IBPS RRB PO Mains English Language 2020 Memory Based

Q1. As per the author, why is the Female Participation in Workforce on the Decline?

Read the following passage carefully and answer the questions given below them.

India has reached the Moon but it has failed to get its women out of homes. The Economic Survey finds that 60 per cent of women in India in the productive age bracket of 15-59 years are engaged in full-time housework. Inclusive growth and gender equality are important for any country to reach its full potential and achieve faster economic growth. India has been working towards becoming a $5-trillion economy, but it seems to do that minus its female population.

According to the data released by the World Bank in June 2020, India's female labour force participation (FLFP) is the lowest in South Asia. From 30.3% in 1990, India's FLFP dropped to 20.3% percent in 2020, falling behind Pakistan and Afghanistan, which were at 22.2% and 21.8% respectively. In 1990, the FLFP in Pakistan and Afghanistan stood at 14% and 15% respectively.

The Economic Survey cites several reasons for the declining women workforce. One is that more women are going for higher education, delaying their entry into the labour market. Another is with rising wages in rural areas, women who were forced to contribute to household income to make ends meet are no longer expected to go out. Lack of job opportunities, gender pay parity, education, access to finance, and pressures from society are the major stumbling blocks for women.

To improve female participation in the workforce, the Economic Survey says, several reforms have been introduced such as increase in maternal leave to 26 weeks, compulsory day care centres for children, equal wage policy amongst others. The private sector and business community will be crucial in helping bridge the gap between skills and jobs and enable access to decent work for women.

Vocational and technical training, life skills and financial literacy programmes for women to help them develop marketable skills and better decision-making abilities cannot be undertaken in a meaningful way without the involvement of industry. Companies can also invest in women entrepreneurs through microfinance, and bring their goods and services into supply chains. Enhancing women's access to the internet and ICT can create a merging market of connected women who can be linked to business opportunities. In addition, as employers, the private sector can invest in women's security against violence at home and in public spaces, and take steps to ensure their mobility through inclusive transport.

Giving women and girls the opportunity to succeed is not only the right thing to do but can also transform societies and economies. "The economic facts speak for themselves: raising women's labour force participation to that of men can boost GDP, for example, by as much as 9 per cent in Japan and 27 per cent in India," as per the paper published by the World Economic Forum (WEF).

Reducing gender gaps in employment as well as in education can help economies diversify their exports, while appointing more women onto banking supervision boards can challenge cosy group-think, thereby supporting greater bank stability and financial sector resilience. Yet, policy and legislative reforms can only do much. What is required is a change in mindset and cultural ethos that enable and empower women rather than bind them in the burden of household work.

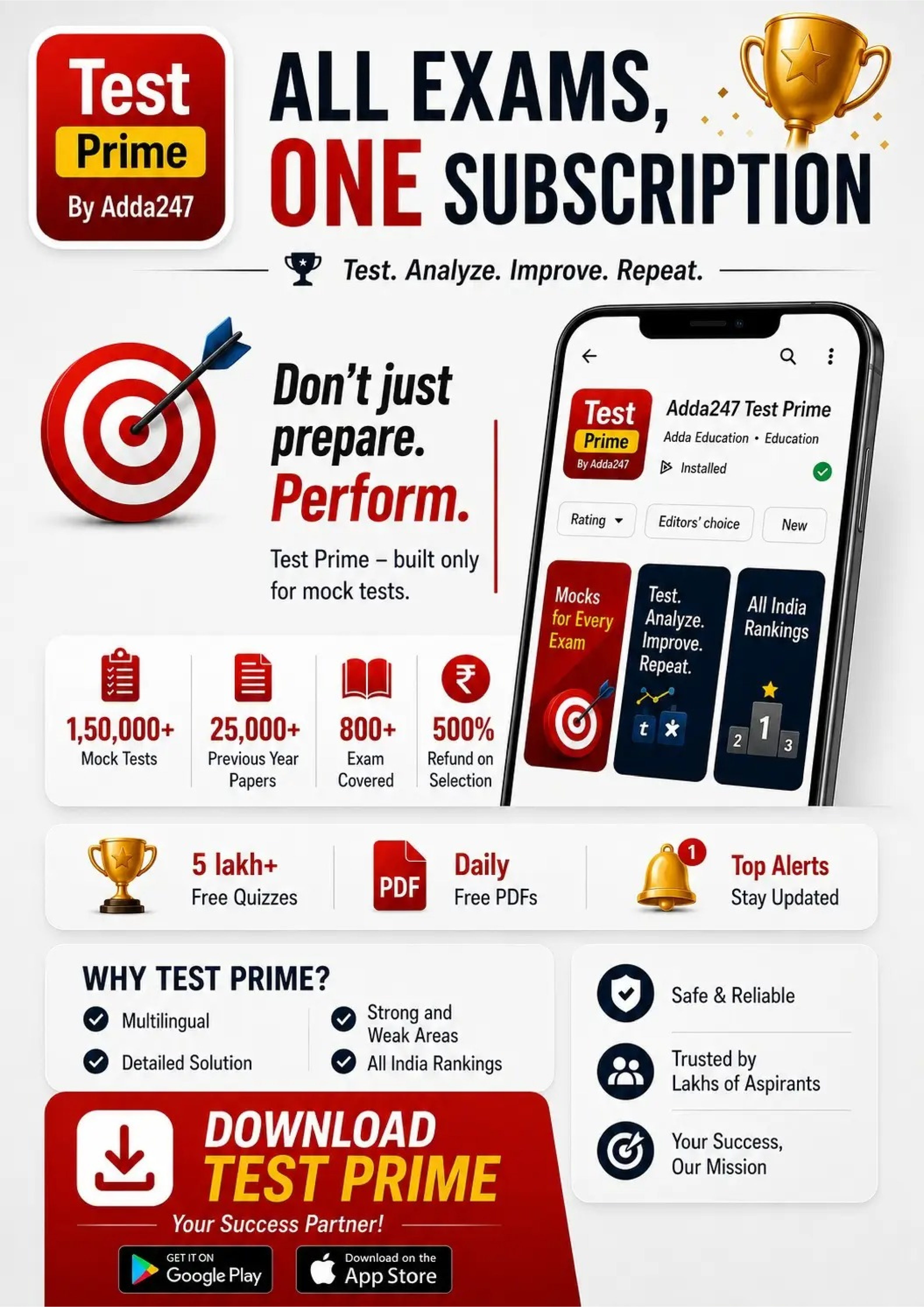
(a) Higher percentages of women don't have required degrees & skills which leads to delaying their entry into the labour market.

