

For CDS PYQ Solution visit: <https://www.cavalier.in/cds-pyq-answer-key>

**Q1 Question:**

**List I (Word / Expression)**

- A. Ensue**
- B. Morass**
- C. Imbroglia**
- D. Potpourri**

**List II (Meaning)**

- 1. Continuing without a break
- 2. Confusing problem
- 3. Extracting money in the form of taxes
- 4. Corrupt behaviour of a public servant

**List II (Meaning)**

- 1. Muddy ground
- 2. Complex disputes
- 3. Collection of different things
- 4. To happen as a result

**Code options:**

- (a) 4 2 1 3
- (b) 3 1 2 4
- (c) 4 1 2 3
- (d) 3 2 1 4

**Answer: (a) 4 2 1 3**

**Explanation:** *Malversation* = corrupt behaviour by an official → 4; *Conundrum* = puzzling/confusing problem → 2; *Incessant* = continuing without a break → 1; *Mulct* = to extract money (fine/tax) → 3.

**Code options:**

- (a) 4 2 1 3
- (b) 3 1 2 4
- (c) 4 1 2 3
- (d) 3 2 1 4

**Answer: (c) 4 1 2 3**

**Explanation:** *Ensue* = "to happen as a result" → 4; *Morass* = "muddy ground" → 1; *Imbroglia* = "complex disputes" → 2; *Potpourri* = "collection of different things" → 3.

**Q3 Question:**

**List I (Word / Expression)**

- A. Impugn**
- B. Spew**
- C. Harangue**
- D. Gibberish**

**List II (Meaning)**

- 1. Meaningless words
- 2. Expressing doubts about something
- 3. Flowing out of something in a forceful way
- 4. Aggressive lecturing

**Q2 Question:**

**List I (Word / Expression)**

- A. Malversation**
- B. Conundrum**
- C. Incessant**
- D. Mulct**

Code options:

- (a) 1 3 4 2
- (b) 1 4 3 2
- (c) 2 3 4 1
- (d) 2 4 3 1

Answer: (c) 2 3 4 1

Explanation: *Impugn* = express doubts/attack the truth of → 2; *Spew* = forcefully flow/emit → 3; *Harangue* = a long aggressive lecture → 4; *Gibberish* = meaningless words → 1.

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**Q4 Question:**

**List I (Word / Expression)**

- A. Caveat**
- B. Amble**
- C. Acolyte**
- D. Archaic**

List II (Meaning)

- 1. Old-fashioned
- 2. Warning
- 3. Walking at a slow pace
- 4. Ardent follower

Code options:

- (a) 1 3 4 2
- (b) 1 4 3 2
- (c) 2 3 4 1
- (d) 2 4 3 1

Answer: (c) 2 3 4 1

Explanation: *Caveat* = warning → 2; *Amble* = walk slowly → 3; *Acolyte* = ardent follower/assistant → 4; *Archaic* = old-fashioned → 1.

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**Q5 Question:**

**List I (Word / Expression)**

- A. Kernel**
- B. Brook**
- C. Jinx**
- D. Solace**

List II (Meaning)

- 1. Something that causes bad luck
- 2. Small stream
- 3. Something that gives feeling of comfort
- 4. Soft part inside a seed

Code options:

- (a) 4 2 1 3
- (b) 3 1 2 4
- (c) 4 1 2 3
- (d) 3 2 1 4

Answer: (a) 4 2 1 3

Explanation: *Kernel* = inner soft part of a seed → 4; *Brook* = small stream → 2; *Jinx* = something causing bad luck → 1; *Solace* = comfort → 3.

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**Q6 Question:**

**List I (Word / Expression)**

- A. Feat**
- B. Fate**
- C. Fathom**
- D. Faux pas**

List II (Meaning)

- 1. The development of events outside a person's control
- 2. Used to measure depth of water
- 3. An embarrassing mistake

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4. An achievement requiring great courage

Code :

- (a) 4 1 2 3
- (b) 3 2 1 4
- (c) 4 2 1 3
- (d) 3 1 2 4

Answer: (a) 4 1 2 3

Explanation: *Feat* = an achievement requiring great courage → 4; *Fate* = development of events outside one's control → 1; *Fathom* = used to measure depth (of water) → 2; *Faux pas* = an embarrassing mistake → 3.

2; *Send off* = to give a farewell / wish luck to a person leaving → 4; *Semblance* = similarity of appearance → 1.

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**Q8 Question:**

**List I (Word / Expression)**

- A. Hatch**
- B. Haughty**
- C. Gruff**
- D. Gruelling**

List II (Meaning)

- 1. Rough and low in pitch
- 2. Arrogant behaviour
- 3. Tiring and demanding
- 4. A door in an aircraft

**Q7 Question:**

**List I (Word / Expression)**

- A. Semitic**
- B. Seminary**
- C. Send off**
- D. Semblance**

List II (Meaning)

- 1. Similarity of appearance
- 2. Training college for priests
- 3. A family of languages that includes Hebrew
- 4. Wish good luck to person leaving

Code :

- (a) 3 2 4 1
- (b) 3 2 1 4
- (c) 1 4 2 3
- (d) 2 4 3 1

Answer: (a) 3 2 4 1

Explanation: *Semitic* = a family of languages including Hebrew → 3; *Seminary* = training college for priests →

Code :

- (a) 4 2 1 3
- (b) 2 1 3 4
- (c) 3 4 1 2
- (d) 3 2 1 4

Answer: (a) 4 2 1 3

Explanation: *Hatch* = a door in an aircraft → 4; *Haughty* = arrogant behaviour → 2; *Gruff* = rough, low in pitch (voice) → 1; *Gruelling* = tiring and demanding → 3.

**Q9 Question:**

**List I (Word / Expression)**

- A. Extirpate**
- B. Extol**
- C. Extremity**
- D. Expunge**

**List II (Meaning)**

- 1. Praise enthusiastically
- 2. Farthest point
- 3. To remove completely
- 4. Destroy completely

- 1. Cause something to seem less valuable
- 2. Skilful in using underhand tactics
- 3. Transfer of power from higher to lower government
- 4. The state of being harmed or damaged

Code :

- (a) 1 3 4 2
- (b) 2 3 4 1
- (c) 2 4 3 1
- (d) 1 4 3 2

Code :

- (a) 4 1 2 3
- (b) 3 1 2 4
- (c) 4 1 3 2
- (d) 3 2 1 4

Answer: (a) 4 1 2 3

Explanation: *Extirpate* = destroy completely → 4; *Extol* = praise enthusiastically → 1; *Extremity* = farthest point → 2; *Expunge* = to remove completely → 3.

Answer: (b) 2 3 4 1

Explanation: *Devious* = skilful in using underhand tactics → 2; *Devolution* = transfer of power from higher to lower government → 3; *Detriment* = the state of being harmed or damaged → 4; *Detract* = cause something to seem less valuable → 1.

