

Indian and foreign: On the CBSE and third language

Forcing students to learn at least two Indian languages **is** not **ideal**

The **controversy** over introducing a third language from Class 6 **stems** from an **unresolved contradiction** in the National Education Policy (NEP) 2020. At several places, the NEP, rightly, **extols** the special importance of English, especially in mathematics, science and even legal education, and does not **club** it with other “foreign” languages such as French or Spanish. At the same time, it **advocates** the three-language formula, with two languages required to be **native** to India, one of them ideally the mother tongue, **in effect relegating** English to the status of a foreign language. The Central Board of Secondary Education (CBSE) has implemented this **aspect** of the NEP, ignoring other welcome observations that the policy makes on language learning. While introducing three languages from Class 6, it said students in Classes 7, 8 and 9 should also study three languages, of which two should be “Bharatiya”. Thus, if a student had taken French as a second language along with English, they would have had to **forego** French and switch to two Bharatiya languages, one of which would be entirely new to them. This could **adversely** affect their Class 10 Board examination performance, and **render redundant** the teaching capacity and resources schools had built in those languages. **Following backlash**, the CBSE has said that students in Classes 7, 8 and 9 need take only one additional Bharatiya language if they had taken English and, say, Spanish. The third **language, moreover, will** not be tested in the Class 10 examinations. These are, however, temporary arrangements and the CBSE is going ahead with the three language policy with two Bharatiya languages from Class 6.

Prudence demands that if the NEP is to guide the Union government’s decisions, it should ensure language learning that serves the best interests of students. The policy speaks of the need for “high-quality **bilingual** textbooks and teaching-learning materials for science and mathematics, so that students are enabled to think and speak about the two subjects both in their home language/mother tongue and in English”. Here, the NEP places the mother tongue and English **on an equal footing** if **STEM** is to be **central** to India’s progress. **In the same breath**, it speaks of the importance of learning languages such as Japanese and German at the secondary level to enhance students’ “**mobility**”. The government’s vision is to skill Indians for **cutting-edge** jobs worldwide, building the **human capital** needed to **drive** India’s development. Instead of **atavistic relapses**, education initiatives should look ahead to serve at least this vision, even if that model is open to question. **Given** that the CBSE often becomes the **template** for much of India, the better course would be to teach the mother tongue and English and, where resources **permit** and students desire, offer a third language of their choice.

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

[Practice Exercise]

Vocabulary

1. **Ideal** (adjective) - perfect, optimal, exemplary, model, faultless आदर्श
2. **Unresolved** (adjective) - undecided, unsettled, pending, open, uncertain अनसुलझा
3. **Contradiction** (noun) - inconsistency, paradox, conflict, discrepancy, opposition विरोधाभास
4. **Extol** (verb) - praise, exalt, acclaim, laud, eulogize प्रशंसा करना
5. **Club** (verb) - group, combine, join, merge, categorize समूहीकृत करना
6. **Advocate** (verb) - support, champion, propose, recommend, endorse समर्थन करना
7. **Native** (adjective) - indigenous, local, original, inherent, domestic देशी/मूल
8. **In effect** (phrase) - for all practical purposes; effectively; in reality वास्तव में
9. **Relegate** (verb) - demote, downgrade, lower, assign, classify नीचे करना/महत्व कम करना
10. **Aspect** (noun) - feature, facet, element, detail, part पहलू
11. **Forego** (verb) - abandon, relinquish, waive, resign, sacrifice त्यागना/छोड़ना
12. **Adversely** (adverb) - negatively, harmfully, unfavourably, detrimentally, badly प्रतिकूल रूप से
13. **Render** (verb) - make, cause, transform, leave, provide बना देना
14. **Redundant** (adjective) - unnecessary, superfluous, surplus, needless, unneeded अनावश्यक
15. **Following** (preposition) - after, subsequent to, succeeding के बाद
16. **Backlash** (noun) - reaction, repercussion, counterblast, resistance, protest प्रतिक्रिया/विरोध
17. **Moreover** (adverb) - furthermore, besides, additionally इसके अतिरिक्त
18. **Prudence** (noun) - wisdom, judgment, sagacity, foresight, discretion विवेक
19. **Bilingual** (adjective) - dual-lingual, polyglot, two-language, multilingual, bicultural द्विभाषी
20. **On an equal footing** (phrase) - in a position of equality; having the same status or opportunities समान स्तर पर
21. **STEM** (noun) - science, technology, engineering, and mathematics fields विज्ञान, प्रौद्योगिकी, इंजीनियरिंग और गणित (क्षेत्र)
22. **Central** (adjective) - core, pivotal, essential, key, fundamental केंद्रीय/मुख्य
23. **In the same breath** (phrase) - saying two contradictory things at once; simultaneously एक ही समय में/साथ-साथ
24. **Mobility** (noun) - movement, flexibility, adaptability, transit, flow गतिशीलता
25. **Cutting-edge** (adjective) - advanced, innovative, modern, revolutionary, leading अत्याधुनिक