(b) Women get paid less compared to their male counterparts for the same job.

(c) Women are not encouraged despite India's rapid urbanization.

(d) Increase in crime rate & violence in public spaces forcing women to stay home.

(e) Lack of white-collar jobs.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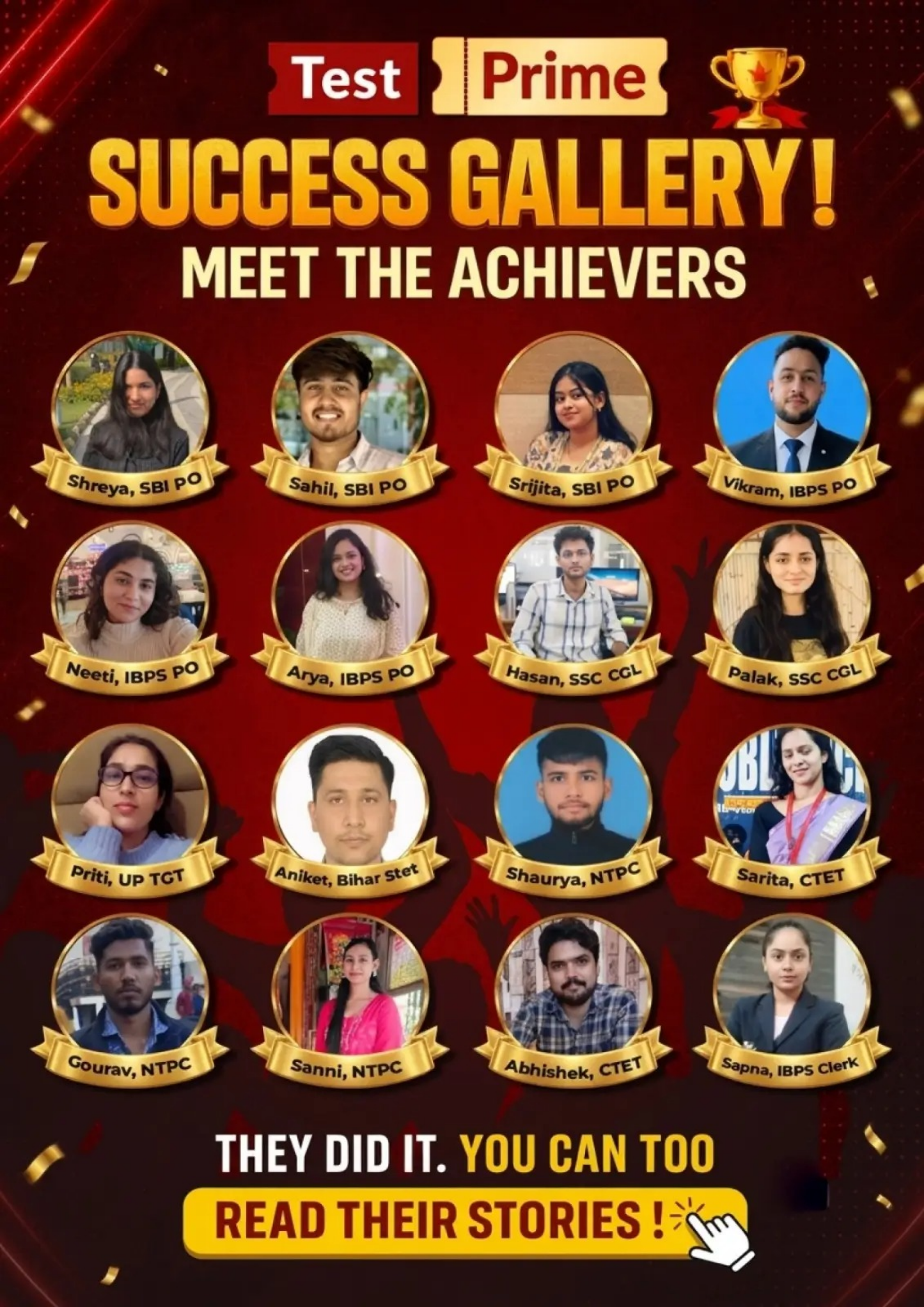
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SUCCESS GALLERY!
MEET THE ACHIEVERS
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Sahil, SBI PO
Srijita, SBI PO
Vikram, IBPS PO
Neeti, IBPS PO
Arya, IBPS PO
Hasan, SSC CGL
Palak, SSC CGL
Priti, UP TGT
Aniket, Bihar Stet
Shaurya, NTPC
Sarita, CTET
Gourav, NTPC
Sanni, NTPC
Abhishek, CTET
Sapna, IBPS Clerk
THEY DID IT. YOU CAN TOO
READ THEIR STORIES !

Ans.(b)

Q2. What can be done to increase women participation?
Read the following passage carefully and answer the questions given below them.
India has reached the Moon but it has failed to get its women out of homes. The Economic Survey finds that 60 per cent of women in India in the productive age bracket of 15-59 years are engaged in full-time housework. Inclusive growth and gender equality are important for any country to reach its full potential and achieve faster economic growth. India has been working towards becoming a $5-trillion economy, but it seems to do that minus its female population.
According to the data released by the World Bank in June 2020, India's female labour force participation (FLFP) is the lowest in South Asia. From 30.3% in 1990, India's FLFP dropped to 20.3% percent in 2020, falling behind Pakistan and Afghanistan, which were at 22.2% and 21.8% respectively. In 1990, the FLFP in Pakistan and Afghanistan stood at 14% and 15% respectively.
The Economic Survey cites several reasons for the declining women workforce. One is that more women are going for higher education, delaying their entry into the labour market. Another is with rising wages in rural areas, women who were forced to contribute to household income to make ends meet are no longer expected to go out. Lack of job opportunities, gender pay parity, education, access to finance, and pressures from society are the major stumbling blocks for women.
To improve female participation in the workforce, the Economic Survey says, several reforms have been introduced such as increase in maternal leave to 26 weeks, compulsory day care centres for children, equal wage policy amongst others. The private sector and business community will be crucial in helping bridge the gap between skills and jobs and enable access to decent work for women.
Vocational and technical training, life skills and financial literacy programmes for women to help them develop marketable skills and better decision-making abilities cannot be undertaken in a meaningful way without the involvement of industry. Companies can also invest in women entrepreneurs through microfinance, and bring their goods and services into supply chains. Enhancing women's access to the internet and ICT can create a merging market of connected women who can be linked to business opportunities. In addition, as employers, the private sector can invest in women's security against violence at home and in public spaces, and take steps to ensure their mobility through inclusive transport.
Giving women and girls the opportunity to succeed is not only the right thing to do but can also transform societies and economies. "The economic facts speak for themselves: raising women's labour force participation to that of men can boost GDP, for example, by as much as 9 per cent in Japan and 27 per cent in India," as per the paper published by the World Economic Forum (WEF).
Reducing gender gaps in employment as well as in education can help economies diversify their exports, while appointing more women onto banking supervision boards can challenge cosy group-think, thereby supporting greater bank stability and financial sector resilience. Yet, policy and legislative reforms can only do much. What is required is a change in mindset and cultural ethos that enable and empower women rather than bind them in the burden of household work.
(a) Reducing gender gaps in employment & education which in turn help economies diversify the exports.
(b) Implementation of various policies and legislative reforms for women empowerment.
(c) Facilitating entry of women into leadership roles in banks and supervision agencies.
(d) Changing the mindset & cultural practises.
(e) All of these.

