



# **SBI Clerk 2021**

## **LIVE MOCK DISCUSSION**

**LIVE**  **9:30 AM**

**English**





# UPCOMING ONLINE BATCHES

## JULY 2021

07 July 2021

08:00 AM to 10:00 AM  
**LIVE PREMIUM  
GREEN CARD**  
(BANK-PO & CLERK)

BILINGUAL

14 July 2021

10:30 AM to 12:30 PM  
**LIVE PREMIUM  
SILVER CARD**  
(CGL & CHSI)

03:00 PM to 05:00 PM  
**LIVE PREMIUM  
STATE CARD**  
(UPSSSC PET)

BILINGUAL

21 July 2021

01:00 PM to 03:00 PM  
**LIVE PREMIUM  
GREEN CARD**  
(IBPS RRB PO/CLERK)  
PRE + MAINS

BILINGUAL

28 July 2021

01:00 PM to 03:00 PM  
**LIVE PREMIUM BRONZE CARD**  
(TET)

10:30 AM to 12:30 PM  
**LIVE PREMIUM GREEN CARD**  
(IBPS PO & CLERK)

08:00 AM to 10:00 AM  
**LIVE PREMIUM SILVER CARD**  
(SSC CGL & CHSL)

BILINGUAL




[www.mahendras.org](http://www.mahendras.org)

# PAPER-10

1. QUESTION 1-5 (ERRORS)
2. QUESTION 6-10 (PHRASE REPLACEMENT)
3. QUESTION 11-20 (CLOZE TEST)
4. QUESTION 21-25 (REARRANGEMENT)
5. QUESTION 26-30 (RC)





**Directions (1-5):**In the questions given below, a statement has been given in bold. This is then expressed in three different ways. You are required to choose the one/s which is/are correct grammatically and contextually and expresses the same meaning as the original one in bold.

# QUESTION 1

0:30

Water and food scarcities during drought periods not only accentuate household suffering, but can distort intra-household conflicts.

- I. Drought periods lead to distortion of intra - house conflicts due to household suffering leading to water and food scarcities.
- II. Accentuation of household suffering is caused by water and food scarcities and focuses on distorting intra-household conflicts.
- III. Drought periods lead to water and food scarcities which accentuate household suffering as well as distort intra-household conflicts.

- A. Only II
- B. Only III
- C. Only I and II
- D. Only II and III
- E. None of the above

## QUESTION 2

0:30

Over the last 50 years, groundwater has emerged as the backbone of irrigated agriculture in India.

- I. After 50 years, groundwater has emerged as the backbone of irrigated agriculture in India.
- II. Groundwater has become the sole source of irrigated agriculture in India over a span of 50 years.
- III. In the last 50 years, groundwater has survived as the backbone of irrigated agriculture in India.

- A. Only I
- B. Only III
- C. Only I and II
- D. Only II and III
- E. All are incorrect

## QUESTION 3

**0:30**

Water scarcity is expected to grow in the future, exacerbated by climatic changes in precipitation patterns and increase in temperatures.

- I. Compounded by climatic changes in terms of rainfall patterns and increase in temperatures, water scarcity is expected to grow in the future.**
- II. Climate changes like precipitation patterns and temperature increase are expected to grown in the future and would result in more water scarcity.**
- III. It would be an exaggeration to state that water scarcity, due to climatic changes in precipitation patterns and increase in temperatures, is expected to grow in the future**

**A. Only I    B. Only III    C. Only I and II    D. Only I and II    E. Only II and III**



## QUESTION 4

0:30

India has come a long way from the small, meaningless and ineffectual pictorial warnings that were first used on tobacco products in May 2009.

- I. India uses small, meaningless and ineffectual pictorial warnings that were introduced in May 2009 and uses tobacco products to do so.
- II. India has progressed considerably since the time in May 2009, when it first used small, meaningless and ineffectual pictorial warnings on tobacco products.
- III. In May 2009, when India introduced pictorial warnings on tobacco products, they were considered small, meaningless and ineffectual but it has shown significant improvement since then.