26. **Human capital** (noun) - the knowledge, skills, experience, and health of people that contribute to economic productivity and growth मानव पूंजी (कार्यबल)
27. **Drive** (verb) - propel, push, stimulate, boost, motivate बढ़ावा देना/प्रेरित करना
28. **Atavistic** (adjective) - primal, regressive, ancestral, primitive, archaic अति प्राचीन/पुरानी परंपरा की ओर लौटना
29. **Relapse** (noun) - regression, backsliding, reversion, setback, fallback पिछड़ना/पुनरावृत्ति
30. **Given** (preposition) - considering, taking into account को देखते हुए
31. **Template** (noun) - model, pattern, blueprint, framework, guide प्रारूप/नमूना
32. **Permit** (verb) - allow, enable, authorize, let, sanction अनुमति देना/संभव बनाना

Summary of the Editorial

1. The controversy over the **CBSE's third-language policy** arises from contradictions within the **National Education Policy (NEP) 2020**.
2. While the NEP recognizes **English as essential** for higher education, science, mathematics, technology, and law, it simultaneously treats it like a foreign language under the three-language formula.
3. The NEP recommends that students learn **three languages**, with **at least two being Indian (Bharatiya) languages**, one preferably the mother tongue.
4. The CBSE implemented this policy by requiring students from **Class 6 onwards** to study three languages, two of which must be Bharatiya languages.
5. This initially meant that students studying **English and a foreign language** (such as French or Spanish) would have to replace the foreign language with an Indian language.
6. Such a change could negatively affect students preparing for **Class 10 Board examinations**, as they would need to learn a completely new language midway through their schooling.
7. Schools would also suffer because investments made in teachers and resources for foreign languages would become underutilised.
8. Following criticism, the CBSE relaxed the rule by allowing students in **Classes 7–9** to study only **one additional Bharatiya language** if they were already studying English and a foreign language.
9. It also clarified that the **third language would not be assessed in the Class 10 Board examination**, though this is only a temporary arrangement.
10. Despite these modifications, the CBSE continues to move ahead with the policy of requiring **two Bharatiya languages from Class 6**.
11. The editorial points out that the NEP itself emphasizes the importance of **high-quality bilingual education** in STEM subjects using both the **mother tongue and English**.
12. The policy also encourages learning **foreign languages such as Japanese and German** to improve students' global employment opportunities and mobility.
13. The editorial argues that India's education policy should prepare students for a **globally competitive economy** rather than limiting their language choices.
14. It recommends that students should study **their mother tongue and English**, while being free to choose a **third language** based on their interests and career goals.
15. The editorial concludes that since the **CBSE often sets the standard for school education across India**, its language policy should be **flexible, student-centric, and future-oriented**, rather than imposing unnecessary restrictions.

Practice Exercise: SSC Pattern Based

1. **Which of the following STATEMENTS CAN BE MADE, according to the FIRST PARAGRAPH of the above passage?** [Editorial Page]
 - A. The NEP 2020 treats English precisely as a standard foreign language like French or Spanish in all sections of its policy text.
 - B. The initial CBSE implementation guidelines would have caused structural resource redundancies for schools offering non-Indian languages.
 - C. The revised CBSE guidelines completely cancelled the three-language policy for all future academic batches from Class 6 onwards.
 - D. All a, b and c
2. **How would you describe the author's tone(s) in the entire context?**
 - a. analytical, prescriptive
 - b. sardonic, fatalistic
 - c. evasive, cautious
 - A. Only a
 - B. Both b and c
 - C. Only b
 - D. Both a and b
3. **Which of the following statements is/are TRUE according to the above passage?**
 - A. The NEP 2020 separates the functional status of English from local vernacular languages when outlining the development of scientific education.
 - B. The CBSE has modified its long-term policy to test only two languages in the Class 10 Board examinations across all future batches.
 - C. Under the initial three-language rollout, a student learning French alongside English would be compelled to study an entirely unfamiliar Indian language.
 - D. None of the options mentioned above
4. **Why is the author not convinced about how the NEP 2020 treats the English language?**
 - A. Because it stops students from studying English after Class 6 in all schools.
 - B. Because it says English is very important for science but treats it like a foreign language.
 - C. Because it does not care about Indian languages and wants students to learn English.
 - D. All a, b and c
5. **Which of the following sentences from the passage contains a modal verb expressing possibility, prediction, or recommendation?**
 - A. The controversy over introducing a third language from Class 6 stems from an unresolved contradiction in the National Education Policy (NEP) 2020.
 - B. The Central Board of Secondary Education (CBSE) has implemented this aspect of the NEP, ignoring other welcome observations.
 - C. This could adversely affect their Class 10 Board examination performance, and render redundant the teaching capacity.
 - D. The Central Board of Secondary Education (CBSE) often becomes the template for much of India.
6. **Direction: Rearrange the following sentences (1, 2, 3, 4) to form a meaningful, logical, and coherent passage.**