Ans.(e)

Q3. Which of the following statements is TRUE as per the context of the passage?
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(a) The Economic Survey finds that 60 per cent of women in India in the productive age bracket of 15-59 years are engaged in office work.
(b) According to the data released by the World Bank in June 2020, India's female labour force participation is the lowest in the world.
(c) Female participation in India was more in 1990 which dropped drastically to 20.3% percent in 2020.

(d) As per the paper published by the Economic Survey, raising women's labour force participation to that of men can boost GDP by as much as 9 per cent in Japan and 27 per cent in India.
(e) Vocational and technical training, life skills and financial literacy programmes for women can be undertaken in a meaningful way without the involvement of industry.
Ans.(c)

Q4. What can be inferred when the author says inclusive growth and gender equality are important for any country to reach its full potential and achieve faster economic growth?
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(a) It is important to address the unpaid wage system and calls for a transformative approach that recognizes and values work.
(b) It highlights the role of women across different dimensions of sustainable development which is less reflected in the country.
(c) Empowering women in the country as they constitute half of the entire population of the country & play an active role in the development.
(d) For growth to be truly comprehensive and gender-equitable, the pattern of growth must create decent work and productive employment opportunities for women.
(e) Providing equal opportunities, education, and work, salary to both women & men will help to boost the economy.
Ans.(e)

Q5. As per the Economic Survey what are the various reforms & programmes that can uplift women & thus help to boost GDP?
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(a) Conducting vocational and technical training, life skills and financial literacy programmes for women.
(b) Promote women entrepreneurs through microfinance, and bring their goods and services into supply chains.
(c) Both a & b
(d) Increase in maternity leave to 26 weeks, compulsory day care centres for children, equal wage policy for women.
(e) All of these
Ans.(e)

Q6. Which of the following words is most similar in meaning as ‘ ETHOS’ highlighted in the given passage?
Read the following passage carefully and answer the questions given below them.
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(a) Spirit
(b) Constitution
(c) Character
(d) Custom
(e) Sentiment
Ans.(d)

Q7. Which of the following words is most opposite in meaning as ‘ STUMBLING’ highlighted in the given passage?
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(a) Rectify
(b) Overlook
(c) Uplifting
(d) Barriers
(e) Discouragement
Ans.(c)

Q8. As per the author how can financial institutions help in increasing financial literacy?
Read the following passage carefully and answer the questions given below them.
India needs to create 10-15 million jobs per year for the next decade to provide gainful employment to its young population. Accelerating entrepreneurship and business creation is crucial for such large-scale employment generation.
Moreover, entrepreneurship tends to be innovation-driven and will also help generate solutions to India's myriad social problems including high-quality education, affordable health care, clean energy and waste management, and financial inclusion. Entrepreneurship-led financial growth is also more inclusive and typically, does not involve exploitation of natural resources. Access to finance represents one of the most significant challenges for entrepreneurs and for the creation, survival and growth of small businesses. For the development of entrepreneurship in India more financial institutions apart from the government should come up with low interest rates, flexible loan schemes, and better support. There is the financial institution that helps the new ideology, but the numbers are less. The blue-chip financial institution should encourage the youth tostart up their business and provide them with a very good amount of loan at low interest rate.
Results indicated that microfinance institutions were still sorely focusing on providing credit and credit facilities, which meant that it had positive effects on capital assets but not the overall welfare of entrepreneurs. The behaviours that programs influenced were also in relation to credit, and no other aspects of entrepreneurship like innovation and technology.
Therefore, it is important that Microfinance institutions focus on the primary objective of developmental finance. Financial institutions can invest in financial education programs across the globe. Educational Institutes promoting financial education can be sponsored and encouraged to increase the number of students.
Financial education can help individuals everywhere take control of their financial situation, and improved spending habits, increased savings, investments for future requirements, children's higher education, wise use of credit facilities, can all contribute towards growth and stability of the economy.
The role of financial institutions in providing financial education, not only to clients but also to their own staff, needs to be better defined and further promoted. More information is needed at both international and national levels on good programmes and practices and on ways to promote access to

financial services. Sharing information on successful experiences can be helpful to all. Financial institutions as both beneficiaries of a financial literate society and custodians of various financial products have a role to play in the whole matrix of financial literacy.
Governments are clearly aware of the need to improve financial literacy. One key element for the future is persuading consumers that they need financial education and enabling them to access it. Also important is better financial education in schools. Today's school-leavers need to be a lot more financially literate than their parents were if they are to manage their personal finances successfully through life. Students consume lots of their time on searching irrelevant things but they will not read anything regarding how they can get loans, financial assistance for higher education.
The lack of financial culture carries a lot of risks, students become manipulative and can become a victim of fraud. Thus, there is a needfor financial awareness among all. For the success of financial literacy, there is a need to identify the various players in the matrix and understand the roles that they play. The major players in the financial literacy game are the Government, the financial services providers and the customers themselves.
(a) By persuading consumers that they need financial education and enabling them to access it.
(b) By providing financial education, not only to clients but also to their own staff, which is well defined and further promoted.
(c) By stopping exploitation of natural resources.
(d) By identifying the various players in the matrix and understanding the roles that they play.
(e) All of these.