A. Only III    B. Only I and II    C. Only I and III    D. Only II and III    E. All of the above

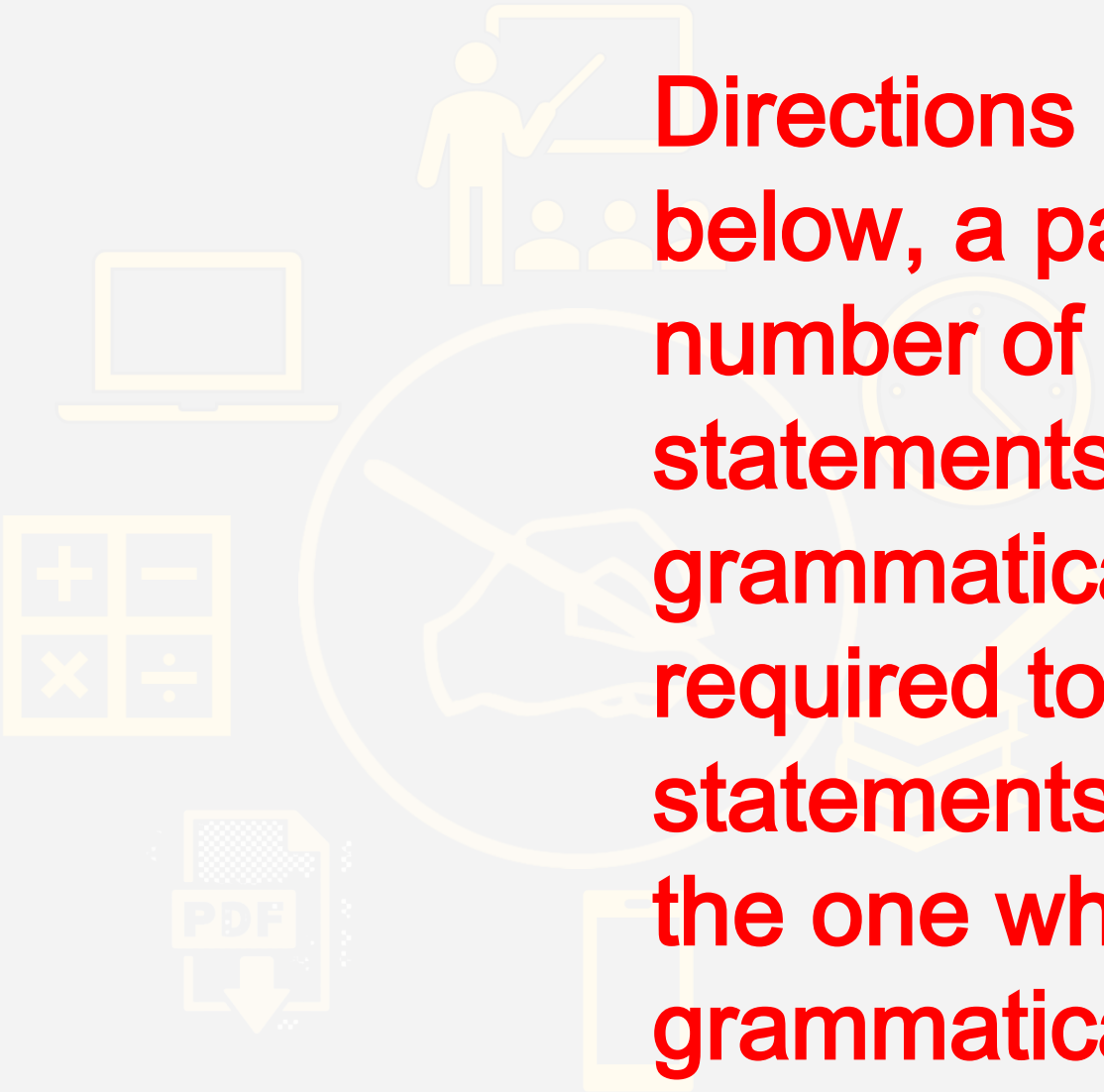
## QUESTION 5

0:30

The development of groundwater in the region has been credited with increased farm profits, reduction of rural poverty, and equitable access to water.