- a. Anomalous lattice stiffening in metallic rutile oxides reveals significant shortcomings in the classical Klemens model of phonon decay.
 - b. Researchers investigating rutile oxides discovered unexplained discrepancies between the conductivities of titanium dioxide and ruthenium dioxide.
 - c. Scientists scrutinized these vibrational anomalies to resolve long-standing debates regarding the potential emergence of unconventional altermagnetic orders.
 - d. Low-temperature Raman scattering measurements subsequently highlighted how metallic electron-phonon interactions deviate from established textbook predictions.
- A. 2-3-4-1
B. 2-4-3-1
C. 3-2-4-1
D. 2-3-1-4
7. **Direction: Rearrange the following sentences (1, 2, 3, 4) to form a meaningful, logical, and coherent passage based on the provided text.**
1. Proponents contend that building high-capacity storage reservoirs is a strategic necessity to mitigate erosion and transform the state into a self-reliant powerhouse.
 2. The fertile delta of Arunachal Pradesh, home to indigenous Adi and Galo communities, supports a thriving agricultural economy centered on kiwi, mandarin, and cardamom.
 3. This economic prosperity remains highly vulnerable to the volatile monsoon currents of the Siang River, which frequently trigger destructive bank erosion and landslides.
 4. Despite these proposed infrastructure benefits, local communities fiercely oppose the dam, fearing both the irreversible loss of their sacred "Mother Siang" and inadequate compensation for mass displacement.
- A. 2-1-3-4
B. 2-3-1-4
C. 3-2-1-4
D. 1-2-3-4
8. **Identify the part of the sentence that contains a grammatical error.**
- The company's latest report B. which was released only this morning, C. provided the data that D. supports our initial hypothesis.
- A. The company's latest report,
B. which was released only this morning,
C. provided the data that
D. supports our initial hypothesis.
9. **Identify the part of the sentence that contains a grammatical error.**
- A. The reason for his failure B. is because he C. didn't study D. for the exam.
- A. The reason for his failure
B. is because he
C. didn't study
D. for the exam.
10. **Select the most appropriate synonym of the word: SURRENDER**
- A. Resist
B. Yield
C. Confront

- D. Oppose
11. **Fill in the blank with the most appropriate phrasal verb:**
The investigation team will _____ every detail before concluding the report.
- A. look over
 - B. go through
 - C. call off
 - D. fall back
12. **Select the most appropriate synonym of the word: Diffident**
- A. Confident
 - B. Bold
 - C. Timid
 - D. Assertive
13. **Choose the correctly spelt word:**
- A. Enthusiasm
 - B. Enthusiam
 - C. Enthuseam
 - D. Enthusiasum
14. **Which of the following sentences uses the word "bat" with the same meaning as in the following sentence?**
"He took a swing with his new wooden bat"
- A. The bat is the only flying mammal.
 - B. The coach handed him the bat before he went up to the plate.
 - C. A furry little bat got into the attic last night.
 - D. The bat's wingspan was surprisingly large.
15. **Change the following sentence into the Active form.**
The report could not be accessed without the proper security clearance.
- A. They could not access the report without the proper security clearance.
 - B. The report cannot be accessed without the proper security clearance.
 - C. Without the proper security clearance, the report was not accessed.
 - D. The proper security clearance could not access the report.
16. **Choose the correct passive voice transformation of the sentence:**
My brother built this house in 2005.
- A. This house was built by my brother in 2005.
 - B. This house is built by my brother in 2005.
 - C. This house is built my brother in 2005.
 - D. This house was being built by my brother in 2005.
17. **Select the option that expresses the given sentence in direct voice.**
The professor explained that although the theory had been considered correct for centuries, new findings now proved that it was flawed.
- A. The professor explained, "Although the theory had been considered correct for centuries, new findings now prove that it is flawed."
 - B. The professor explained, "Although the theory was considered correct for centuries, new findings now prove that it is flawed."

- C. The professor explained, "Although the theory has been considered correct for centuries, new findings now prove that it is flawed."
- D. The professor explained, "Although the theory was considered correct for centuries, new findings then proved that it was flawed."
18. **Rearrange the following sentence parts to form a meaningful and grammatically correct paragraph:**
- P. The old man, with his kind eyes and twisted hands, smiled softly.
- Q. He had lived a whole life as a woodcarver, and his store was a museum of fragile works of art.
- R. He held a tiny bird he was carving, his thumb caressing the slippery wood.
- S. They all had a story, a memory, a piece of his soul.
- A. P Q R S
- B. Q P R S
- C. Q S R P
- D. S Q P R
19. **Rearrange the following sentences to form a meaningful and grammatically correct paragraph:**
- P: She examined the old manuscript closely, observing the fading ink.
- Q: After that, she turned the fragile pages carefully so as not to break them any more.
- R: With a long history filled with tales, the book has been handed down through the centuries.
- S: Before starting the restoration procedure, she got the equipment and supplies she would need ready.
- A. P, S, Q, R
- B. S, R, P, Q
- C. Q, S, P, R
- D. R, S, P, Q
20. **Select the option that expresses the given sentence in indirect voice.**
- The director said, "The new actor will be arriving shortly."
- A. The director said that the new actor would be arriving shortly.
- B. The director said that the new actor will be arriving shortly.
- C. The director said that the new actor would arrive shortly.
- D. The director said that the new actor had been arriving shortly.