Ans.(b)

Q9. Which of the following statements is FALSE as per the context of the passage?
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(a) India needs to create 10-15 million jobs per year for the next decade to provide gainful employment to its young population.
(b) The major players in the financial literacy game are the Government, the financial services providers and the customers themselves.
(c) Microfinance institutions were focusing on providing credit and credit facilities, thus having positive effects on capital assets and the overall welfare of entrepreneurs.
(d) All of these
(e) None of these
Ans.(c)

Q10. How can financial institutions help in supporting entrepreneurship?
Read the following passage carefully and answer the questions given below them.
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financial institution should encourage the youth tostart up their business and provide them with a very good amount of loan at low interest rate.
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Therefore, it is important that Microfinance institutions focus on the primary objective of developmental finance. Financial institutions can invest in financial education programs across the globe. Educational Institutes promoting financial education can be sponsored and encouraged to increase the number of students.
Financial education can help individuals everywhere take control of their financial situation, and improved spending habits, increased savings, investments for future requirements, children's higher education, wise use of credit facilities, can all contribute towards growth and stability of the economy.
The role of financial institutions in providing financial education, not only to clients but also to their own staff, needs to be better defined and further promoted. More information is needed at both international and national levels on good programmes and practices and on ways to promote access to financial services. Sharing information on successful experiences can be helpful to all. Financial institutions as both beneficiaries of a financial literate society and custodians of various financial products have a role to play in the whole matrix of financial literacy.
Governments are clearly aware of the need to improve financial literacy. One key element for the future is persuading consumers that they need financial education and enabling them to access it. Also important is better financial education in schools. Today's school-leavers need to be a lot more financially literate than their parents were if they are to manage their personal finances successfully through life. Students consume lots of their time on searching irrelevant things but they will not read anything regarding how they can get loans, financial assistance for higher education.
The lack of financial culture carries a lot of risks, students become manipulative and can become a victim of fraud. Thus, there is a needfor financial awareness among all. For the success of financial literacy, there is a need to identify the various players in the matrix and understand the roles that they play. The major players in the financial literacy game are the Government, the financial services providers and the customers themselves.
(a) Financial institutions should promote financial education and encourage the young generation.
(b) Financial institutions should focus primarily on providing credit and credit facilities, thus having positive effects on capital assets and the overall welfare of entrepreneurs.
(c) Financial institutions should drive awareness programmes which will enlighten people about entrepreneurship.
(d) Financial institutions should encourage the youth tostart up their business and provide them with a good amount of loan at low interest rate.
(e) Financial institutions help individuals to take control of their financial situation, and improved spending habits, wise use of credit facilities.
Ans.(d)

Q11. Which of the following words is most similar in meaning as ‘ CONSUME’ highlighted in the given passage?

Read the following passage carefully and answer the questions given below them.

India needs to create 10-15 million jobs per year for the next decade to provide gainful employment to its young population. Accelerating entrepreneurship and business creation is crucial for such large-scale employment generation.

Moreover, entrepreneurship tends to be innovation-driven and will also help generate solutions to India’s myriad social problems including high-quality education, affordable health care, clean energy and waste management, and financial inclusion. Entrepreneurship-led financial growth is also more inclusive and typically, does not involve exploitation of natural resources. Access to finance represents one of the most significant challenges for entrepreneurs and for the creation, survival and growth of small businesses. For the development of entrepreneurship in India more financial institutions apart from the government should come up with low interest rates, flexible loan schemes, and better support. There is the financial institution that helps the new ideology, but the numbers are less. The blue-chip financial institution should encourage the youth tostart up their business and provide them with a very good amount of loan at low interest rate.

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The role of financial institutions in providing financial education, not only to clients but also to their own staff, needs to be better defined and further promoted. More information is needed at both international and national levels on good programmes and practices and on ways to promote access to financial services. Sharing information on successful experiences can be helpful to all. Financial institutions as both beneficiaries of a financial literate society and custodians of various financial products have a role to play in the whole matrix of financial literacy.

Governments are clearly aware of the need to improve financial literacy. One key element for the future is persuading consumers that they need financial education and enabling them to access it. Also important is better financial education in schools. Today’s school-leavers need to be a lot more financially literate than their parents were if they are to manage their personal finances successfully through life. Students consume lots of their time on searching irrelevant things but they will not read anything regarding how they can get loans, financial assistance for higher education.

The lack of financial culture carries a lot of risks, students become manipulative and can become a victim of fraud. Thus, there is a needfor financial awareness among all. For the success of financial literacy, there is a need to identify the various players in the matrix and understand the roles that they play. The major players in the financial literacy game are the Government, the financial services providers and the customers themselves.

(a) Spend

(b) Waste
(c) Destroy
(d) Lost
(e) Invest
Ans.(b)

Q12. What is the central idea of the passage?
Read the following passage carefully and answer the questions given below them.
India needs to create 10-15 million jobs per year for the next decade to provide gainful employment to its young population. Accelerating entrepreneurship and business creation is crucial for such large-scale employment generation.
Moreover, entrepreneurship tends to be innovation-driven and will also help generate solutions to India's myriad social problems including high-quality education, affordable health care, clean energy and waste management, and financial inclusion. Entrepreneurship-led financial growth is also more inclusive and typically, does not involve exploitation of natural resources. Access to finance represents one of the most significant challenges for entrepreneurs and for the creation, survival and growth of small businesses. For the development of entrepreneurship in India more financial institutions apart from the government should come up with low interest rates, flexible loan schemes, and better support. There is the financial institution that helps the new ideology, but the numbers are less. The blue-chip financial institution should encourage the youth tostart up their business and provide them with a very good amount of loan at low interest rate.
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Governments are clearly aware of the need to improve financial literacy. One key element for the future is persuading consumers that they need financial education and enabling them to access it. Also important is better financial education in schools. Today's school-leavers need to be a lot more financially literate than their parents were if they are to manage their personal finances successfully through life. Students consume lots of their time on searching irrelevant things but they will not read anything regarding how they can get loans, financial assistance for higher education.