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**Q10 Question:**

**List I (Word / Expression)**

- A. Devious**
- B. Devolution**
- C. Detriment**
- D. Detract**

**List II (Meaning)**

**Q11 It is increasingly \_\_\_\_\_ that learning levels within many countries are highly unequal.**

- (a) recognize**
- (b) recognizes**
- (c) recognized**
- (d) been recognized**

Answer: (c) recognized

Explanation: The construction "*It is increasingly recognized that ...*" is the standard passive form meaning "people

are more and more acknowledging.”  
Hence, “recognized” is correct.

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**Q12 This \_\_\_\_\_ be happening because of institutional features of school systems such as early streaming, regional diversity.**

- (a) ought to
- (b) may
- (c) should
- (d) must

Answer: (b) may

Explanation: The statement expresses possibility, not certainty or obligation. “May be happening” is most appropriate.

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**Q13 \_\_\_\_\_ inequality to different types of providers, among the developed countries,**

- (a) For
- (b) On
- (c) By
- (d) With

Answer: (d) With

Explanation: The correct collocation is “*With inequality to different types of providers ...*”. It introduces the condition in which the following point applies.

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**Q14 \_\_\_\_\_ unequal access to education, and non-equitable access to expenditure or political engagement.**

- (a) inequality
- (b) equal
- (c) equal
- (d) inequality

Answer: (a) inequality

Explanation: The sentence logically continues: “With inequality ... unequal access to education ...” Therefore, “inequality” fits.

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**Q15 Among the developed countries, \_\_\_\_\_ also have better average learning outcomes.**

- (a) these
- (b) those
- (c) than
- (d) some

Answer: (d) some

Explanation: The idea is “some countries have better average outcomes.” “Some” is grammatically and contextually correct.

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**Q16 \_\_\_\_\_ with more equal learning outcomes.**

- (a) also
- (b) with
- (c) to
- (d) for

Answer: (a) also

Explanation: The sentence links two ideas: some countries have better

outcomes, *also with more equal learning outcomes*. Hence, “also” fits best.

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**Q17** It is \_\_\_\_\_ that appropriate interventions in the education outcomes.

- (a) suggested
- (b) suggesting
- (c) have suggested
- (d) unsuggested

Answer: (a) suggested

Explanation: The passive form “*It is suggested that ...*” is the correct formal academic expression.

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**Q18** Economic inequality is associated with the distribution of \_\_\_\_\_ skills among

- (a) literacy
- (b) numeracy
- (c) proficiency
- (d) calculation

Answer: (b) numeracy

Explanation: “Numeracy skills” refers to mathematical ability, which is commonly linked to inequality in education.

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**Q19** Arguably, it is \_\_\_\_\_ that society will ever reach total equality in the learning outcomes of every individual.

- (a) no
- (b) any
- (c) few
- (d) some

Answer: (b) any

Explanation: The phrase “*it is unlikely that ... will ever reach any total equality ...*” fits idiomatically. “Any” emphasizes impossibility.

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**Q20** \_\_\_\_\_ in learning outcomes may depend on individual ability and motivation, as well as the type of background one comes from and the types of resources one has access to.

- (a) Difference
- (b) Differentiated
- (c) Differences
- (d) Difference-

Answer: (c) Differences

Explanation: The plural noun “*differences in learning outcomes*” is the standard collocation.

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**Q21. The opposing political parties nevertheless took a \_\_\_\_\_ position in the national interest.**

- (a) Imponderable
- (b) Impromptu
- (c) Important
- (d) Impartial

Answer: (d) Impartial

Explanation: The sentence indicates parties overcame rivalry for national interest. "*Impartial position*" (fair, unbiased) is the right choice.

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**Q22. Although he has sampled food from all the leading restaurants, the food cooked at home contained \_\_\_\_\_ flavours the culinary fare on offer.**

- (a) insipid
- (b) different
- (c) indifferent
- (d) respected

Answer: (b) different

Explanation: The contrast highlights that home food offers *different* flavours compared to restaurant food. Other choices distort meaning.

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**Q23 . The attitude of the waiters was marked by \_\_\_\_\_ towards the manner life they had to encounter.**

- (a) sympathy
- (b) ignorance
- (c) respect
- (d) indifference

Answer: (d) indifference

Explanation: The sentence suggests lack of concern. "*Marked by indifference*" conveys apathy, which fits best.

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**Q24 The customers deserved to be punished for having copied the company's trademark without \_\_\_\_\_ else's acknowledgment.**

- (a) sensationalism
- (b) patriotism
- (c) nationalism
- (d) plagiarism

Answer: (d) plagiarism

Explanation: Copying someone's work without acknowledgment is *plagiarism*. That is the precise legal/academic term.

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**Q25 He had cultivated such great temperance in his private life that when he was imprisoned, in his dealing with the vicissitudes of life, he remained \_\_\_\_\_.**

- (a) passionate
- (b) temporary
- (c) devoted
- (d) dispassionate

Answer: (d) dispassionate

Explanation: "Temperance" implies

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self-control. Hence, in hardships he stayed calm and *dispassionate* (unemotional, composed).

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**Q26. The document was destroyed by fire but subsequently it was replaced by a new one. (underlined: destroyed → opposite meaning)**

- (a) manuscript
- (b) palimpsest
- (c) montage
- (d) archive

Answer: (d) archive

Explanation: *Destroyed* means ruined; its opposite in context is *archived* (preserved/stored). "Archive" is correct.

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**Q27. He was accused of journalism for having copied the acknowledgment without \_\_\_\_\_.**

- (a) plagiarism
- (b) sensationalism
- (c) patriotism
- (d) nationalism

Answer: (a) plagiarism

Explanation: Again, copying without acknowledgment = *plagiarism*. The word "journalism" in the question seems a typo; context makes plagiarism correct.

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**Q28. The domineering manager backpedaled as it allows them to decide for themselves.**

- (a) peculiar
- (b) familiar
- (c) sympathetic
- (d) presumptuous

Answer: (d) presumptuous

Explanation: A *domineering* person is also *presumptuous* (arrogant, overbearing). The context requires this synonym.

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**Q29. Much to their disappointment, the plan was rendered \_\_\_\_\_ due to the crash in the share market.**

- (a) punctilious
- (b) engaging
- (c) gregarious
- (d) nugatory

Answer: (d) nugatory

Explanation: *Nugatory* means worthless or ineffective. Market crash rendered the plan useless.

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**Q30. Her actions were considered salutary because they were vindictive without good reason or cause.**

- (a) avoidable
- (b) egregious
- (c) grating
- (d) segregation

Answer: (b) egregious

Explanation: *Salutary* = beneficial.

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Opposite meaning is *egregious* (outstandingly bad). The contrast fits best.

