबकि 'left' का अर्थ है जाना, 'went' का अर्थ है जाना, और 'Hung' का अर्थ है टांगना, जो इस context में सही नहीं है।

Rose should be used because 'rose' means to rise or go up. The sentence mentions that Robin was watching the smoke rising from the chimney, making 'rose' fitting here. Whereas, 'left' means to depart, 'went' also means to move or depart, and 'Hung' means to dangle or suspend, which don't fit in this context.

20. A) **RSPQ**

R + S: R में उठाए गए सवाल का S direct जवाब देता है, Kamala Harris के strategy और उनकी traits के balancing act के बारे में बात करके।

S + P: S के बाद P आता है क्योंकि P Kamala Harris की strategy से पूरे चुनाव में men और women के voting pattern के broader gap पर shift करता है।

P + Q: Q, P में बताए गए gap को refine करता है और बताता है कि असल gap traditionally masculine men और बाकी सबके बीच है, न कि सिर्फ men और women के बीच।

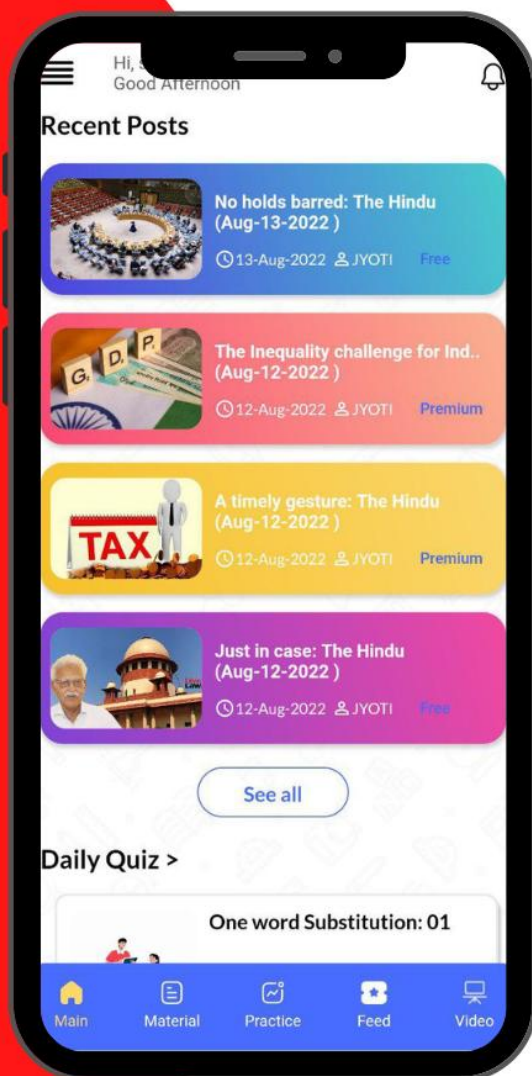
Explanation in English:

- R + S: S directly addresses the question raised in R, discussing Kamala Harris's strategy of demonstrating certain traits, which answers the question about what demographic she is targeting.
- S + P: P transitions smoothly by providing a broader context about voting patterns, which expands the focus from Kamala Harris to the entire election.
- P + Q: Q refines and clarifies P by specifying that the real voting gap is not just about men versus women, but about a more nuanced division involving traditionally masculine men.

21. D) 'Formidable' का use होगा क्योंकि इसका अर्थ होता है 'डरावना या कठिन'। यहाँ sentence में mention किया गया है कि यह रेलवे लाइन दुनिया के सबसे चुनौतीपूर्ण इलाकों में से एक में बनी है, इसलिए 'formidable' सही है। जबकि 'enfeeble' का अर्थ है 'कमजोर करना', 'insignificant' का अर्थ है 'महत्वहीन', और 'pushback' का अर्थ है 'प्रतिरोध', जो इस context में सही नहीं है।

- 'Formidable' will be used because it means 'intimidating or difficult'. The sentence mentions that the railway line is built in one of the most challenging terrains on the planet, making 'formidable' the correct choice. Whereas, 'enfeeble' means 'to weaken', 'insignificant' means 'unimportant', and 'pushback' means 'resistance', which do not fit here.

22. B) 'Quiet' का use होगा क्योंकि "quiet" का अर्थ होता है शांत या धीमा, जो यहाँ long-standing promise के fulfilment को describe करने के लिए सही है। यहाँ धीमी गति से पूरा होने वाला वादा दिखाना है, इसलिए 'quiet' उपयुक्त है। जबकि 'Quick' का अर्थ है तेज़, 'Quite' का अर्थ है काफी, और 'Quit' का अर्थ है छोड़ देना, जो इस context में सही नहीं है।
- 'Quiet' will be used because it means calm or slow, which fits here to describe the fulfilment of a long-standing promise. The sentence implies a slow but steady fulfilment, making 'quiet' appropriate. Whereas, 'Quick' means fast, 'Quite' means fairly, and 'Quit' means to leave, which do not fit in this context.
23. A) 'More than' का use होगा क्योंकि यह phrase 'not just' के समान है, जो यह दर्शाता है कि रेलवे लाइन स्टील और कंक्रीट से ज्यादा (something beyond) है। यहाँ 'more than' grammatically सही है क्योंकि यह एक comparison दिखाता है। 'The most' (superlative degree) और 'most than' (incorrect phrase) यहाँ fit नहीं होते। 'Less than' विपरीत अर्थ देगा, जो context के खिलाफ है।
- 'More than' will be used because it means 'not just' or 'beyond,' indicating the railway line is more (something greater) than steel and concrete. It is grammatically correct as it shows comparison. 'The most' (superlative) and 'most than' (incorrect phrasing) don't fit here. 'Less than' would imply the opposite, which contradicts the context.
24. B) 'Fosters' का use होगा क्योंकि "fosters" का अर्थ होता है बढ़ावा देना या प्रोत्साहित करना। sentence में mention किया गया है कि यह रेलवे लाइन राष्ट्रीय एकीकरण की भावना को बढ़ावा देती है, इसलिए 'fosters' यहाँ सही है। जबकि 'Stifles' का अर्थ है दबाना, 'Impedes' का अर्थ है रुकावट डालना, और 'Curbs' का अर्थ है रोकना, जो इस context में सही नहीं है।
- 'Fosters' will be used because it means to promote or encourage. The sentence mentions that this railway line promotes the sentiment of national integration, making 'fosters' fitting here. Whereas, 'Stifles' means to suppress, 'Impedes' means to obstruct, and 'Curbs' means to restrain, which don't fit in this context.
25. C) 'Steady' का use होगा क्योंकि इसका अर्थ होता है स्थिर या निरंतर। Passage में mention किया गया है कि यह रेलवे लाइन संघर्ष से प्रभावित क्षेत्र में साझा काम, धैर्य और स्थिर प्रगति की कहानी बताती है। 'Steady' यहाँ सही है क्योंकि यह धीमी लेकिन निरंतर प्रगति को दर्शाता है। जबकि 'Volatile' (अस्थिर), 'Capricious' (मनमौजी), और 'Unchecked' (अनियंत्रित) इस context में सही नहीं हैं क्योंकि वे नकारात्मक अर्थ देते हैं जो passage के tone के अनुकूल नहीं हैं।
- 'Steady' will be used because it means consistent or continuous. The passage mentions that this railway line tells a story of shared work, patience, and steady progress in a conflict-affected region. 'Steady' fits here as it implies slow but consistent progress. Whereas, 'Volatile' (unpredictable), 'Capricious' (whimsical), and 'Unchecked' (uncontrolled) are incorrect because they carry negative connotations that don't align with the tone of the passage.



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