The lack of financial culture carries a lot of risks, students become manipulative and can become a victim of fraud. Thus, there is a needfor financial awareness among all. For the success of financial literacy, there is a need to identify the various players in the matrix and understand the roles that they play. The major players in the financial literacy game are the Government, the financial services providers and the customers themselves.
(a) Boosting financial institutions in order to create universal growth & development.
(b) Encouraging youth for entrepreneurship by providing them proper financial assistance.
(c) Create a greater number of financial institutions which will uplift young entrepreneurs & to increase financial literacy among them.
(d) Government focuses on uplifting small-scale industries, self-help groups & young entrepreneurs.
(e) Need to increase financial literacy among all & promote entrepreneurship through financial institutions.
Ans.(e)

Q13. What is the tone of the passage?
Read the following passage carefully and answer the questions given below them.
India needs to create 10-15 million jobs per year for the next decade to provide gainful employment to its young population. Accelerating entrepreneurship and business creation is crucial for such large-scale employment generation.
Moreover, entrepreneurship tends to be innovation-driven and will also help generate solutions to India's myriad social problems including high-quality education, affordable health care, clean energy and waste management, and financial inclusion. Entrepreneurship-led financial growth is also more inclusive and typically, does not involve exploitation of natural resources. Access to finance represents one of the most significant challenges for entrepreneurs and for the creation, survival and growth of small businesses. For the development of entrepreneurship in India more financial institutions apart from the government should come up with low interest rates, flexible loan schemes, and better support. There is the financial institution that helps the new ideology, but the numbers are less. The blue-chip financial institution should encourage the youth tostart up their business and provide them with a very good amount of loan at low interest rate.
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The role of financial institutions in providing financial education, not only to clients but also to their own staff, needs to be better defined and further promoted. More information is needed at both international and national levels on good programmes and practices and on ways to promote access to financial services. Sharing information on successful experiences can be helpful to all. Financial

institutions as both beneficiaries of a financial literate society and custodians of various financial products have a role to play in the whole matrix of financial literacy.

Governments are clearly aware of the need to improve financial literacy. One key element for the future is persuading consumers that they need financial education and enabling them to access it. Also important is better financial education in schools. Today's school-leavers need to be a lot more financially literate than their parents were if they are to manage their personal finances successfully through life. Students consume lots of their time on searching irrelevant things but they will not read anything regarding how they can get loans, financial assistance for higher education.

The lack of financial culture carries a lot of risks, students become manipulative and can become a victim of fraud. Thus, there is a needfor financial awareness among all. For the success of financial literacy, there is a need to identify the various players in the matrix and understand the roles that they play. The major players in the financial literacy game are the Government, the financial services providers and the customers themselves.

(a) Introspective
(b) Speculative
(c) Critical
(d) Informative
(e) Sarcastic
Ans.(d)

Q14. What is the biggest challenge which entrepreneurs encounter most?

Read the following passage carefully and answer the questions given below them.

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Moreover, entrepreneurship tends to be innovation-driven and will also help generate solutions to India's myriad social problems including high-quality education, affordable health care, clean energy and waste management, and financial inclusion. Entrepreneurship-led financial growth is also more inclusive and typically, does not involve exploitation of natural resources. Access to finance represents one of the most significant challenges for entrepreneurs and for the creation, survival and growth of small businesses. For the development of entrepreneurship in India more financial institutions apart from the government should come up with low interest rates, flexible loan schemes, and better support. There is the financial institution that helps the new ideology, but the numbers are less. The blue-chip financial institution should encourage the youth tostart up their business and provide them with a very good amount of loan at low interest rate.

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Governments are clearly aware of the need to improve financial literacy. One key element for the future is persuading consumers that they need financial education and enabling them to access it. Also important is better financial education in schools. Today's school-leavers need to be a lot more financially literate than their parents were if they are to manage their personal finances successfully through life. Students consume lots of their time on searching irrelevant things but they will not read anything regarding how they can get loans, financial assistance for higher education.
The lack of financial culture carries a lot of risks, students become manipulative and can become a victim of fraud. Thus, there is a needfor financial awareness among all. For the success of financial literacy, there is a need to identify the various players in the matrix and understand the roles that they play. The major players in the financial literacy game are the Government, the financial services providers and the customers themselves.
(a) Access to finance represents one of the most significant challenges for entrepreneurs and for the creation, survival and growth of small businesses.
(b) Lack of training programmes through which entrepreneurs can hone their skills and enhance their knowledge to start and grow a business.
(c) Lot of risks because of wrong policies, malpractices, frauds involved in business which restrict the entry of new-comers in business.
(d) Less number of financial institutions that help the new ideology.
(e) Focus of microfinance institutions solely on providing credit and credit facilities but not on other aspects of entrepreneurship like innovation and technology.
Ans.(a)

Q15. When Smita will find (A) / out a solution (B) / to this problem, (C) / she will be awarded a prize (D).
Read the sentence to find out whether there is any error in it. The error, if any, will be in one part of the sentence. The number corresponding to that part is your answer. If the given sentence is correct as given, mark the answer as "No error". Ignore the errors of punctuation, if any.
(a) A
(b) B
(c) C
(d) D
(e) No error.
Ans.(a)

Q16. Allowing professionals and individuals (A) / with minimum experience of 5 years and giving (B) / small companies a chance to convert (C) / themselves into big companies(D).
Read the sentence to find out whether there is any error in it. The error, if any, will be in one part of the sentence. The number corresponding to that part is your answer. If the given sentence is correct as given, mark the answer as "No error". Ignore the errors of punctuation, if any.
(a) A
(b) B
(c) C
(d) D
(e) No error.
Ans.(b)

Q17. Rajat had taken the loan from bank (A) to open a photograph studio, but losses (B) / in business rendered him jobless (C) / and unable to repay the loan (D).
Read the sentence to find out whether there is any error in it. The error, if any, will be in one part of the sentence. The number corresponding to that part is your answer. If the given sentence is correct as given, mark the answer as "No error". Ignore the errors of punctuation, if any.
(a) A
(b) B
(c) C
(d) D
(e) No error.
Ans.(b)

Q18. Sumit asked me (A) / to completely forget him (B) / but I know forgetting him (C) / is not an easy thing (D).
Read the sentence to find out whether there is any error in it. The error, if any, will be in one part of the sentence. The number corresponding to that part is your answer. If the given sentence is correct as given, mark the answer as "No error". Ignore the errors of punctuation, if any.
(a) A
(b) B
(c) C
(d) D
(e) No error.
Ans.(b)

Q19. The Madhya Pradesh High Court (A) / made it clear that a minor in possession of (B) / drugs or other illicit substances (C) / can be inviting criminal action (D).
Read the sentence to find out whether there is any error in it. The error, if any, will be in one part of the sentence. The number corresponding to that part is your answer. If the given sentence is correct as given, mark the answer as "No error". Ignore the errors of punctuation, if any.
(a) A
(b) B
(c) C

(d) D
(e) No error.
Ans.(d)

Q20. This is the(A) / first time(B) I see such an(C) / interesting movie. (D).
Read the sentence to find out whether there is any error in it. The error, if any, will be in one part of the sentence. The number corresponding to that part is your answer. If the given sentence is correct as given, mark the answer as "No error". Ignore the errors of punctuation, if any.
(a) A
(b) B
(c) C
(d) D
(e) No error.
Ans.(c)