- I. The development of groundwater in the region has been because of increased farm profits, reduction of rural poverty, and equitable access to water.
- II. Groundwater development in the region has led to an increase in farm profits, reduction in rural poverty, and equitable access to water.
- III. Groundwater development in the region was in terms of increased farm profits, reduction of rural poverty, and equitable access to water.

A. Only III    B. Only I and II    C. Only II    D. Only I and III    E. Only II and III



**Directions (Q6-10):** In the questions given below, a passage has been given with a number of statements in bold. These statements may/may not be correct grammatically and contextually. You are required to study each of the bold statements and choose from the options the one which is correct contextually and grammatically. If the statement is correct, choose option E as your answer.

**(A) India's macro economy threats lay expose as they grapples with the rupee's sliding.**

The currency sunk to a closing low of 68.07 against the U.S. dollar on Tuesday, its lowest level in 16 months, before recovering slightly the next day. The rupee, already one of the worst performing Asian currencies, has now weakened 6.2% in 2018. The rise in crude oil prices have hurt the trade balance.

**(B) At same instance, despicable a depreciating currency, India's merchandise exports are stumbling while of gaining from the opportunity.** April clocked a sharp decline in exports from employment-intensive sectors such as readymade garments and gems and jewellery, according to official data.

6

**(A)** I. India, grappling with the rupee's slide, need to expose its macro economy threats.

II. India macroeconomic threats lies exposing by grapple to the rupee's slide.

III. India's macroeconomic threats lie exposed as it grapples with the rupee's slide.

A. Only II B. Only III C. Only I and II D. ONLY II and III E. No Correction required



The rupee, already one of the worst performing Asian currencies, has now weakened 6.2% in 2018. The rise in crude oil prices have hurt the trade balance. **(B) At same instance, despicable a depreciating currency, India's merchandise exports are stumbling while of gaining from the opportunity.** April clocked a sharp decline in exports from employment-intensive sectors such as readymade garments and gems and jewellery, according to official data. **(C) The trade deficit has consequently widened to \$13.7 billion in April, compared to \$13.25 billion in the same month in 2017.**

7

- (B)** I. After some time, despite a depreciating currency, India's merchandise exports are tumbling instead of gaining from the opportunity.
- II. Meanwhile, despite a depreciating currency, India's merchandise exports are stumbling instead of gaining from the opportunity.
- III. Simultaneously, India's merchandise exports are falling instead of rising despite the currency depreciating.

A. Only II B. Only I and II C. Only III D. Only II and III E. No correction required

**(B) At same instance, despicable a depreciating currency, India's merchandise exports are stumbling while of gaining from the opportunity.** April clocked a sharp decline in exports from employment-intensive sectors such as readymade garments and gems and jewellery, according to official data. **(C) The trade deficit has consequently widened to \$13.7 billion in April, compared to \$13.25 billion in the same month in 2017.** The value of oil and petroleum product imports increased by 41.5% from last year to hit \$10.4 billion.

8

- (C)** I. The trade deficit have consequently widened to \$13.7 billion in April, compared to \$13.25 billion in the same month in 2017.
- II. The trade deficit has consequently wide to \$13.7 billion in April, compare to \$13.25 billion in the same month in 2017.
- III. The trade deficit has subsequently widened to \$13.7 billion in April, compared to \$13.25 billion in the same month in 2017.

A. Only III B. Only I and II C. Only II and III D. Only II E. No correction required

The value of oil and petroleum product imports increased by 41.5% from last year to hit \$10.4 billion. (D) U.S. sanctions followed Washington's withdrew by the Iran nuclear deal with a June 22 meeting of OPEC was drive oil price trends hereon. Oil prices apart, the tightening of U.S. monetary policy has almost always spelled trouble for emerging market economies hooked to Western capital inflows. (E) These time it is no different; capital outflows are scuppering the currencies of many emerging market economies.

9

- (D) I. U.S. sanctions following Washington's withdrawal from the Iran nuclear deal and a June 22 meeting of OPEC should drive oil price trends hereon.  
II. U.S. sanctions was follow Washington's withdrawal from the Iran nuclear deal and a June 22 meeting of OPEC should drives oil price trends hereon.  
III. U.S. sanctions after Washington's exit from the Iran nuclear deal and a June 22 meeting of OPEC should drive oil price trends from then.