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**Q31. In his well-recognised stentorian yet amused voice (a) the principal demanded an unique excuse (b) from the student hauled up for alleged humour misdemeanour. (c) No error (d)**

Answer: Error in (b)

Correction: "a unique excuse" (not *an unique*)

Explanation: Article *an* is used before vowel sounds, but *unique* begins with a consonant sound /ju:/.

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**Q32. The visiting school children (a) went around the lake (b) during trip to the famous lake city. (c) No error (d)**

Answer: Error in (c)

Correction: "during the trip" (article missing)

Explanation: Singular countable nouns like *trip* require an article.

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**Q33. The unfair distribution (a) of assets among the family members (b) angered the more hardworking members of the family-owned firm. (c) No error (d)**

Answer: (d) No error

Explanation: Sentence is grammatically and idiomatically correct.

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**Q34. Given the nature of the problem (a) it was not unnatural for there to be (b) bad blood among the two of them. (c) No error (d)**

Answer: Error in (c)

Correction: "between the two of them"

Explanation: For two persons, *between* is correct; *among* is used for more than two.

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**Q35. He emphasised to the need for (a) strict discipline and compliance (b) among the newly-appointed staff. (c) No error (d)**

Answer: Error in (a)

Correction: "He emphasised the need for ..."

Explanation: The verb *emphasise* takes a direct object, not *to*.

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**Q36. The officer marvelled (a) at the low attendance (b) remarking on the presence of less than twenty people at work. (c) No error (d)**

Answer: Error in (c)

Correction: "fewer than twenty people"

Explanation: *Fewer* is used for countable nouns (people), while *less* is for uncountable.

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**Q37. The entire attention of the visiting (a) dignitaries centered around (b) the craftwork on display. (c) No error (d)**

Answer: Error in (b)

Correction: "centred on"

Explanation: Correct idiom is *centered on*, not *centered around*.

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**Q38 A group of wayfaring tourists (a) who had trudged for hundreds of kilometres (b) has finally arrived at the destination. (c) No error (d)**

Answer: Error in (c)

Correction: "have finally arrived"

Explanation: Subject = "a group ... tourists" (plural in sense); verb should be plural → *have*.

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**Q39 The tumult among the gathered spectators (a) rose to a crescendo (b) upon the arrival of their most favourite superstar. (c) No error (d)**

Answer: Error in (c)

Correction: "favourite superstar" (remove *most*)

Explanation: *Favourite* already expresses superlative sense; *most favourite* is incorrect.

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**Q40 The listings on the menu that had been proffered by him (a) were selected after meticulous care (b) and discernment with regard to taste and preference. (c) No error (d)**

Answer: Error in (b)

Correction: "with meticulous care"

Explanation: Correct collocation is *with care*, not *after care*.

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**Q41 .His receptiveness was obvious as he had won (a) accolades (b) adoration (c) for his hard work. (d)**

Answer: (d) No error

Explanation: Sentence is correct. *Accolades* (praise) and *adoration* (deep admiration) fit well.

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**Q42. He expatiated at some times to give us some (a) aspects (b) of the calumnious (c) of life. (d)**

Answer: Error in (c)

Correction: "calumnies of life" / "calumnious aspects of life"

Explanation: *Calumnious* is an adjective and cannot directly follow *of*. It should be a noun (*calumnies*).

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**Q43. The manager expects every employee to do his duty.**

**Options:**

- (a) Conjunction**
- (b) Adverb**
- (c) Preposition**
- (d) Participle**

Answer: (c) Preposition

Explanation: The underlined word is “to” (*to do his duty*). Here, “to” functions as a preposition (before infinitive).

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**Q44. The football team always emerges victorious.**

**Options:**

- (a) Regular Noun**
- (b) Irregular Noun**
- (c) Adverb**
- (d) Verb**

Answer: (d) Verb

Explanation: The underlined word is *emerges*, which is a verb meaning “comes out/appears.”

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**Q45. Lal Bahadur Shastri Jayanti day during the month of August.**

**Options:**

- (a) Adverb**
- (b) Preposition**
- (c) Conjunction**
- (d) Adjective**

Answer: (b) Preposition

Explanation: The underlined word is *during*. It shows relation in time; hence it is a preposition.

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**Q46. I must ask for tolerance from the board therefore.**

**Options:**

- (a) for example**
- (b) likely**
- (c) therefore**
- (d) Adverb**

Answer: (d) Adverb

Explanation: *Therefore* expresses consequence. Its part of speech = adverb.

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**Q47. An eloquent expression of syllogism can be found in the high theory.**

**Options:**

- (a) Unforgettably**
- (b) Somehow**
- (c) Consequently**
- (d) Indeed**

Answer: (d) Indeed

Explanation: The adverb *indeed* emphasizes or affirms a statement, fitting with “eloquent expression.”

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**Q48. I shall not delineate the narrow lines of argument circulated by philosophers.**

**Options:**

- (a) Simplicity**
- (b) Superficiality**
- (c) Unexpectedly**
- (d) Overwrought**

Answer: (a) Simplicity

Explanation: Opposite of *delineate*

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(describe in detail) is *simplicity* (keeping plain, not elaborate).

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**Q49. Serious issues of religious plurality are embedded in the relationship between different groups.**

**Options:**

- (a) Below the party**
- (b) Somewhere**
- (c) Significant**
- (d) Suspicious**

**Answer:** (c) Significant

**Explanation:** Synonym of *serious* here is *significant*. It conveys importance of issues.

**Q50. An argument we can take recourse to what I call, acceptably from ordinary life.**

**Options:**

- (a) Angrily**
- (b) Early**
- (c) Finally**
- (d) Acceptably**

**Answer:** (c) Finally

**Explanation:** The logical connector is *finally*. The sentence: "An argument we can take recourse to, what I call finally from ordinary life."

**Q51.. Lose and Loose**

**(a) Lose is a verb meaning to misplace and loose is an adjective meaning slack or moveable.**

**(b) Loose is an adjective meaning attack or misplace and lose is a verb meaning to misplace.**

**(c) Lose is an adjective meaning to misplace and loose is a verb meaning slack or moveable.**

**(d) Lose is a verb meaning slack or moveable and loose is an adjective meaning misplace.**

**Answer:** (a)

**Explanation:** *Lose* = misplace/fail to win.  
*Loose* = slack, not tight. Correct pair is (a).

**Q52.. Anyway and Any way**

**(a) Anyway is an adverb meaning regardless. Any way is an adverb meaning any manner or method.**

**(b) Anyway is an adverb meaning any manner or method. Any way is an adverb meaning regardless.**

**(c) Anyway is an adverb meaning any manner or method. Any way is phrase meaning regardless.**

**(d) Anyway is a phrase meaning regardless. Any way is an adverb meaning any manner or method.**

**Answer:** (a)

**Explanation:** *Anyway* = regardless. *Any way* = in any manner/method.

**Q53.. Allusion and Illusion**

(a) Allusion is a noun that is an implied reference to a famous idea. Illusion is a noun that indicates a false idea.