Passage:

Buildings occupy a growing percentage of land on earth. Buildings also account for a large share of energy consumption; as global warming intensifies demand for cooling, this share will increase. Given the impact of buildings on land-use change and power use, greener buildings are key to a greener future.

A green building aims to reduce a building's carbon impact through the use of local, recycled, or sustainable building materials; rooftop solar and energy-efficient appliances; rainwater harvesting and on-site wastewater management; and locally appropriate architecture that reduces the need for artificial lighting and cooling.

Going beyond green architecture, (2) restorative and regenerative architecture can minimise or even reverse a building's impacts on local ecologies. For instance, a building with green walls or green roofs grows food while sheltering local flora and fauna.

After 35-plus years living in flats in big cities, I'm now living (3) _____ a countryside house that follows many principles of green design. My housemate and I try to live low-impact lifestyles and coexist with nature. My experience (4) _____ enjoyable, but also full of unforeseen challenges.

The green building features of this house include arches in the foundation instead of spread footings (for more efficient material use); reflective roof tiles (to reduce heat absorption and the need for air conditioning); a solar-panel pavilion, a rainwater harvesting tank, a bird bath, and on-site wastewater treatment; wide balconies (to keep rooms cooler); use of locally produced bricks and lime; and the (1) prominence of local food-yielding species in the garden plan (to help feed both human and non-human residents (5) _____ and around the house).

21. **The word "prominence" in the passage most nearly means: (1)**
- A. obscurity
 - B. importance
 - C. insignificance
 - D. absence
22. **Select the word that is the most appropriate antonym of "restorative" as used in the passage: (2)**
- A. destructive
 - B. healing
 - C. remedial
 - D. curative
23. **Choose the correct preposition to fill in the blank: (3)**
- A. at
 - B. in
 - C. on
 - D. into
24. **Choose the correct verb to fill in the blank: (4)**
- A. has been
 - B. have been
 - C. were
 - D. are
25. **Select the correct preposition to fill in the blank: (5)**
- A. on
 - B. at
 - C. in
 - D. through

Answers

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

[Practice Exercise]

Explanations

1. B) **The initial CBSE implementation guidelines would have caused structural resource redundancies for schools offering non-Indian languages.**

Line: "...render redundant the teaching capacity and resources schools had built in those languages." The passage explicitly notes that the initial framework would force students to drop foreign languages, thereby making the teaching capacity and resources built by schools for those languages redundant.

option A: Line: "At several places, the NEP, rightly, extols the special importance of English... and does not club it with other "foreign" languages such as French or Spanish." The passage directly states that the NEP does not club English with standard foreign languages in several places, which contradicts the assertion that it treats English as such across all sections.

option C: Line: "These are, however, temporary arrangements and the CBSE is going ahead with the three language policy with two Bharatiya languages from Class 6." The passage explicitly specifies that the modifications are merely temporary relief measures and confirms that the CBSE is still actively moving forward with the implementation of the policy.

2. A) **Only a**

The author's tone is deeply logical and structured (analytical) as they dissect the internal contradictions of the policy document and the logistical fallout of its implementation. It is also highly solution-oriented (prescriptive) because they explicitly establish how language learning should be designed ("the better course would be to teach the mother tongue and English...").

b) The author is not mocking or cynical (sardonic), nor do they suggest that the situation is hopeless or entirely driven by an unchangeable doom (fatalistic). They offer proactive, constructive choices to improve the current framework.

c) The author is not trying to avoid something (evasive). They take a very direct, firm, and sharp stance against what they describe as "atavistic relapses," showing no hesitation or fear of confronting the educational establishment.

3. C) **Under the initial three-language rollout, a student learning French alongside English would be compelled to study an entirely unfamiliar Indian language.**

Line: "Thus, if a student had taken French as a second language along with English, they would have had to forego French and switch to two Bharatiya languages, one of which would be entirely new to them." The passage matches this scenario precisely. Dropping a foreign language like French to fulfill the requirement of two "Bharatiya" languages would force the student to pick up a completely unfamiliar native tongue.

option a [INCORRECT]: Line: "Here, the NEP places the mother tongue and English on an equal footing if STEM is to be central to India's progress." The passage explicitly states that the NEP places the mother tongue and English on an equal footing for science and mathematics, meaning it does not completely separate their functional status in that context.

Statement b [INCORRECT] Line: "These are, however, temporary arrangements and the CBSE is going ahead with the three language policy with two Bharatiya languages from Class 6." The

exemption from testing the third language in Class 10 is described as a temporary arrangement, not a permanent structural modifications.