A. Only II B. Only I and III C. Only II and III D. Only I and II E. No correction required


The value of oil and petroleum product imports increased by 41.5% from last year to hit \$10.4 billion. (D) U.S. sanctions followed Washington's withdrew by the Iran nuclear deal with a June 22 meeting of OPEC was drive oil price trends hereon. Oil prices apart, the tightening of U.S. monetary policy has almost always spelled trouble for emerging market economies hooked to Western capital inflows. (E) These time it is no different; capital outflows are scuppering the currencies of many emerging market economies.

10

- (E) I. This time it is no different; capital outflows are scuppering the currencies of many emerging market economies.  
II. This time it is no difference; capital outflows are boosting the currencies of many emerging market economy.  
III. This time it is no different; capital outflows are damaging the currencies of many emerging market economies.

A. Only II B. Only I and II C. Only II and III D. Only I and III E. No correction required





**Directions (Q11-15):** In the following passage there are blanks, each of which has been numbered. These numbers are printed below the passage and against each, five words are suggested, one of which fits the blank appropriately. Find out the appropriate words.

One day an expert in time management was (11)\_\_\_\_\_ to a group of business management students and to drive home a point he used an (12)\_\_\_\_\_ they will never forget. As he stood in front of a group of brilliant students he said. “Okay it’s (13)\_\_\_\_\_ for a quiz.” He then pulled out a one gallon jar and set it on the table in front of him. He also (14)\_\_\_\_\_ a dozen fist sized rocks and carefully placed them one at a time top and (15)\_\_\_\_\_ more rocks would fit inside, he asked, “Is the jar full?” Everyone in the class (16)\_\_\_\_\_ said, “Yes!”

**QUESTION 11.****0:30**

- A. addressing
- B. conveying
- C. speaking
- D. discussing
- E. expressing

One day an expert in time management was (11)\_\_\_\_\_ to a group of business management students and to drive home a point he used an (12)\_\_\_\_\_ they will never forget. As he stood in front of a group of brilliant students he said. “Okay it’s (13)\_\_\_\_\_ for a quiz.” He then pulled out a one gallon jar and set it on the table in front of him. He also (14)\_\_\_\_\_ a dozen fist sized rocks and carefully placed them one at a time top and (15)\_\_\_\_\_ more rocks would fit inside, he asked, “Is the jar full?” Everyone in the class (16)\_\_\_\_\_ said, “Yes!”

**QUESTION 12.****0:30**

- A. imagination
- B. impression
- C. expression
- D. emblem
- E. illustration

One day an expert in time management was (11)\_\_\_\_\_ to a group of business management students and to drive home a point he used an (12)\_\_\_\_\_ they will never forget. As he stood in front of a group of brilliant students he said. “Okay it’s (13)\_\_\_\_\_ for a quiz.” He then pulled out a one gallon jar and set it on the table in front of him. He also (14)\_\_\_\_\_ a dozen fist sized rocks and carefully placed them one at a time top and (15)\_\_\_\_\_ more rocks would fit inside, he asked, “Is the jar full?” Everyone in the class (16)\_\_\_\_\_ said, “Yes!”

**QUESTION 13.****0:30**

- A. ready
- B. usual
- C. opportunity
- D. time
- E. scheduled



One day an expert in time management was (11)\_\_\_\_\_ to a group of business management students and to drive home a point he used an (12)\_\_\_\_\_ they will never forget. As he stood in front of a group of brilliant students he said. “Okay it’s (13)\_\_\_\_\_ for a quiz.” He then pulled out a one gallon jar and set it on the table in front of him. He also (14)\_\_\_\_\_ a dozen fist sized rocks and carefully placed them one at a time top and (15)\_\_\_\_\_ more rocks would fit inside, he asked, “Is the jar full?” Everyone in the class (16)\_\_\_\_\_ said, “Yes!”