(b) Allusion is a noun that indicates a false idea. Illusion is a noun that refers to an implied reference.

(c) Allusion is a verb meaning reference and Illusion is a verb meaning false idea.

(d) Allusion is a verb meaning a false idea and Illusion is an adjective meaning reference.

Answer: (a)

Explanation: *Allusion* = indirect reference.  
*Illusion* = false idea or deceptive appearance.

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**Q54. Appraise and Apprise**

(a) Appraise is a verb meaning to inform about something. Apprise is a noun meaning to form an opinion about something.

(b) Appraise is a noun meaning to inform about something. Apprise is a verb meaning to form an opinion about something.

(c) Appraise is a verb meaning assess or evaluate. Apprise is a verb meaning to inform about something.

(d) Appraise is an adverb meaning to examine and Apprise is a noun meaning about something.

Answer: (c)

Explanation: *Appraise* = assess/evaluate.  
*Apprise* = inform.

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**Q55.Climatic and Climactic**

(a) Climatic is an adjective meaning climate and climactic is an adjective meaning climax of a particular area.

(b) Climatic is an adjective meaning climax of a particular area. Climactic is an adjective meaning climate.

(c) Climatic is a verb meaning climax of a particular area and climactic is an adjective meaning climate.

(d) Climatic is an adjective meaning climate and climactic is an adjective meaning climax of a particular area.

Answer: (d)

Explanation: *Climatic* = relating to climate.  
*Climactic* = relating to climax.

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**Q56.Advice**

(a) He advised his friend to take a break from his hectic schedule.

(b) The doctor's advice went unheeded by his patient.

(c) The teacher repeatedly advised her students to take safety precautions on the road.

(d) Elders are often advising their children on various aspects of their heritage.

Answer: (b)

Explanation: *Advice* is a noun. Only option (b) uses it correctly. Others wrongly use "advised/advising."

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**Q57. Illicit**

(a) The police put out a notice to illicit more information from the public.

(b) Illicit trading in liquor became profitable during the prohibition.

(c) The offer for new residential areas illicited a lukewarm response.

(d) The news of the earthquake illicited a massive outpouring of help for the victims.

Answer: (b)

Explanation: *Illicit* = unlawful. The other options confuse it with *elicit* (to draw out).

**Q59. Brake**

(a) Frequent disruptions caused the braking of the flow of the speaker.

(b) The rapid swirling water caused the dam walls to brake.

(c) The driver braked sharply to avoid a collision.

(d) The young officer did not know how to brake the unwelcome news to the family.

Answer: (c)

Explanation: *Brake* = to stop a vehicle. (a) and (d) should use *break*, not brake.

**Q58. Effect**

(a) The weather conditions began to effect his health.

(b) Climate change will have long term effect on every aspect of planetary life.

(c) The people of the town were deeply effected by the new laws that were passed by the government.

(d) All creatures are effected by emotion.

Answer: (b)

Explanation: *Effect* = noun (result). Correct in (b). Other sentences misuse "effect" as verb (should be *affect*).

**Q60. Incite**

(a) He has a deep incite into various aspects of social formations.

(b) The words of the speaker incited feelings of anger, sorrow and grief.

(c) His research gave the audience an incite into market trends.

(d) Since he was incite she decided to call out to him.

Answer: (b)

Explanation: *Incite* = to provoke/stir up. Options (a) and (c) confuse with *insight* (understanding).

**Q61.** Not \_\_\_\_\_ metal is necessarily solid in its natural state.

- (a) each
- (b) every
- (c) all
- (d) any

Answer: (c) all

Explanation: Correct phrase is *Not all metal is necessarily solid*. Some metals (like mercury) are liquid at room temperature. Hence, option (c).

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**Q62.** The reminder has gone out on \_\_\_\_\_ occasions, \_\_\_\_\_ requiring personnel to complete their personal files.

- (a) further
- (b) several
- (c) untold
- (d) most

Answer: (b) several

Explanation: The correct determiner is *several* to show repeated reminders. Thus, option (b).

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**Q63.** It is important for people to work \_\_\_\_\_ their co-workers in the office to ensure maximum productivity.

- (a) from
- (b) into
- (c) with
- (d) over

Answer: (c) with

Explanation: The right preposition is *with*: "work with co-workers." Option (c).

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**Q64.** You can choose \_\_\_\_\_ shirt you like from the collection available in the shop.

- (a) whatever
- (b) whatsoever
- (c) whichever
- (d) which

Answer: (c) whichever

Explanation: Correct determiner is *whichever* (meaning "any one you want"). So, (c).

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**Q65.** Depending on your preference, you can choose to complete either one or \_\_\_\_\_ courses being offered by the university.

- (a) some
- (b) many
- (c) any
- (d) both

Answer: (d) both

Explanation: After "either one or...", the natural pair is *both*. Correct answer: (d).

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**Q66. Dairy, Dreary, Diary**

1. *She quietly stored all her sacred memories in her private dairy.* ✗  
(should be *diary*)
  2. *The proceedings of the meeting went on and on and were quite dreary.* ✓
  3. *They always bought their milk products from the local dairy.* ✗
-



(should be *dairy*)

Options:

- (a) 1 and 3 only
- (b) 2 only
- (c) 2 and 3 only
- (d) 1, 2 and 3

Answer: (b) 2 only

Explanation: Only “dreary” is used correctly. “Dairy” and “diary” are confused in sentences 1 and 3.

### Q68. Lesion, Legion, Lesson

1. *The scan of the affected area indicated the presence of a life-threatening lesion.* ✓
2. *He had a legion of followers who hung on to his every word.* ✓
3. *It is important to lesson the burden of others as we venture through life.* ✗ (should be lessen)

---

### Q67. Braid, Beard, Brood

1. *The engineers were asked to braid the river by converting it into single body with the aid of an artificial dam.* ✗ (braid = weave hair, not rivers)
2. *Wise men, they say, often sport a beard.* ✓
3. *Among certain avian species the males are known to brood the eggs laid by females.* ✓

Options:

- (a) 1 and 3 only
- (b) 2 only
- (c) 2 and 3 only
- (d) 1, 2 and 3

Answer: (c) 2 and 3 only

Explanation: *Beard* and *brood* are used correctly. *Braid* is wrongly applied to a river.

Options:

- (a) 1 and 2 only
- (b) 1 only
- (c) 2 only
- (d) 1, 2 and 3

Answer: (a) 1 and 2 only

Explanation: *Lesion* (abnormal tissue damage) and *Legion* (large number) are correct. *Lesson* is incorrect for “reduce.”

