1. Read the following passage carefully and answer Question No. 7:

When the new language policy was announced, it promised that foundational instruction would be restored to regional languages, with “bridges” into the international lingua franca to follow later. In practice, the bridges were more like toll roads: to cross them, students were required to master imported terminology before they had sturdy concepts in their first language. Textbooks, hastily translated, carried forward errors like hereditary flaws. Margins filled with glossaries became crowded battlefields where meanings jostled and occasionally collided. Some teachers innovated—coining precise native terms, staging debates where students argued in both tongues, even inviting elders to demonstrate agricultural physics. But without systemic support, these islands of clarity were battered by examinations that still demanded performance in the borrowed idiom. Over a year, classroom observation logs told a consistent story: early confidence in concept-building sagged as test season approached, code-switching grew frantic rather than fluent, and otherwise bright learners began to treat language as a gate to be picked rather than a bridge to be crossed. The policy’s promise remained on paper; in corridors, the toll collectors were schedules, syllabi, and scoring rubrics.

The metaphor of “toll roads” suggests that the policy’s implementation  
(A) eased transitions without cost  
(B) imposed prerequisites that hindered learning  
(C) replaced exams with practical projects  
(D) eliminated the need for glossaries

2. Read the following passage carefully and answer Question No. 8:

When the new language policy was announced, it promised that foundational instruction would be restored to regional languages, with “bridges” into the international lingua franca to follow later. In practice, the bridges were more like toll roads: to cross them, students were required to master imported terminology before they had sturdy concepts in their first language. Textbooks, hastily translated, carried forward errors like hereditary flaws. Margins filled with glossaries became crowded battlefields where meanings jostled and occasionally collided. Some teachers innovated—coining precise native terms, staging debates where students argued in both tongues, even inviting elders to demonstrate agricultural physics. But without systemic support, these islands of clarity were battered by examinations that still demanded performance in the borrowed idiom. Over a year, classroom observation logs told a consistent story: early confidence in concept-building sagged as test season approached, code-switching grew frantic rather than fluent, and otherwise bright learners began to treat language as a gate to be picked rather than a bridge to be crossed. The policy’s promise remained on paper; in corridors, the toll collectors were schedules, syllabi, and scoring rubrics.

Which issue is explicitly identified?  
(A) Flawless textbook translations  
(B) Exams aligned with bilingual innovation  
(C) Errors propagated through rushed translation  
(D) Adequate systematic support for teachers

3. Read the following passage carefully and answer Question No. 9:

When the new language policy was announced, it promised that foundational instruction would be restored to regional languages, with “bridges” into the international lingua franca to follow later. In practice, the bridges were more like toll roads: to cross them, students were required to master imported terminology before they had sturdy concepts in their first language. Textbooks, hastily translated, carried forward errors like hereditary flaws. Margins filled with glossaries became crowded battlefields where meanings jostled and occasionally collided. Some teachers innovated—coining precise native terms, staging debates where students argued in both tongues, even inviting elders to demonstrate agricultural physics. But without systemic support, these islands of clarity were battered by examinations that still demanded performance in the borrowed idiom. Over a year, classroom observation logs told a consistent story: early confidence in concept-building sagged as test season approached, code-switching grew frantic rather than fluent, and otherwise bright learners began to treat language as a gate to be picked rather than a bridge to be crossed. The policy’s promise remained on paper; in corridors, the toll collectors were schedules, syllabi, and scoring rubrics.

The passage implies that teacher innovations were  
(A) effective but isolated against exam structures  
(B) widely scaled with robust policy backing  
(C) discouraged by students and parents  
(D) irrelevant to concept formation

4. Read the following passage carefully and answer Question Nos. 7, 8 and 9:

One reason platform-based home services spread so quickly was their promise to remove hidden costs: no more “extra” conveyance fees after the fact, no mysterious “service charges” added at invoicing. In practice, hidden costs have not vanished so much as moved. The cost of free cancellations, for instance, is borne by the provider who travelled but cannot bill for time; the cost of instant rescheduling is borne by the next client whose slot shrinks; the cost of low introductory prices is recuperated through cross-selling or surge pricing during peak hours. Transparency without education can invite backlash: a client may see a diagnostic fee as a trick until someone explains that time and skill have value even when no parts are replaced.

A second reason for spread was safety—verified identities, background checks, route tracking. But safety is a system, not a checkbox. If a woman client requests a same-gender provider and the city pool is small, does the platform delay the appointment or risk violating a preference? If a provider reports harassment, does the escalation team pause the client’s account pending inquiry, or prioritize revenue continuity? These trade-offs cannot be automated away. The platforms that will define the sector’s next decade are those that treat these tensions as design inputs rather than PR liabilities, building clear, fair protocols that work on chaotic days, not just in launch presentations.

The passage argues that “hidden costs”  
(A) no longer exist in any form  
(B) are borne differently across providers, clients, and schedules  
(C) are always created by providers  
(D) are illegal under consumer law

5. Read the following passage carefully and answer Question Nos. 7, 8 and 9:

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The client’s reaction to diagnostic fees underscores the need for  
(A) abolishing diagnostics  
(B) better explanation of value for non-repair visits  
(C) higher surge pricing at peaks  
(D) switching to flat monthly subscriptions

6. Read the following passage carefully and answer Question Nos. 7, 8 and 9:

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Safety in platform services is portrayed as  
(A) entirely solved by verification badges  
(B) a complex system requiring robust, fair protocols  
(C) unnecessary if appointments are short  
(D) best handled by PR teams post-incident

7. Read the following passage carefully and answer Question No 7:

In the southern ocean’s cold grammar, ice shelves punctuate the coastline like commas that slow the flow of inland glaciers. When those commas fracture, the sentence of ice accelerates to its period at the sea. Recent monitoring has shown that warm circumpolar deep water can intrude beneath shelves, thinning them from below in ways invisible to a casual observer. A spectacular calving event—often compared to the footprint of a metropolis—may seize headlines, but the years of basal thinning that precede it are more diagnostically important. Scientists warn that some shelves buttress drainage basins holding enough grounded ice to reshape sea-level contours for centuries. Yet communication falters when technical language—grounding lines, marine ice-sheet instability, hydrofracture—meets civic discourse. The essential translation is this: remove the shelf, quicken the glacier; quicken the glacier, raise the sea.