4. B) **Because it says English is very important for science but treats it like a foreign language.**

Line: "At several places, the NEP... extols the special importance of English, especially in mathematics, science... At the same time, it advocates the three-language formula... in effect relegating English to the status of a foreign language." The passage shows a clear contradiction: the policy says English is highly necessary for core subjects like science and math, but then treats it like an outside foreign language in its formula.

option A: Line: "...textbooks for science and mathematics, so that students are enabled to think and speak about the two subjects both in their home language/mother tongue and in English." The passage clearly states that the policy wants English to be used alongside the mother tongue for science and math textbooks, so it does not stop students from studying it.

option c: Line: "...it advocates the three-language formula, with two languages required to be native to India, one of them ideally the mother tongue..." The policy explicitly demands that students must learn two Indian languages, which proves it does care about local languages.

5. C) **'This could adversely affect their Class 10 Board examination performance, and render redundant the teaching capacity.'**

Should be the correct answer because it contains the modal verb "could", which is used here to express possibility.

The other sentences do not include any modal verbs: Sentence A and Sentence D are simple declarative statements using standard present tense verbs ("stems", "becomes"), and Sentence B uses the present perfect auxiliary verb ("has").

6. A) **2-3-4-1**

Sentence 2 पैराग्राफ की शुरुआत करता है क्योंकि यह स्वतंत्र रूप से मुख्य समस्या (conductive discrepancy) को पेश करता है।

Sentence 3 इसके ठीक बाद आता है। "These vibrational anomalies" का संदर्भ सीधे Sentence 2 की 'discrepancies' से जुड़ता है।

Sentence 4 इसके बाद आता है। 'Raman scattering' तकनीक द्वारा यह दिखाया गया कि परिणाम पुराने नियमों (textbook predictions) से अलग हैं।

Sentence 1 निष्कर्ष के रूप में आता है। यह स्पष्ट करता है कि इन परिणामों ने 'Klemens model' की कमियों को उजागर कर दिया।

- Sentence 2 starts the paragraph because it is Independent and introduces the main theme: conductive discrepancies in rutile oxides.
- Sentence 3 follows 2. "These vibrational anomalies" directly connects to the discrepancies mentioned in Sentence 2.
- Sentence 4 follows 3. It details the methodology (Raman scattering) which showed deviations from established textbook predictions.
- Sentence 1 concludes the paragraph. It presents the final outcome: proving the classical Klemens model is flawed for these metals.

7. B) **2-3-1-4**

Sentence 2 पैराग्राफ की शुरुआत करेगा क्योंकि यह Independent है। यह सीधे मुख्य विषय—अरुणाचल प्रदेश की समृद्ध कृषि अर्थव्यवस्था—को इंट्रोड्यूस करता है।

Sentence 3 इसके ठीक बाद आएगा। "This economic prosperity" का इस्तेमाल सीधे Sentence 2 की 'thriving agricultural economy' को नदी की अस्थिरता से जोड़ने के लिए किया गया है।

Sentence 1 इसके बाद आएगा। यह 3 में बताई गई 'समस्या' के समाधान के रूप में बांध निर्माण (reservoirs) का प्रस्ताव पेश करता है।

Sentence 4 अंत में निष्कर्ष के लिए आएगा। "Despite these proposed infrastructure benefits" सीधा Sentence 1 के 'benefits' को नकारते हुए विरोध को दर्शाता है।

- Sentence 2 starts the paragraph because it is Independent. It introduces the main theme: the thriving agricultural economy and the indigenous communities of Arunachal Pradesh.
 - Sentence 3 follows 2. The phrase "This economic prosperity" acts as the bridge, linking the agricultural success from Sentence 2 to the environmental threats posed by the Siang River.
 - Sentence 1 follows 3. It details the proposed solution (high-capacity storage reservoirs) to the erosion problems identified in Sentence 3.
 - Sentence 4 concludes the paragraph. It provides the final implication: "Despite these proposed infrastructure benefits" directly contrasts with the solution in Sentence 1 to highlight the intense local resistance and displacement fears.
8. A) The grammatical error is in **part A**: "The companys latest report,". The word **"companys"** is missing the apostrophe that shows possession. Since the report belongs to the company, it should be written as **"company's"**. All the other parts of the sentence are correct. **Part B** ("which was released only this morning,") is a proper relative clause in the past tense. **Part C** ("provided the data that") correctly uses the past tense verb "provided" to match the main clause. **Part D** ("supports our initial hypothesis") is also correct because the present tense is acceptable when stating a general truth or fact. Therefore, the only error in the sentence is in **part A**
- Grammatical error part A: "The companys latest report," में है। Word "companys" में apostrophe (') missing है, जो possession दिखाने के लिए जरूरी है। क्योंकि report company की है, इसे "company's latest report" लिखना सही होगा।
9. B) **'is because'** के बदले केवल 'is that' का प्रयोग होगा क्योंकि "reason" शब्द के साथ "is because" संरचना व्याकरण की दृष्टि से गलत मानी जाती है; जैसे— The reason for his failure is that he didn't study for the exam.
- 'is that' will be used instead of 'is because' because the structure "reason + is because" is grammatically incorrect in standard usage; Like— The reason for his failure is that he didn't study for the exam.
10. B) **Surrender** (verb) – Give up, submit, yield, relinquish, capitulate. समर्पण करना / हार मानना
Synonym: **Yield** (verb) – Submit, give way, capitulate. झुक जाना / मान जाना
- **Resist** (verb) – Oppose, withstand, fight against. विरोध करना / प्रतिरोध करना
 - **Confront** (verb) – Face, challenge, oppose directly. सामना करना
 - **Oppose** (verb) – Resist, counter, defy. विरोध करना
11. B) **go through'** के बदले कोई दूसरा विकल्प नहीं लिया जा सकता क्योंकि वाक्य का अर्थ है कि जाँच टीम हर विवरण की जाँच/परीक्षा करेगी; go through का अर्थ होता है "to examine carefully"; जैसे— The auditors will go through the records before approval.