Q21. Which of the following is the SECOND sentence after rearrangement?
Given below are six sentences given in par jumbled form. Arrange the following sentences to form a coherent paragraph and answer the following questions.
A. Space junk, or space debris, is any piece of machinery or debris left by humans in space which refers to big objects such as dead satellites that have failed or been left in orbit at the end of their mission.
B. All space junk is the result of us launching objects from Earth, and it remains in orbit until it re-enters the atmosphere.
C. Space junk is no one countries' responsibility, but the responsibility of every spacefaring country.
D. The NASA Orbital Debris Program officially began in 1979 in the Space Sciences Branch at the Johnson Space Centre (JSC) in Houston, Texas to create fewer orbital debris, and designs equipment to track and remove the debris already in space.
E. The problem of managing space debris is both an international challenge and an opportunity to preserve the space environment for future space exploration missions.
F. What's more, there are around 34,000 pieces of space junk bigger than 10 centimetres in size and millions of smaller pieces that could nonetheless prove disastrous if they hit something else.
(a) B
(b) D
(c) A
(d) C
(e) F
Ans.(c)

Q22. Which of the following is the FOURTH sentence after rearrangement?
Given below are six sentences given in par jumbled form. Arrange the following sentences to form a coherent paragraph and answer the following questions.
A. Space junk, or space debris, is any piece of machinery or debris left by humans in space which refers to big objects such as dead satellites that have failed or been left in orbit at the end of their mission.
B. All space junk is the result of us launching objects from Earth, and it remains in orbit until it re-enters the atmosphere.
C. Space junk is no one countries' responsibility, but the responsibility of every spacefaring country.

D. The NASA Orbital Debris Program officially began in 1979 in the Space Sciences Branch at the Johnson Space Centre (JSC) in Houston, Texas to create fewer orbital debris, and designs equipment to track and remove the debris already in space.
E. The problem of managing space debris is both an international challenge and an opportunity to preserve the space environment for future space exploration missions.
F. What's more, there are around 34,000 pieces of space junk bigger than 10 centimetres in size and millions of smaller pieces that could nonetheless prove disastrous if they hit something else.
(a) E
(b) D
(c) A
(d) B
(e) F
Ans.(e)

Q23. Which of the following is the FIRST sentence after rearrangement?
Given below are six sentences given in par jumbled form. Arrange the following sentences to form a coherent paragraph and answer the following questions.
A. Space junk, or space debris, is any piece of machinery or debris left by humans in space which refers to big objects such as dead satellites that have failed or been left in orbit at the end of their mission.
B. All space junk is the result of us launching objects from Earth, and it remains in orbit until it re-enters the atmosphere.
C. Space junk is no one countries' responsibility, but the responsibility of every spacefaring country.
D. The NASA Orbital Debris Program officially began in 1979 in the Space Sciences Branch at the Johnson Space Centre (JSC) in Houston, Texas to create fewer orbital debris, and designs equipment to track and remove the debris already in space.
E. The problem of managing space debris is both an international challenge and an opportunity to preserve the space environment for future space exploration missions.
F. What's more, there are around 34,000 pieces of space junk bigger than 10 centimetres in size and millions of smaller pieces that could nonetheless prove disastrous if they hit something else.
(a) B
(b) D
(c) A
(d) C
(e) E
Ans.(b)

Q24. Which of the following is the FIFTH sentence after rearrangement?
Given below are six sentences given in par jumbled form. Arrange the following sentences to form a coherent paragraph and answer the following questions.
A. Space junk, or space debris, is any piece of machinery or debris left by humans in space which refers to big objects such as dead satellites that have failed or been left in orbit at the end of their mission.
B. All space junk is the result of us launching objects from Earth, and it remains in orbit until it re-enters the atmosphere.
C. Space junk is no one countries' responsibility, but the responsibility of every spacefaring country.

D. The NASA Orbital Debris Program officially began in 1979 in the Space Sciences Branch at the Johnson Space Centre (JSC) in Houston, Texas to create fewer orbital debris, and designs equipment to track and remove the debris already in space.
E. The problem of managing space debris is both an international challenge and an opportunity to preserve the space environment for future space exploration missions.
F. What's more, there are around 34,000 pieces of space junk bigger than 10 centimetres in size and millions of smaller pieces that could nonetheless prove disastrous if they hit something else.
(a) F
(b) D
(c) A
(d) B
(e) C
Ans.(e)

Q25. Which of the following is the LAST step after rearrangement?
Given below are six sentences given in par jumbled form. Arrange the following sentences to form a coherent paragraph and answer the following questions.
A. Space junk, or space debris, is any piece of machinery or debris left by humans in space which refers to big objects such as dead satellites that have failed or been left in orbit at the end of their mission.
B. All space junk is the result of us launching objects from Earth, and it remains in orbit until it re-enters the atmosphere.
C. Space junk is no one countries' responsibility, but the responsibility of every spacefaring country.
D. The NASA Orbital Debris Program officially began in 1979 in the Space Sciences Branch at the Johnson Space Centre (JSC) in Houston, Texas to create fewer orbital debris, and designs equipment to track and remove the debris already in space.
E. The problem of managing space debris is both an international challenge and an opportunity to preserve the space environment for future space exploration missions.
F. What's more, there are around 34,000 pieces of space junk bigger than 10 centimetres in size and millions of smaller pieces that could nonetheless prove disastrous if they hit something else.
(a) E
(b) D
(c) A
(d) B
(e) C
Ans.(a)

Q26. Column (I)
(A) We are all taught to love our country which we follow blindly
(B) We must educate ourselves, open our mind, but more importantly open our eyes,
(C) I think you will find lots of attitude changes
Column (II)
(D) because without that change won't happen and change isn't going to be overnight.
(E) but in that process, we start hating each other.
(F) and that stops us from appreciating other cultures, other countries, other people, other races, other religions.