The primary function of ice shelves, as presented, is to  
(A) decorate the coastlines without mechanical effect  
(B) buttress inland glaciers and slow ice discharge  
(C) cool surface waters to enhance fisheries  
(D) create habitats for algal blooms only

8. Read the following passage carefully and answer Question No 8:

In the southern ocean’s cold grammar, ice shelves punctuate the coastline like commas that slow the flow of inland glaciers. When those commas fracture, the sentence of ice accelerates to its period at the sea. Recent monitoring has shown that warm circumpolar deep water can intrude beneath shelves, thinning them from below in ways invisible to a casual observer. A spectacular calving event—often compared to the footprint of a metropolis—may seize headlines, but the years of basal thinning that precede it are more diagnostically important. Scientists warn that some shelves buttress drainage basins holding enough grounded ice to reshape sea-level contours for centuries. Yet communication falters when technical language—grounding lines, marine ice-sheet instability, hydrofracture—meets civic discourse. The essential translation is this: remove the shelf, quicken the glacier; quicken the glacier, raise the sea.

The passage indicates that the most significant precursor to large calving events is  
(A) abrupt atmospheric cooling  
(B) basal thinning from warm water intrusions  
(C) increased snowfall atop shelves  
(D) seismic activity along mid-ocean ridges

9. Read the following passage carefully and answer Question No 9:

In the southern ocean’s cold grammar, ice shelves punctuate the coastline like commas that slow the flow of inland glaciers. When those commas fracture, the sentence of ice accelerates to its period at the sea. Recent monitoring has shown that warm circumpolar deep water can intrude beneath shelves, thinning them from below in ways invisible to a casual observer. A spectacular calving event—often compared to the footprint of a metropolis—may seize headlines, but the years of basal thinning that precede it are more diagnostically important. Scientists warn that some shelves buttress drainage basins holding enough grounded ice to reshape sea-level contours for centuries. Yet communication falters when technical language—grounding lines, marine ice-sheet instability, hydrofracture—meets civic discourse. The essential translation is this: remove the shelf, quicken the glacier; quicken the glacier, raise the sea.

The distilled “essential translation” emphasizes that  
(A) shelves hinder glacier flow, so their loss speeds sea-level rise  
(B) shelves have no relation to glacier speed  
(C) glacier speed is independent of shelf stability  
(D) sea-level rise reduces glacier discharge

10. Read the following passage carefully and answer Question Nos. 7, 8 and 9:

In the char lands of the Brahmaputra—sandbars that appear, vanish, and reappear with a cartographer’s exasperation—families rebuild houses more frequently than census takers can assign a permanent address. A flood season’s geometry decides where schools will stand and where they will be carried in pieces to higher ground. Health workers learn to be amphibious, tracking vaccination schedules by boat, rumor, and memory. The state’s relief arrives as tarpaulins and ration rice; resilience arrives as collective labor and a grammar of improvisation: bamboo anchored with jute rope, fish smoked for the weeks when currents turn brown with silt, and a village bell rung not for prayer but for the sound that carries in rain.

Yet, the chars are not only emergency stages; they are economic classrooms. Mustard follows receding water as if reading a timetable; gourds climb trellises that outlive the season, and cattle know the new edges before surveyors do. Credit is informal, repaid in labor after the waters fall. Teachers instruct with maps that confess their own uncertainty, and students learn to spell home with coordinates that may need revision next year. When outsiders ask why anyone stays, the answer is not obstinacy; it is that the river, fickle as it is, still feeds, and that belonging is not a deed but a practice—a way of learning a shoreline that refuses to learn one’s name.

The passage portrays char dwellers as  
(A) passive victims awaiting external aid  
(B) strategic agents adapting with collective practices  
(C) eager to abandon their lands permanently  
(D) unwilling to educate their children

11. Read the following passage carefully and answer Question Nos. 7, 8 and 9:

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The description of “cartographer’s exasperation” emphasizes that char geography is  
(A) stable and easily mapped  
(B) legally disputed but physically fixed  
(C) dynamic, complicating administration and planning  
(D) uninhabitable throughout the year

12. Read the following passage carefully and answer Question Nos. 7, 8 and 9:

In the char lands of the Brahmaputra—sandbars that appear, vanish, and reappear with a cartographer’s exasperation—families rebuild houses more frequently than census takers can assign a permanent address. A flood season’s geometry decides where schools will stand and where they will be carried in pieces to higher ground. Health workers learn to be amphibious, tracking vaccination schedules by boat, rumor, and memory. The state’s relief arrives as tarpaulins and ration rice; resilience arrives as collective labor and a grammar of improvisation: bamboo anchored with jute rope, fish smoked for the weeks when currents turn brown with silt, and a village bell rung not for prayer but for the sound that carries in rain.

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The bell rung “for the sound that carries in rain” primarily symbolizes  
(A) rejection of traditional rituals  
(B) an early warning and coordination mechanism  
(C) a call to abandon fishing  
(D) celebration of river festivals