- 'go through' will be used because the sentence means the investigation team will examine every detail carefully; go through means "to examine carefully"; Like— The auditors will go through the records before approval.
12. C) **Diffident (adjective) – Shy, timid, lacking self-confidence, reserved.** संकोची / आत्मविश्वासहीन
 Synonym: **Timid** (adjective) – Shy, fearful, hesitant, lacking confidence. डरपोक / झिझकने वाला
- **Confident** (adjective) – Self-assured, bold, assertive. आत्मविश्वासी
 - **Bold** (adjective) – Daring, courageous, confident. साहसी / निर्भीक
 - **Assertive** (adjective) – Confident, self-assured, forceful. दृढ़ / निडर
13. A) **The correctly spelt word is Enthusiasm which means "strong excitement or eagerness"**
उत्साह / जोश।
14. B) Highlighted वाक्य में 'bat' का अर्थ है — खेल में उपयोग होने वाला बल्ला (sports equipment)। विकल्प B में भी 'bat' का अर्थ बल्ला ही है — कोच ने उसे बल्ला दिया। इसलिए यह same meaning का सही उदाहरण है।
 In the highlighted sentence, 'bat' refers to a piece of sports equipment used for hitting.
 Option B also uses 'bat' with the same meaning — the coach handed him the bat.
 Thus, option B matches the same meaning.
15. A) **They could not access the report without the proper security clearance.**
 Passive से Active Voice में बदलने के लिए Passive वाक्य का Agent Active रूप में Subject बनता है और Verb phrase को Active रूप में बदला जाता है। दिए गए वाक्य में Passive संरचना could not be accessed थी और Object the report था। Active में बदलने पर Verb phrase could not be accessed → could not access में बदली तथा Agent they Subject के रूप में लिया गया, जबकि the report Object के रूप में रखा गया।
- To change from Passive to Active Voice, the passive verb phrase is transformed into an active verb phrase and the doer of the action becomes the subject. Here, could not be accessed becomes could not access, the report remains the object, and a general subject they is introduced to perform the action.
16. A) **This house was built by my brother in 2005.**
 Active से Passive Voice में बदलने के लिए Active वाक्य का Object Passive वाक्य का Subject बन जाता है तथा Verb को Passive रूप में बदला जाता है। दिए गए वाक्य में my brother Subject है, built Verb (Simple Past) है और this house Object है। Passive में बदलने पर this house Subject बन जाता है, Verb was built (Simple Past Passive) में बदलता है और by my brother Agent के रूप में प्रयोग किया जाता है।
- To change from Active to Passive Voice, the object of the active sentence becomes the subject of the passive sentence and the verb is changed into the passive form according to the correct tense. In this case, my brother (Subject), built (Simple Past Verb), and this house (Object) become this house (Subject), was built (Simple Past Passive Verb), and by my brother (Agent).
17. C) **The professor explained, "Although the theory has been considered correct for centuries, new findings now prove that it is flawed."**
 The original sentence is in indirect speech: "The professor explained that although the theory had been considered correct for centuries, new findings now proved that it was flawed." When

converting it to direct speech, we need to maintain the meaning and reflect the professor's words accurately. In direct speech, "had been considered correct for centuries" can change to "has been considered correct for centuries" because the theory was accepted over a long period up to the present; this is why present perfect is appropriate. "New findings now proved" changes to "new findings now prove" to show the statement as the professor is making it at the present moment. Similarly, "it was flawed" becomes "it is flawed" because the flaw is still true at the time of speaking. Other options either use the wrong tense or change words like "now" to "then," which alters the meaning. Therefore, Option 3 (C) correctly expresses the sentence in direct speech.

- Original sentence indirect speech में है: "The professor explained that although the theory had been considered correct for centuries, new findings now proved that it was flawed." Direct speech में convert करते समय हमें tense और meaning सही रखना होता है ताकि professor की बात accurately सामने आए। यहाँ, "had been considered correct for centuries" को "has been considered correct for centuries" में बदला जाता है क्योंकि theory long time तक accepted रही है और present तक relevant है, इसलिए present perfect tense सही है। "New findings now proved" को "new findings now prove" में बदला जाता है ताकि professor के words को present में सही तरीके से दर्शाया जा सके। इसी तरह, "it was flawed" को "it is flawed" में बदला जाता है क्योंकि flaw अभी भी true है। बाकी options tense गलत इस्तेमाल करते हैं या "now" को "then" कर देते हैं, जिससे meaning बदल जाता है। इसलिए, Option 3 (C) direct speech में सही answer है।

18. A) P Q R S

The old man, with his kind eyes and twisted hands, smiled softly. He had lived a whole life as a woodcarver, and his store was a museum of fragile works of art. He held a tiny bird he was carving, his thumb caressing the slippery wood. They all had a story, a memory, a piece of his soul.