In the following questions two columns are given containing three sentences/phrases each. In first column, sentences/phrases are A, B and C and in the second column the sentences/phrases are D, E and F. A sentence/phrase from the first column may or may not connect with another sentence/phrase from the second column to make a grammatically and contextually correct sentence. Each question has five options, four of which display the sequence(s) in which the sentences/phrases can be joined to form a grammatically and contextually correct sentence. If none of the given options forms a correct sentence after combining, mark (e), i.e. "None of these" as your answer.
(a) A-F
(b) B-D
(c) A-E
(d) Both (a) & (b)
(e) C-D
Ans.(d)

Q27. Column (I)
(A) The types of ads being produced these days have shown great influence on the minds of people
(B) Today the human needs are fulfilled
(C) It is widely assumed that dark-skinned Blacks have higher rates of hypertension
Column (II)
(D) by persuading them through attractive advertising tactics.
(E) than their lighter-skinned cohorts because the former experience greater racial discrimination.
(F) and highlight the need to assess discrimination in studies of the skin colour–hypertension relationship.
In the following questions two columns are given containing three sentences/phrases each. In first column, sentences/phrases are A, B and C and in the second column the sentences/phrases are D, E and F. A sentence/phrase from the first column may or may not connect with another sentence/phrase from the second column to make a grammatically and contextually correct sentence. Each question has five options, four of which display the sequence(s) in which the sentences/phrases can be joined to form a grammatically and contextually correct sentence. If none of the given options forms a correct sentence after combining, mark (e), i.e. "None of these" as your answer.
(a) B-D
(b) A-D
(c) C-E
(d) C-F
(e) Both (b) & (c)
Ans.(e)

Q28. Column (I)
(A) It might feel overwhelming when your child says
(B) I can't promise you will 'make it,
(C) Spending initial days of the lockdown was difficult
Column (II)
(D) would grow up to become a professional violinist.
(E) to become a famous actor or world-renowned scientist.
(F) for most of us as our mobility was restricted

In the following questions two columns are given containing three sentences/phrases each. In first column, sentences/phrases are A, B and C and in the second column the sentences/phrases are D, E and F. A sentence/phrase from the first column may or may not connect with another sentence/phrase from the second column to make a grammatically and contextually correct sentence. Each question has five options, four of which display the sequence(s) in which the sentences/phrases can be joined to form a grammatically and contextually correct sentence. If none of the given options forms a correct sentence after combining, mark (e), i.e. "None of these" as your answer.
(a) C-F
(b) A-E
(c) C-D
(d) A-D
(e) Both (a) & (b)
Ans.(a)

Q29. Column (I)
(A) To accomplish any goal, write it down,
(B) Being part of a community made all
(C) My parents also gave me a vision of what could be
Column (II)
(D) dreaming of attending the music concert of a famous singer.
(E) map out a practical plan, and surround yourself with mentors.
(F) learning with other aspirants made it fun again.
In the following questions two columns are given containing three sentences/phrases each. In first column, sentences/phrases are A, B and C and in the second column the sentences/phrases are D, E and F. A sentence/phrase from the first column may or may not connect with another sentence/phrase from the second column to make a grammatically and contextually correct sentence. Each question has five options, four of which display the sequence(s) in which the sentences/phrases can be joined to form a grammatically and contextually correct sentence. If none of the given options forms a correct sentence after combining, mark (e), i.e. "None of these" as your answer.
(a) B-D
(b) A-D
(c) A-E
(d) C-F
(e) Both (a) & (d)
Ans.(c)

Q30. (i) We all want to be the best parents we can be for our children.
(ii) There is often conflicting advice on how to raise a kid who is confident, kind and successful.
A. And
B. But
C. However
In the questions given below, two sentences are given which are grammatically correct and meaningful. Connect them by the word given in the options in the best possible way without changing the intended meaning. Choose your answer accordingly from the options to form a correct, coherent sentence.
(a) Only (C)

(b) Both (B) & (C)
(c) Only (B)
(d) All of these
(e) None of these
Ans.(b)

Q31. (i) Mohan always gets the highest grade in the school.
(ii) He does not study regularly.
A. Even though
B. Despite of
C. Either
In the questions given below, two sentences are given which are grammatically correct and meaningful. Connect them by the word given in the options in the best possible way without changing the intended meaning. Choose your answer accordingly from the options to form a correct, coherent sentence.
(a) Only (A)
(b) Only (B)
(c) Both (A) & (C)
(d) All of these
(e) None of these
Ans.(a)

Q32. (i) Minal was happy with her job.
(ii) Working with very little salary.
A. Indeed
B. In spite of
C. Moreover In the questions given below, two sentences are given which are grammatically correct and meaningful. Connect them by the word given in the options in the best possible way without changing the intended meaning. Choose your answer accordingly from the options to form a correct, coherent sentence.
(a) Both (A) & (B)
(b) Only (C)
(c) Only (B)
(d) All of these
(e) None of these
Ans.(c)