**QUESTION 14.****0:30**

- A. made
- B. produced
- C. dug
- D. constructed
- E. ploughed

One day an expert in time management was (11)\_\_\_\_\_ to a group of business management students and to drive home a point he used an (12)\_\_\_\_\_ they will never forget. As he stood in front of a group of brilliant students he said. “Okay it’s (13)\_\_\_\_\_ for a quiz.” He then pulled out a one gallon jar and set it on the table in front of him. He also (14)\_\_\_\_\_ a dozen fist sized rocks and carefully placed them one at a time top and (15)\_\_\_\_\_ more rocks would fit inside, he asked, “Is the jar full?” Everyone in the class (16)\_\_\_\_\_ said, “Yes!”

**QUESTION 15.****0:30**

- A. any
- B. no
- C. few
- D. some
- E. much

One day an expert in time management was (11)\_\_\_\_\_ to a group of business management students and to drive home a point he used an (12)\_\_\_\_\_ they will never forget. As he stood in front of a group of brilliant students he said. “Okay it’s (13)\_\_\_\_\_ for a quiz.” He then pulled out a one gallon jar and set it on the table in front of him. He also (14)\_\_\_\_\_ a dozen fist sized rocks and carefully placed them one at a time top and (15)\_\_\_\_\_ more rocks would fit inside, he asked, “Is the jar full?” Everyone in the class (16)\_\_\_\_\_ said, “Yes!”

**QUESTION 16.****0:30**

- A. definite
- B. forcibly
- C. convince
- D. positive
- E. emphatically

The professor said nothing. He then (17)\_\_\_\_\_ under the table and pulled out a bucket of shook it (18)\_\_\_\_\_ pieces of gravel to work themselves down into the spaces between the big rocks. He asked the group once more. "Is the jar full?" "Probably not." Some answered. "Good!" he said and began (19)\_\_\_\_\_ sand to the contents in the jar. The sand fited into the spaces between the rocks and gravel. He also poured water into the jar. "What was the point of this exercise?" he asked. "The point is that no matter how busy your schedule is you can always manage to fit something in. "replied one student. "No" said the professor, "The truth is if you don't fit in the rocks which symbolize the (20)\_\_\_\_\_ things in your life like your family and your dreams first, you'll never have time for them."

**QUESTION 17.****0:30**

- A. reached    B. hid  
C. gone        D. searching  
E. found

The professor said nothing. He then (17)\_\_\_\_\_ under the table and pulled out a bucket of shook it (18)\_\_\_\_\_ pieces of gravel to work themselves down into the spaces between the big rocks. He asked the group once more. “Is the jar full?” “Probably not.” Some answered. “Good!” he said and began (19)\_\_\_\_\_ sand to the contents in the jar. The sand fited into the spaces between the rocks and gravel. He also poured water into the jar. “What was the point of this exercise?” he asked. “The point is that no matter how busy your schedule is you can always manage to fit something in. “replied one student. “No” said the professor, “The truth is if you don’t fit in the rocks which symbolize the (20)\_\_\_\_\_ things in your life like your family and your dreams first, you’ll never have time for them.”

**QUESTION 18.**

- A. making      B. until  
C. causing      D. while  
E. resulting

**0:30**



The professor said nothing. He then (17)\_\_\_\_\_ under the table and pulled out a bucket of shook it (18)\_\_\_\_\_ pieces of gravel to work themselves down into the spaces between the big rocks. He asked the group once more. “Is the jar full?” “Probably not.” Some answered. “Good!” he said and began (19)\_\_\_\_\_ sand to the contents in the jar. The sand fited into the spaces between the rocks and gravel. He also poured water into the jar. “What was the point of this exercise?” he asked. “The point is that no matter how busy your schedule is you can always manage to fit something in. “replied one student. “No” said the professor, “The truth is if you don’t fit in the rocks which symbolize the (20)\_\_\_\_\_ things in your life like your family and your dreams first, you’ll never have time for them.”

**0:30****QUESTION 19.**

- |                 |            |
|-----------------|------------|
| A. filling      | B. pushing |
| C. substituting | D. adding  |
| E. stuffing     |            |

The professor said nothing. He then (17)\_\_\_\_\_ under the table and pulled out a bucket of shook it (18)\_\_\_\_\_ pieces of gravel to work themselves down into the spaces between the big rocks. He asked the group once more. “Is the jar full?” “Probably not.” Some answered. “Good!” he said and began (19)\_\_\_\_\_ sand to the contents in the jar. The sand fited into the spaces between the rocks and gravel. He also poured water into the jar. “What was the point of this exercise?” he asked. “The point is that no matter how busy your schedule is you can always manage to fit something in. “replied one student. “No” said the professor, “The truth is if you don’t fit in the rocks which symbolize the (20) \_\_\_\_\_ things in your life like your family and your dreams first, you’ll never have time for them.”