---

### Q69. Depose, Deplore, Deport

1. *The director asked the actor to depose himself and instead act naturally.* ✗ (*Depose* = remove from office/testify, not self-acting)
2. *The people are enthusiastically declaring that they deplore the salutary impact of the decisions taken by the administration.* ✗ (*Deplore* = strongly disapprove; “salutary impact” = positive, so doesn’t fit)
3. *Under extreme circumstances, the government can deport someone*



from a country. ✓

Options:

- (a) 1 and 2 only
- (b) 2 and 3 only
- (c) 2 only
- (d) 3 only

Answer: (d) 3 only

Explanation: Only *deport* (expel from country) is correctly used.

---

### Q70. Bate, Bait, Bade

1. Those who had gathered for the unveiling were asked to *bate* their curiosity. ✓ (*bate* = restrain)
2. They set the *bait* to capture the leopard for tagging. ✓ (*bait* = lure)
3. He reluctantly *bade* goodbye to his belongings. ✓ (*bade* = past tense of bid)

Options:

- (a) 1, 2 and 3
- (b) 2 and 3 only
- (c) 1 only
- (d) 2 only

Answer: (a) 1, 2 and 3

Explanation: All three words are used correctly.

---

### Q71. Someone's ears are flapping

- (a) Someone in a state of intense agitation
- (b) Someone in a state of heightened excitement
- (c) Someone desperate to eavesdrop on a conversation
- (d) Someone embarrassed at being caught in the act of lying

Answer: (c) Someone desperate to eavesdrop on a conversation

Explanation: The idiom means someone is *straining to listen in* or eavesdrop.

---

### Q72. Twist of the knife

- (a) Slicing through the difficulties that one faces in life
- (b) To accept defeat in the face of an enemy
- (c) The last thrust of a difficult operation
- (d) To make someone who is already feeling bad; feel worse with one's words or actions

Answer: (d) To make someone who is already feeling bad; feel worse with one's words or actions

Explanation: Like twisting a knife in a wound, it means worsening another's misery.

---

**Q73. Blow your own trumpet**

- (a) Be very loud in company
- (b) All sound and fury, signifying nothing
- (c) Excessively boastful of one's own achievements
- (d) Be scathing in one's criticism of others

Answer: (c) Excessively boastful of one's own achievements

Explanation: The idiom means *to boast or brag about oneself*.

---

**Q74. Get under someone's skin**

- (a) To fall intensely in love with someone
- (b) To cause intense liking in someone
- (c) To understand someone completely
- (d) To annoy or irritate someone intensely

Answer: (d) To annoy or irritate someone intensely

Explanation: It means *to irritate or bother someone continually*.

---

**Q75. Many hands make light work**

- (a) Many people working together can light a new path
- (b) Many people helping can help accomplish a task quickly
- (c) Many people working together can make work non-serious
- (d) Workers light up the work they undertake

Answer: (b) Many people helping can help accomplish a task quickly

Explanation: The proverb means tasks become easier when shared.

---

**Q76. A bird in hand is worth two in the bush**

- (a) What's hidden is always a matter of speculation
- (b) What we have is always more valuable than what we have a chance of getting
- (c) A gift is always better kept close to oneself
- (d) What can happen is always better than what has happened

Answer: (b) What we have is always more valuable than what we have a chance of getting

Explanation: Better to hold on to something certain than chase uncertain prospects.

---

**Q77. Make heavy weather**

- (a) Cloud seeding
- (b) To pollute the air
- (c) To complain about wet and rainy conditions
- (d) Unnecessarily create difficulty in dealing with a task

Answer: (d) Unnecessarily create difficulty in dealing with a task

Explanation: The idiom means making something harder than it really is.

**Q80. Put out to pasture**

- (a) To retire or render redundant
- (b) To feed someone
- (c) To diminish importance
- (d) To incubate

Answer: (a) To retire or render redundant

Explanation: Just as animals are retired to pastures, the idiom refers to sending someone into retirement or making them redundant.

**Q78. Sweep under the carpet**

- (a) Maintain secrecy under any circumstance
- (b) Hide from general view
- (c) Keep a problem under wraps in the hope that it will be forgotten
- (d) Do a quick clean up job

Answer: (c) Keep a problem under wraps in the hope that it will be forgotten

Explanation: Like sweeping dirt under a carpet, it refers to hiding a problem instead of solving it.

**Q81. S1: The Tungabhadra is the chief tributary of the Krishna formed by the union, near Kudali, of the two streams Tunga and Bhadra.**

**S6: The Tungabhadra has served as a historic natural frontier right through the centuries.**

P: The river is perennial in character and comes down in frequent heavy rushes during the rains.

Q: The rain-bearing river was dammed by the rulers of Vijayanagara near Hampi for watering the palaces and gardens of that great city.

R: The united stream strikes in a north-easterly direction through Mysore and skirts the adjacent districts.

S: The bed of both the headstreams of the Tungabhadra is rocky.

Options:

- (a) PQSR
- (b) PRSQ
- (c) QPSR
- (d) RQSP

**Q79. A purple patch**

- (a) A beautiful valley of flowers
- (b) The final bloom of the season
- (c) A great run of luck or success or form
- (d) A bodily discolouration related to heredity

Answer: (c) A great run of luck or success or form

Explanation: It means a period of unusually good fortune or performance.

Answer: (b) PRSQ

Explanation: First the river is described as perennial (*P*), then its flow (*R*), its rocky bed (*S*), and finally the damming near Hampi (*Q*). This sequence naturally leads to S6.

---

**Q82. S1: In July 1917, Prince Lvov was replaced by a socialist revolutionary Alexander Kerensky as the head of the provisional government.**

**S6: In Russia the Soviets have been in existence since 1905, and the Soviet system played a especially important role under the Provisional Government.**

P: However, such a partial replacement failed to satisfy the Bolsheviks.

Q: The revolutionaries did not want a parliamentary republic nor a bourgeois democracy but rather they wanted a soviet of workers, soldiers, and labourers.

R: When the February Revolution broke out, the leader of the Bolsheviks, Lenin, was in Switzerland.

S: He arrived in Russia in April 1917, and was followed by Trotsky.

Options:

- (a) PQSR
- (b) PRSQ
- (c) QPSR
- (d) RQSP

Answer: (a) PQSR

Explanation: First, the replacement failed (*P*), then the Bolshevik demands (*Q*), followed by Lenin's presence in Switzerland (*S*) and finally his arrival (*R*). This sets up S6 logically.

---

**Q83. S1: The history of India's struggle for freedom is an enthralling one.**

**S6: A more vibrant retelling is perhaps required of this tumultuous period of our history.**

P: It has all the drama and excitement of an epic tale.

Q: And yet, in most history textbooks, what students encounter are facts, figures, names and numbers.

R: As in epics, heroism was often accompanied by extreme sacrifice.

S: Accounts of this period are loaded with tales of loyalty, allegiance, high ideals and peaceful sacrifice.