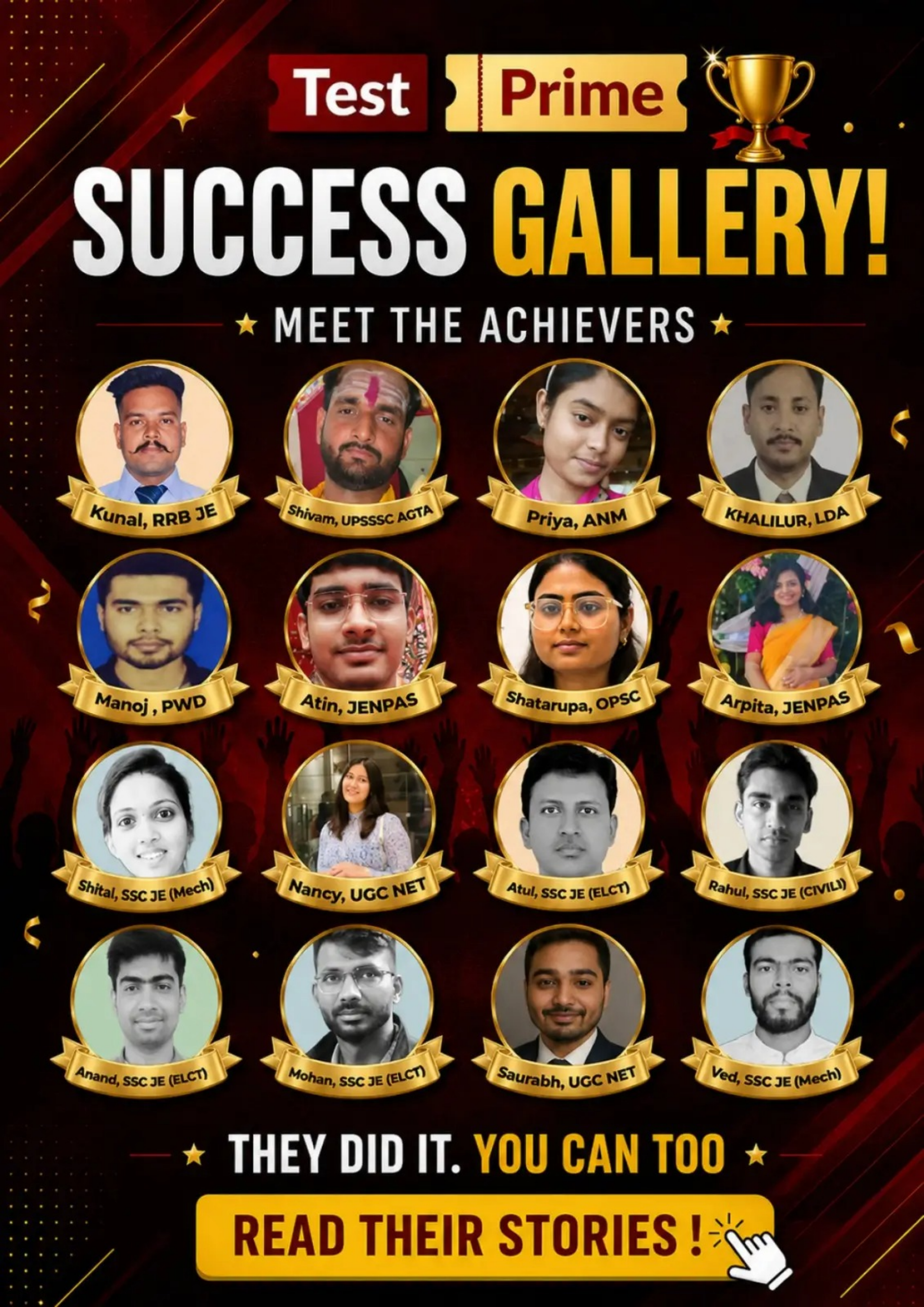
Q33. Pay through the nose.
In the questions, one phrase/idiom is given followed by three sentences. Choose the sentence which conveys the same meaning as that of the given idiom/phrase.
(a) You can get quality education these days, but you have to pay too much money for that.
(b) Nowadays home loans are easily available but you need to pay a small sum of interest.
(c) Mr. Sharma goes forvacation every month but he needs to work very hard for that.
(d) Both (a) and (b)
(e) All (a) (b) and (c)
Ans.(a)

Q34. Come to a halt.
In the questions, one phrase/idiom is given followed by three sentences. Choose the sentence which conveys the same meaning as that of the given idiom/phrase.
(a) His progress became stagnant after he got into the company of bad people.
(b) Arvind started working enthusiastically on his new project as he started his new ventures recently.
(c) Many researches stop abruptly after a sudden reduction in funding by the government & other agencies.
(d) Both (a) and (b)
(e) All (a) (b) and (c)
Ans.(c)

Q35. In the bag.
In the questions, one phrase/idiom is given followed by three sentences. Choose the sentence which conveys the same meaning as that of the given idiom/phrase.
(a) She was very much proud of her intelligence.
(b) After putting lots of efforts, Nisha was very much sure about her selection in the top MBA college of India.
(c) The team was in doubt after they failed their 1st match against England.
(d) Both (a) and (c)
(e) All (a) (b) and (c)
Ans.(b)

Q36. Know the ropes.
In the questions, one phrase/idiom is given followed by three sentences. Choose the sentence which conveys the same meaning as that of the given idiom/phrase.
(a) Make sure you know all the details regarding the new company where you are going for an interview.
(b) In order to achieve anything, one must know his strengths.
(c) Ramesh was not aware of his potential, until he met Anu.
(d) Both (b) and (c)
(e) All (a) (b) and (c)
Ans.(a)

Q37. Amit Shah was scheduled (A)to take part via video conferencing in the beneficiaries (B)for the programme (C)of over one lakh houses constructed(D) in Madhya Pradesh under the Pradhan Mantri Awas Yojana.
In each of the questions given below four words are given in bold. These four words may or may not be in their correct position. The sentence is then followed by options with the correct combination of words that should replace each other in order to make the sentence grammatically and contextually correct. Find the correct combination of the words that replace each other. If the sentence is correct as it is then select option (E) as your choice.
(a) A-B
(b) B-C
(c) A-D
(d) Both A-D & B-C



Test Prime
SUCCESS GALLERY!
MEET THE ACHIEVERS
Kunal, RRB JE
Shivam, UPSSSC AGTA
Priya, ANM
KHALILUR, LDA
Manoj , PWD
Atin, JENPAS
Shatarupa, OPSC
Arpita, JENPAS
Shital, SSC JE (Mech)
Nancy, UGC NET
Atul, SSC JE (ELCT)
Rahul, SSC JE (CIVILI)
Anand, SSC JE (ELCT)
Mohan, SSC JE (ELCT)
Saurabh, UGC NET
Ved, SSC JE (Mech)
THEY DID IT. YOU CAN TOO
READ THEIR STORIES !

(e) The sentence is correct
Ans.(b)

Q38. The map diverted (A) the total forest area shows (B) for projects (C) and defence development (D)between 1991 and 2021.
In each of the questions given below four words are given in bold. These four words may or may not be in their correct position. The sentence is then followed by options with the correct combination of words that should replace each other in order to make the sentence grammatically and contextually correct. Find the correct combination of the words that replace each other. If the sentence is correct as it is then select option (E) as your choice.
(a) A-B
(b) Both A-B & C-D
(c) A-D
(d) Both A-C & B-D
(e) The sentence is correct
Ans.(b)

Q39. Heavy rise (A) on crude oil combined with a recent (B)uptick in international crude prices is responsible for this significant(C)price taxation(D).
In each of the questions given below four words are given in bold. These four words may or may not be in their correct position. The sentence is then followed by options with the correct combination of words that should replace each other in order to make the sentence grammatically and contextually correct. Find the correct combination of the words that replace each other. If the sentence is correct as it is then select option (E) as your choice.
(a) A-B
(b) B-C
(c) Both A-D & B-C
(d) C-D
(e) The sentence is correct
Ans.(c)

Q40. The iPhone maker (A) suggested users (B) to place their watch on the charger (C) and then wait (D) for at least 30 minutes.
In each of the questions given below four words are given in bold. These four words may or may not be in their correct position. The sentence is then followed by options with the correct combination of words that should replace each other in order to make the sentence grammatically and contextually correct. Find the correct combination of the words that replace each other. If the sentence is correct as it is then select option (E) as your choice.
(a) A-C
(b) B-D
(c) A-D
(d) Both A-C & B-D
(e) The sentence is correct
Ans.(e)