**0:30****QUESTION 20.**

- |              |                |
|--------------|----------------|
| A. important | B. necessarily |
| C. vitally   | D. ideal       |
| E. expensive |                |

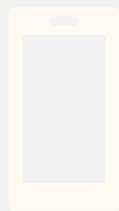


**Directions(Q21-25):Rearrange the following sentences (A), (B), (C), (D), (E), (F) and (G) in the proper sequence to form a meaningful paragraph, then answer the questions given below them.**

# QUESTION 21-25

3:00

- (A) A rise in healthcare costs is causing financial burden on people and the government.
- (B) People's view of food is changing, particularly the food-intake equation, as people are becoming health-conscious.
- (C) These factors warrant awareness and enhanced use of proper nutritional supplements
- (D) which certainly escalates nutraceutical trade in India.
- (E) Rampant usage of internet and social media has also driven the trend towards self-medication using functional foods and nutraceuticals.
- (F) Therefore, the growing market for nutraceuticals requires stringent and effective regulations to control import, manufacture, sale, and marketing in India





# HOMework





**Directions(Q26-30):You have two brief passages with 5 questions following each passage. Read the passages carefully and choose the best answer to each question out of the four alternatives.**

# QUESTION 26

3:00

The passage is about what

- (1) we should do to make children read.
- (2) we should not do when we ask children to read.
- (3) teachers should teach in the classroom.
- (4) treatment is to be given for indigestion.
- (5) All of these.

A reason why people at school read books is to please their teacher. The teacher has said that this, that, or the other is a good book, and that it is a sign of good taste to enjoy it. So a number of boys and girls, anxious to please their teacher, get the book and read it. Two or three of them may genuinely like it, for their own sake, and be grateful to the teacher for putting it in their way. But many will not honestly like it, or will persuade themselves that they like it. And that does a great deal of harm. The people who cannot like the book run the risk of two things happening to them; either they are put off the idea of the book-let us suppose the book was David Copperfield-either they are put off the idea of classical novels, or they take a dislike to Dickens, and decide firmly never to waste their time on anything of the sort again; or they get a guilty conscience about the whole thing, they feel that they do not like what they ought to like and that therefore there is something wrong with them.

They are quite mistaken, of course. There is nothing wrong with them. The mistake has all been on the teacher's side. What has happened is that they have been shoved up against a book before they were ready for it. It is like giving a young child food only suitable for an adult. Result : indigestion, violent stomach-ache, and a rooted dislike of that article of food evermore.

# QUESTION 27

3:00

The writer says that teachers should

- (1) prevent children from reading any book.
- (2) compel children to read moral stories.
- (3) stop compelling children to read books recommended by them.
- (4) carefully supervise what children read.
- (5) Not mentioned .

A reason why people at school read books is to please their teacher. The teacher has said that this, that, or the other is a good book, and that it is a sign of good taste to enjoy it. So a number of boys and girls, anxious to please their teacher, get the book and read it. Two or three of them may genuinely like it, for their own sake, and be grateful to the teacher for putting it in their way. But many will not honestly like it, or will persuade themselves that they like it. And that does a great deal of harm. The people who cannot like the book run the risk of two things happening to them; either they are put off the idea of the book-let us suppose the book was David Copperfield-either they are put off the idea of classical novels, or they take a dislike to Dickens, and decide firmly never to waste their time on anything of the sort again; or they get a guilty conscience about the whole thing, they feel that they do not like what they ought to like and that therefore there is something wrong with them.

They are quite mistaken, of course. There is nothing wrong with them. The mistake has all been on the teacher's side. What has happened is that they have been shoved up against a book before they were ready for it. It is like giving a young child food only suitable for an adult. Result : indigestion, violent stomach-ache, and a rooted dislike of that article of food evermore.