Options:

- (a) PQSR
- (b) SQRP
- (c) QPSR
- (d) PRSQ

Answer: (a) PQSR

Explanation: The passage first highlights the drama (*P*), then contrasts with dull textbooks (*Q*), follows with real accounts (*S*), and finally sacrifice (*R*). Fits with S6.

---

**Q84. S1: Louis XVI of the Bourbon family of Kings married the Austrian princess Marie Antoinette in 1770.**

**S6: Remarkably nevertheless, under Louis XVI, France helped the thirteen American colonies to gain their independence from Britain.**

P: Furthermore, lenders, who gave the state credit, now began to charge 10 per

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cent interest on loans.

Q: The ascension was preceded by a war that added more than a billion livre to a debt that had already risen to more than 2 billion livre.

R: In 1774, Louis XVI ascended the throne of France at the age of 20.

S: Long years of war had drained the financial resources of France.

Options:

- (a) SRPQ
- (b) SQRQ
- (c) RQSP
- (d) RSQP

Answer: (c) RQSP

Explanation: The sequence: ascension of Louis XVI (R), heavy debt (Q), drained resources (S), lenders charging more (P). Leads to S6.

---

**Q85. S1: Montesquieu was a great philosopher of his time.**

**S6: He supported constitutional monarchy in France like the English one.**

P: He wanted power to be shared between the king, the nobles, and the Third Estate.

Q: In his book *The Spirit of the Laws*, he propagated the theory of separating powers into three branches of government — the Legislative, the Executive and the Judiciary.

R: To prevent any one of the three classes from becoming too powerful, Montesquieu suggested the making of a new constitution based on checks and balances.

S: If this was done, he argued, there

would be no tyranny and the liberty of the individual could be safeguarded.

Options:

- (a) PQSR
- (b) SQRQ
- (c) QPRS
- (d) RSQP

Answer: (c) QPRS

Explanation: Order: theory of separation (Q), power sharing (P), constitution for checks/balances (R), safeguard liberty (S). Leads to S6.

---

**Q86. S1: Glaciation has important effects on the landscape beyond the direct modifications created by ice erosion and deposition.**

**S6: At the same time, ice advanced from the Welsh mountains into the Vale of Evesham and combined with northern ice to pond up a large proglacial lake covering much of the Midlands.**

P: One example is that glaciation frequently disrupts pre-existing drainage lines, initiating a new pattern persisting after the ice has disappeared.

Q: The Midlands, what is now the Coventry/Warwick area, was formerly drained by the head waters of the River Soar, flowing into the Trent south of Nottingham.

R: Two well-documented instances of such effects occur in England.

S: During glaciation, the valleys of Soar and Trent were occupied by ice advancing from the north.

Options:

- (a) PQSR
- (b) RQPS
- (c) SRPQ
- (d) RSQP

Answer: (b) RQPS

Explanation: First, reference to instances (R), then details of drainage (Q), followed by disruption (P), and finally valleys occupied by ice (S). Leads into S6.

---

**Q87. S1: The primary evidence for climate change that occurred many million years ago is the rocks and deposits themselves.**

**S6: In other words, despite the clear legacy in many parts of the world of recent glaciation, the vast majority of sedimentary rocks were laid down in warm climatic conditions.**

P: Sediments and fossil in the poles tell us a great deal about the environment in which they were laid down.

Q: We must, of course, bear in mind when interpreting this information that, because of the movement of the continents, no one latitude of the Earth has necessarily gone through such marked climatic vicissitudes.

R: Nevertheless, even allowing for this factor, one of the most remarkable discoveries about the climate change of the past is that the two poles of the Earth have been free of ice for at least 90 per cent of the known history of the planet.

S: We may find in close proximity to one another, coal deposits indicating the humid conditions of the tropics, red sandstones laid down in deserts and

morainic materials reflecting polar conditions.

Options:

- (a) PQSR
- (b) QSPR
- (c) SQRP
- (d) RSQP

Answer: (c) SQRP

Explanation: Sequence: examples of deposits (S), caution on interpretation (Q), discovery about poles (R), and evidence from fossils (P). Then S6.

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**Q88. S1: Every geological period has been dominated by one particular form of life...**

**S6: The origin of completely new biological systems is comparatively rare...**

P: Individual shifts rely on opportunity, ecological access, and the development of a new adaptation.

Q: Characteristically these shifts are rapid and are followed by a bout of adaptive radiation into the new ecological zone — for example, with the emergence of life on land.

R: Within each period, natural selection has created a vast array of adaptive experiments culminating in a breakthrough to a new biological system that may cross the ecological barrier to the next period.

S: Every breakthrough or shift in dominance is dependent on ones that have occurred before so that the process of evolution is progressive.

Options:

- (a) PQSR
- (b) QSPR



- (c) SRPQ  
(d) RQPS

Answer: (d) RQPS

Explanation: Order: adaptive experiments (R), rapid shifts (Q), reliance on opportunity (P), dependence on earlier shifts (S). Leads to S6.

---

**Q89. S1: The sun is the primary transmitter of energy for the processes of change on the Earth's surface and in the atmosphere.**

**S6: Only a small part of insolation is absorbed and converted into thermal energy.**

P: Its rays are transmitted in various wavelengths of the solar spectrum, mainly in the ultraviolet, visible, and infrared bands.

Q: When components of the solar spectrum reach the earth, the insolation is partially absorbed and converted to thermal energy.

R: The amount of energy the earth receives from other celestial bodies is negligible by comparison.

S: Radiant energy from the sun that strikes the earth is called insolation.

Options:

- (a) PQSR  
(b) QSPR  
(c) SQRP  
(d) RSQP

Answer: (d) RSQP

Explanation: Energy from other bodies negligible (R), insolation defined (S), solar spectrum (P), absorption (Q). Leads to S6.

---

**Q90. S1: Temperature indicates the relative degree of molecular activity, or heat, of a substance.**

**S6: The boiling point of water under standard conditions is at 100 degrees Centigrade.**

P: Temperature is an index of sensible heat, not a direct measure of the quantity of energy.

Q: Zero on this scale is the 'triple point' temperature, at which the gaseous, liquid, and solid states of water are at equilibrium under standard atmospheric pressure.

R: If heat flows from one body to another, the former has the higher temperature.

S: To indicate the temperature of a body, an arbitrary scale of reference is employed.

Options:

- (a) QSRP  
(b) QSPR  
(c) SQRP  
(d) PRSQ

Answer: (d) PRSQ

Explanation: Order: index of heat (P), flow of heat (R), arbitrary scale (S), triple point (Q). Leads naturally to boiling point in S6.

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**Q91. List I (Parts of Speech) – List II (Word)**

**A. Noun → Qualification**

**B. Verb → Qualify**

**C. Adverb → Conditionally**

**D. Adjective → Qualifying**

Options:

- (a) 1 4 2 3  
(b) 2 3 4 1

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- (c) 3 2 1 4  
(d) 4 1 3 2

Answer: (a) A-1, B-4, C-2, D-3

Explanation: *Qualification* (noun), *Qualify* (verb), *Conditionally* (adverb), *Qualifying* (adjective).