Sentence P सबसे पहले आता है क्योंकि यह paragraph का introduction है और main character को introduce करता है: "The old man, with his kind eyes and twisted hands, smiled softly." यहाँ "The old man" subject है और "smiled" verb है। यह paragraph की शुरुआत set करता है और reader को scene दिखाता है।

Sentence Q, P के बाद आता है क्योंकि यह old man के background और context को explain करता है: उसने पूरा जीवन woodcarver के रूप में बिताया है, और उसकी store एक museum जैसी है। यहाँ "He" subject है और "had lived... was" verbs हैं। यह P में introduced character के बारे में additional detail देता है।

Sentence R, Q के बाद आता है क्योंकि अब paragraph में action दिखाई देता है: वह tiny bird carve कर रहा है, और उसके हाथ में skill और delicacy दिखाई देती है। यहाँ "He" subject है और "held... caressing" verbs हैं। यह Q में बताया गया background और skill को show करता है।

Sentence S paragraph का last sentence है क्योंकि यह old man की emotional depth और connection को conclude करता है: सभी objects में उसकी कहानी, memory और soul का हिस्सा है। यहाँ "They" subject है और "had" verb है। यह natural conclusion देता है और paragraph को wrap up करता है।

- Sentence P comes first because it introduces the paragraph and the main character: "The old man, with his kind eyes and twisted hands, smiled softly." Here, "The old

man” is the subject and “smiled” is the verb. It sets the beginning of the paragraph and gives the reader the initial scene.

- Sentence Q comes after P because it explains the old man’s background and context: he had lived a whole life as a woodcarver, and his store was like a museum. Here, “He” is the subject and “had lived... was” are the verbs. It provides additional details about the character introduced in P.
- Sentence R comes after Q because the paragraph now shows action: he is holding a tiny bird he is carving, demonstrating his skill and delicacy. Here, “He” is the subject and “held... caressing” are the verbs. This shows the practical aspect of the skill described in Q.
- Sentence S comes last because it concludes the paragraph by highlighting the old man’s emotional depth and connection: all the objects carry a story, a memory, and a piece of his soul. Here, “They” is the subject and “had” is the verb. It gives a natural conclusion and wraps up the paragraph.

19. D) R, S, P, Q

With a long history filled with tales, the book has been handed down through the centuries. Before starting the restoration procedure, she got the equipment and supplies she would need ready. She examined the old manuscript closely, observing the fading ink. After that, she turned the fragile pages carefully so as not to break them any more.

Sentence R सबसे पहले आता है क्योंकि यह paragraph का introduction है और किताब का background बताता है: “With a long history filled with tales, the book has been handed down through the centuries.” यहाँ “the book” subject है और “has been handed down” verb है। यह paragraph का context set करता है और reader को किताब की importance समझाता है।

Sentence S, R के बाद आता है क्योंकि अब preparation का step दिखाया गया है: “Before starting the restoration procedure, she got the equipment and supplies she would need ready.” यहाँ “she” subject है और “got... ready” verb है। यह बताता है कि restoration शुरू करने से पहले सब तैयार किया गया।

Sentence P, S के बाद आता है क्योंकि अब वह manuscript को closely examine करना शुरू करती है: “She examined the old manuscript closely, observing the fading ink.” यहाँ “She” subject है और “examined... observing” verbs हैं। यह previous preparation और context को आगे बढ़ाता है। Sentence Q paragraph का last sentence है क्योंकि यह next logical step दिखाता है: वह fragile pages carefully turn करती है ताकि कोई damage न हो। यहाँ “she” subject है और “turned... so as not to break” verbs हैं। यह paragraph का natural conclusion देता है।

- Sentence R comes first because it introduces the paragraph and provides the background of the book: “With a long history filled with tales, the book has been handed down through the centuries.” Here, “the book” is the subject and “has been handed down” is the verb. It sets the context and helps the reader understand the importance of the book.
- Sentence S comes after R because it shows the preparation step: “Before starting the restoration procedure, she got the equipment and supplies she would need ready.” Here, “she” is the subject and “got... ready” is the verb. It tells us what she did before beginning the restoration.