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**Q92. List I (Parts of Speech) – List II (Word)**

- A. Noun → Error**  
**B. Verb → Err**  
**C. Adverb → Erroneously**  
**D. Adjective → Erroneous**

Options:

- (a) 1 3 2 4  
(b) 2 4 3 1  
(c) 3 1 4 2  
(d) 4 2 1 3

Answer: (a) A-1, B-3, C-2, D-4

Explanation: *Error* (noun), *Err* (verb), *Erroneously* (adverb), *Erroneous* (adjective).

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**Q93. List I (Parts of Speech) – List II (Word)**

- A. Noun → Care**  
**B. Verb → Think**  
**C. Adverb → Carefully**  
**D. Adjective → Careful**

Options:

- (a) 1 4 3 2  
(b) 2 1 4 3  
(c) 3 2 1 4  
(d) 2 3 1 4

Answer: (b) A-2, B-1, C-4, D-3

Explanation: *Care* (noun), *Think* (verb), *Carefully* (adverb), *Careful* (adjective).

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**Q94. List I (Parts of Speech) – List II (Word)**

- A. Noun → Duplication**  
**B. Verb → Duplicate**  
**C. Adverb → Dually**  
**D. Adjective → Duple**

Options:

- (a) 1 4 3 2  
(b) 3 2 4 1  
(c) 2 3 1 4  
(d) 1 3 4 2

Answer: (d) A-1, B-3, C-4, D-2

Explanation: *Duplication* (noun), *Duplicate* (verb), *Dually* (adverb), *Duple* (adjective).

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**Q95. List I (Parts of Speech) – List II (Word)**

- A. Noun → Exodus / Exit**  
**B. Verb → Exit**  
**C. Adverb → Outward**  
**D. Adjective → Emanant**

Options:

- (a) 1 2 3 4  
(b) 2 4 3 1  
(c) 2 3 4 1  
(d) 1 4 3 2

Answer: (a) A-1, B-2, C-3, D-4

Explanation: *Exodus/Exit* (noun), *Exit* (verb), *Outward* (adverb), *Emanant* (adjective).

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**Q96. List I (Parts of Speech) – List II (Word)**

- A. Noun → Spectator**
- B. Verb → Spectate**
- C. Adverb → Extremely**
- D. Adjective → Spectatorial**

Options:

- (a) 2 3 1 4
- (b) 1 2 3 4
- (c) 3 4 1 2
- (d) 3 1 4 2

Answer: (b) A-1, B-2, C-3, D-4

Explanation: *Spectator* (noun), *Spectate* (verb), *Extremely* (adverb), *Spectatorial* (adjective).

**Q98. List I (Parts of Speech) – List II (Word)**

- A. Noun → Knowledge**
- B. Verb → Know**
- C. Adverb → Knowingly**
- D. Adjective → Knowing**

Options:

- (a) 4 2 3 1
- (b) 2 4 1 3
- (c) 1 2 3 4
- (d) 1 3 2 4

Answer: (c) A-1, B-2, C-3, D-4

Explanation: *Knowledge* (noun), *Know* (verb), *Knowingly* (adverb), *Knowing* (adjective).

---

**Q97. List I (Parts of Speech) – List II (Word)**

- A. Noun → Hearing**
- B. Verb → Hear**
- C. Interjection → Hark**
- D. Adjective → Auditory**

Options:

- (a) 1 3 2 4
- (b) 1 2 3 4
- (c) 3 1 2 4
- (d) 2 3 1 4

Answer: (b) A-1, B-2, C-3, D-4

Explanation: *Hearing* (noun), *Hear* (verb), *Hark* (interjection), *Auditory* (adjective).

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**Q99. List I (Parts of Speech) – List II (Word)**

- A. Noun → Cogitation**
- B. Verb → Cogitate**
- C. Adverb → Pensively**
- D. Adjective → Cogitative**

Options:

- (a) 1 4 3 2
- (b) 1 2 3 4
- (c) 3 2 1 4
- (d) 4 3 2 1

Answer: (b) A-1, B-2, C-3, D-4

Explanation: *Cogitation* (noun), *Cogitate* (verb), *Pensively* (adverb), *Cogitative* (adjective).

**Q100. List I (Parts of Speech) – List II (Word)**

- A. Noun → Intuition**
- B. Verb → Intuit**
- C. Adverb → Intuitively**
- D. Adjective → Intuitive**

Options:

- (a) 2 4 3 1
- (b) 2 4 1 3
- (c) 2 3 4 1
- (d) 1 3 4 2

Answer: (d) A-1, B-3, C-4, D-2

Explanation: *Intuition* (noun), *Intuit* (verb), *Intuitively* (adverb), *Intuitive* (adjective).

---

**Q101. S1: Failure is the stepping stone to success.**

**S2: Successive failures are not however successive stepping stones to success.**

Options:

- (a) contradicts the wisdom of the first
- (b) contrasts the wisdom of the first
- (c) confirms the wisdom of the first
- (d) qualifies the wisdom of the first

Answer: (d) qualifies the wisdom of the first

Explanation: The second sentence puts a limitation on the first, i.e., not every failure leads to success. It qualifies the original statement.

---

**Q102. S1: All human beings are created equal in every respect.**

**S2: Some people are more equal than others.**

Options:

- (a) contradicts the first
- (b) corroborates the first
- (c) correlates to the first
- (d) coincides with the first

Answer: (a) contradicts the first

Explanation: If some are “more equal,” then equality is contradicted.

---

**Q103. S1: The origin of the universe has been traced to the Big Bang.**

**S2: There can be no knowledge of what existed before the Big Bang.**

Options:

- (a) contradicts the assertion made in the first
- (b) explains the basis behind the first
- (c) establishes limits on the assertion made in the first
- (d) confirms the assertion made in the first

Answer: (c) establishes limits on the assertion made in the first

Explanation: The second sentence doesn't deny the Big Bang but sets a boundary on what can be known.

---

**Q104. S1: The highest clouds in the skies are the most fascinating.**

**S2: We are most attracted to those things that are most out of our reach.**

Options:

- (a) reiterates the axiom stated in the first
- (b) annuls the axiom stated in the first
- (c) contradicts the axiom stated in the first
- (d) contrasts the assertion made in the first

Answer: (a) reiterates the axiom stated in the first

Explanation: Both sentences say the same in different words — fascination comes from distance/inaccessibility.

---

**Q105. S1: A four-stroke engine is more efficient than a two-stroke engine.**

**S2: The two-stroke engine has been phased out to protect the environment.**

Options:

- (a) correlates to the first
- (b) contradicts the first
- (c) contrasts with the first
- (d) confirms the first

Answer: (a) correlates to the first

Explanation: Efficiency and environmental concerns are related but not identical. The second statement correlates with the idea that four-stroke engines are preferable.