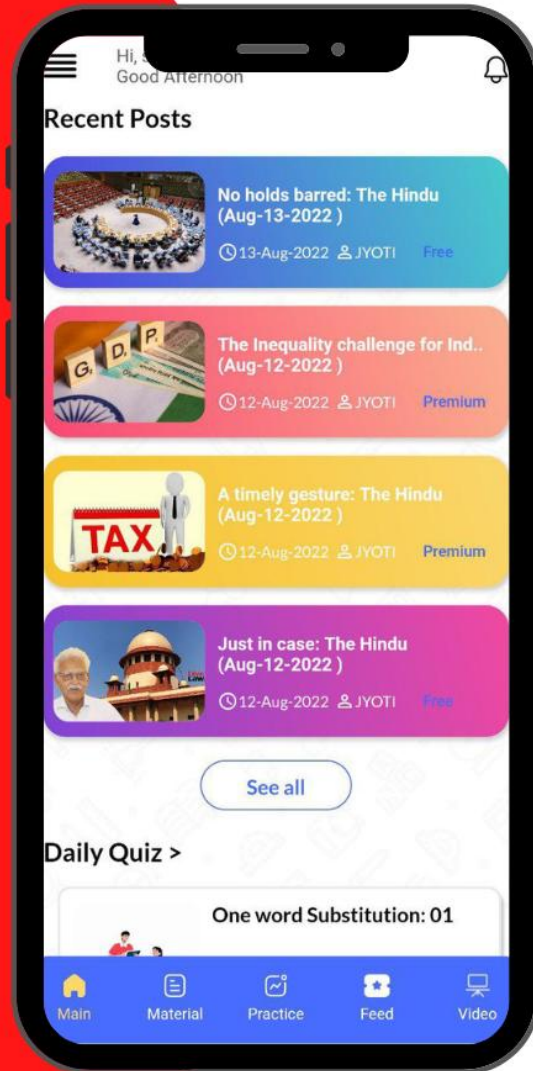
- Sentence P comes after S because now she begins to examine the manuscript closely: "She examined the old manuscript closely, observing the fading ink." Here, "She" is the subject and "examined... observing" are the verbs. This logically follows the preparation step and shows the action.
 - Sentence Q comes last because it describes the next logical step: she carefully turns the fragile pages so as not to break them. Here, "she" is the subject and "turned... so as not to break" are the verbs. This provides a natural conclusion to the paragraph.
20. A) **The director said that the new actor would be arriving shortly.**
Direct से Indirect Speech में बदलने के लिए Future form will be arriving को Reported Speech में would be arriving में बदला जाता है। दिए गए वाक्य में The director Subject है और said Reporting Verb है। Reported Clause में Future Continuous था जिसे Indirect में बदलते समय will → would परिवर्तन हुआ और वाक्य अर्थपूर्ण रहा।
- To change from Direct to Indirect Speech, the future form will be arriving changes to would be arriving under reported speech rules. In this case, The director (Subject) and said (Reporting Verb) remain the same, while the reported clause changes from will be arriving to would be arriving to reflect correct indirect narration.
21. B) In this context, "prominence" refers to the state of being noticeable, significant, or standing out. The garden plan places a high value on local food-yielding species, making (importance) the closest synonym. "Obscurity," "insignificance," and "absence" are all antonyms.
In Hindi:
- "Prominence" का अर्थ प्रमुखता या महत्व (importance) होता है। यहाँ इसका मतलब है कि बागीचे की योजना में स्थानीय फल-सब्जी वाले पौधों को बहुत महत्व दिया गया है। "Obscurity" (गुमनामी), "insignificance" (तुच्छता), और "absence" (अनुपस्थिति) इसके विलोम (antonyms) हैं।
22. A) "Restorative" describes something that has the ability to restore health, strength, or well-being (in this case, renewing the local ecology). The exact opposite (antonym) is (destructive), which means causing damage or ruin. "Healing," "remedial," and "curative" are all synonyms of restorative.
In Hindi:
- "Restorative" का अर्थ किसी स्थिति को सुधारने, ठीक करने या नया जीवन देने वाला होता है। इसका विपरीत (antonym) (destructive) यानी विनाशकारी होगा। अन्य तीनों विकल्प (healing, remedial, curative) इसके समानार्थी (synonyms) हैं।
23. B) When referring to living inside a physical, enclosed building such as a house, flat, or apartment, the correct preposition is (in). One lives in a countryside house.
In Hindi:
- किसी घर, फ्लैट या बंद इमारत के अंदर रहने को दर्शाने के लिए preposition (in) का उपयोग किया जाता है (I live in a house)।
24. A) The subject of the clause is "My experience," which is a singular noun, so it requires a singular verb (eliminating "have been", "were", and "are"). Furthermore, the sentence describes an ongoing state that started in the past (when the author moved) and continues into the present, making the present perfect singular verb (has been) grammatically correct.
In Hindi:

- यहाँ subject "My experience" singular (एकवचन) है। वाक्य एक ऐसे अनुभव को बता रहा है जो बीते समय में शुरू हुआ और वर्तमान में भी जारी है। इसलिए यहाँ present perfect tense की singular verb (has been) का इस्तेमाल बिल्कुल सही है।

25. C) The blank requires a preposition that pairs with "and around" to create a standard idiomatic phrase. (in) creates the phrase "in and around," which means both inside and in the immediate vicinity of the house.

In Hindi:

- यह एक मुहावरेदार phrase है। (in) का इस्तेमाल करने से "in and around" बनता है, जिसका मतलब होता है घर के अंदर और उसके आस-पास। अन्य विकल्प यहाँ व्याकरण के हिसाब से गलत हैं।



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