**Q106.S1: Bottled water is safer than tap water.**

**S2: In many countries tap water is fed to babies.**

Options:

- (a) asserts the first
- (b) confirms the first
- (c) contrasts with the first
- (d) is an extension of the first

Answer: (c) contrasts with the first

Explanation: If tap water is fed to babies, it contrasts with the claim that bottled water is safer.

---

**Q107. S1: The peacock is India's national bird.**

**S2: The Great Indian Bustard is the state bird of Rajasthan.**

Options:

- (a) provides additional information to what is contained in the first
- (b) provides contradictory information to what is contained in the first
- (c) provides less information than what is contained in the first
- (d) provides escalatory information to what is contained in the first

Answer: (a) provides additional information to what is contained in the first

Explanation: The second statement gives related but non-contradictory additional information about birds designated at different levels.

**Q108. S1: Field games are generally more popular than individual sports.**

**S2: Across the world tennis is more popular than hockey.**

Options:

- (a) reiterates the first
- (b) contradicts the first
- (c) contrasts with the first
- (d) reinforces the first

Answer: (b) contradicts the first

Explanation: Tennis (an individual sport) being more popular than hockey (a field game) directly contradicts the general statement.

**Q110. S1: Indians have been emigrating to countries across the world for centuries.**

**S2: The Indian diaspora is a model of success across the world.**

Options:

- (a) corroborates the first
- (b) disputes the first
- (c) is a logical consequence of the first
- (d) has no logical dependence on the first

Answer: (c) is a logical consequence of the first

Explanation: Since Indians emigrated, it follows that their diaspora is successful. S2 is a consequence of S1.

**Q109. S1: Forest cover is conducive to ecological recovery.**

**S2: Unchecked urbanisation leads to environmental degradation.**

Options:

- (a) correlates to the first
- (b) disputes the first
- (c) contrasts with the first
- (d) contradicts the first

Answer: (a) correlates to the first

Explanation: Both sentences are consistent: forests help ecology, urbanisation harms it. They correlate as cause-effect contrasts within the same theme.

**Q111. Sentence parts:**

**P: the suggestions received from the field**

**Q: and the outcome in cases selected in prior years**

**R: formations are reviewed by a cross functional**

**S: committee to refine the scenarios and parameters**

Options: (a) QPRS (b) PQRS (c) SQPR (d) RSQP

Answer: (b) PQRS

Explanation: Logical sequence: *P* (suggestions received) → *Q* (outcome in prior years) → *R* (formations are reviewed) → *S* (committee refines).

**Q112. Sentence parts:**

**P:** pollution control equipment broadly

**Q:** include wastewater treatment plants,

**R:** the various categories of water

**S:** drinking water treatment plants and effluent treatment plants

Options: (a) PQRS (b) QSRP (c) RPQS (d) SRQP

Answer: (a) PQRS

Explanation: Order: *Pollution control equipment broadly* → *include wastewater treatment plants* → *the various categories of water* → *drinking and effluent treatment plants.*

**Q113. Sentence parts:**

**P:** for manufacturing and service units

**Q:** were notified in 2020, with guidelines to

**R:** some new composite criteria of classification

**S:** facilitate the present and prospective entrepreneurs

Options: (a) RPQS (b) SQPR (c) SQRP (d) QSPR

Answer: (b) SQPR

Explanation: *S (facilitate entrepreneurs)* → *Q (were notified in 2020)* → *P (for manufacturing/service)* → *R (criteria of classification).*

**Q114. Sentence parts:**

**P:** outside the formal education system

**Q:** the policy seeks to educate and

**R:** equip potential entrepreneurs, both within and

**S:** in the entrepreneurship domain

Options: (a) PQRS (b) SRPQ (c) RSQP (d) SQRP

Answer: (d) SQRP

Explanation: *S (in entrepreneurship domain)* → *Q (policy seeks to educate)* → *R (equip entrepreneurs within and)* → *P (outside the formal system).*

**Q115. Sentence parts:**

**P:** organizing Rozgar Melas across the nation for

**Q:** providing suitable job opportunities in the private sector to the youth

**R:** National Skill Development Corporation under the aegis of MSDE has been

**S:** to give impetus to the employment initiatives in the country

Options: (a) SRQP (b) PQSR (c) RPQS (d) QSPR

Answer: (c) RPQS

Explanation: *R (NSDC has been)* → *P (organizing Rozgar Melas)* → *Q (providing jobs)* → *S (to give impetus).*

**Q116. Sentence parts:**

**P:** to women-led development and the dream of New India

**Q:** India is moving from women's development

**R:** and an equal partner in the country's overall development

**S:** is where women are empowered, strong

Options: (a) QPRS (b) QPSR (c) SQPR  
(d) PSRQ

Answer: (a) QPRS

Explanation: Q (*India is moving from women's development*) → P (*to women-led development*) → R (*equal partner*) → S (*empowered, strong*).

**Q117. Sentence parts:**

**P:** to provide additional one crore LPG

**Q:** Ujjwala 2.0 was launched in 2021

**R:** households under the Pradhan Mantri Ujjwala Yojana

**S:** connections to adult women of poor

Options: (a) QSRP (b) SRPQ (c) PSQR  
(d) QPSR

Answer: (d) QPSR

Explanation: Q (*Ujjwala 2.0 launched*) → P (*to provide one crore LPG*) → S (*connections to women*) → R (*households under the scheme*).

**Q118. Sentence parts:**

**P:** process from the initial stage of planning

**Q:** environmental impact assessment

**R:** is a planning tool to integrate environmental

**S:** concerns into the developmental

Options: (a) QSRP (b) QRSP (c) SPQR  
(d) QPSR

Answer: (b) QRSP

Explanation: Q (*environmental impact assessment*) → R (*is a planning tool*) → S (*concerns into developmental*) → P (*process from initial stage*).

**Q119. Sentence parts:**

**P:** that may push the viewers to

**Q:** hours of content are shown in a way

**R:** think that they are watching a

**S:** programme rather than an advertisement

Options: (a) QPRS (b) SQPR (c) SQRP  
(d) RSQP

Answer: (a) QPRS

Explanation: Q (*hours of content are shown*) → P (*push viewers*) → R (*think they are watching a*) → S (*programme not advertisement*).

**Q120. Sentence parts:**

**P:** engaged in performing visual and literary arts

**Q:** in the field of intangible heritage

**R:** the Ministry extends financial support to individuals,

**S:** group of individuals and cultural organisations

Options: (a) RSPQ (b) QPSR (c) RQPS  
(d) PSQR

Answer: (a) RSPQ

Explanation: *R (Ministry extends support)*  
→ *S (to groups/organisations)* → *P (engaged in visual/literary arts)* → *Q (in intangible heritage).*