# QUESTION 28

3:00

According to the author many boys and girls read books to

- (1) win the favour of their teachers.
- (2) spend money in a useful way.
- (3) express their gratitude to their teachers.
- (4) show others that they are lovers of books.
- (5) none.

A reason why people at school read books is to please their teacher. The teacher has said that this, that, or the other is a good book, and that it is a sign of good taste to enjoy it. So a number of boys and girls, anxious to please their teacher, get the book and read it. Two or three of them may genuinely like it, for their own sake, and be grateful to the teacher for putting it in their way. But many will not honestly like it, or will persuade themselves that they like it. And that does a great deal of harm. The people who cannot like the book run the risk of two things happening to them; either they are put off the idea of the book-let us suppose the book was David Copperfield-either they are put off the idea of classical novels, or they take a dislike to Dickens, and decide firmly never to waste their time on anything of the sort again; or they get a guilty conscience about the whole thing, they feel that they do not like what they ought to like and that therefore there is something wrong with them.

They are quite mistaken, of course. There is nothing wrong with them. The mistake has all been on the teacher's side. What has happened is that they have been shoved up against a book before they were ready for it. It is like giving a young child food only suitable for an adult. Result : indigestion, violent stomach-ache, and a rooted dislike of that article of food evermore.

# QUESTION 29

3:00

The mistake has been on the teacher's side. Here the mistake refers to

- (1) making the children to please the teacher.
- (2) asking the children to read books which teachers do not like.
- (3) discouraging children from reading more books.
- (4) recommending them the books intended for adults.
- (5) praising the honesty of humans.

A reason why people at school read books is to please their teacher. The teacher has said that this, that, or the other is a good book, and that it is a sign of good taste to enjoy it. So a number of boys and girls, anxious to please their teacher, get the book and read it. Two or three of them may genuinely like it, for their own sake, and be grateful to the teacher for putting it in their way. But many will not honestly like it, or will persuade themselves that they like it. And that does a great deal of harm. The people who cannot like the book run the risk of two things happening to them; either they are put off the idea of the book-let us suppose the book was David Copperfield-either they are put off the idea of classical novels, or they take a dislike to Dickens, and decide firmly never to waste their time on anything of the sort again; or they get a guilty conscience about the whole thing, they feel that they do not like what they ought to like and that therefore there is something wrong with them.

They are quite mistaken, of course. There is nothing wrong with them. The mistake has all been on the teacher's side. What has happened is that they have been shoved up against a book before they were ready for it. It is like giving a young child food only suitable for an adult. Result : indigestion, violent stomach-ache, and a rooted dislike of that article of food evermore.



# QUESTION 30

3:00


Indigestion and violent stomach-ache will be the result if the child

- (1) reads books not suitable for his age.
- (2) does not read any book.
- (3) is forced to eat food meant for adults.
- (4) is not taken to doctor regularly.
- (5) a mind in dearth of books.

A reason why people at school read books is to please their teacher. The teacher has said that this, that, or the other is a good book, and that it is a sign of good taste to enjoy it. So a number of boys and girls, anxious to please their teacher, get the book and read it. Two or three of them may genuinely like it, for their own sake, and be grateful to the teacher for putting it in their way. But many will not honestly like it, or will persuade themselves that they like it. And that does a great deal of harm. The people who cannot like the book run the risk of two things happening to them; either they are put off the idea of the book-let us suppose the book was David Copperfield-either they are put off the idea of classical novels, or they take a dislike to Dickens, and decide firmly never to waste their time on anything of the sort again; or they get a guilty conscience about the whole thing, they feel that they do not like what they ought to like and that therefore there is something wrong with them.

They are quite mistaken, of course. There is nothing wrong with them. The mistake has all been on the teacher's side. What has happened is that they have been shoved up against a book before they were ready for it. It is like giving a young child food only suitable for an adult. Result : indigestion, violent stomach-ache, and a rooted dislike of that article of food evermore.





**Directions(Q16-20):**In each of the questions given below five words are given in bold. These five 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.

## QUESTION 18

0:30

He said that the **construction (A)** of the hospital **demand (B)** in 2013 as there was no **large (C)** hospital in Ambedkar Nagar and there was a **began (D)** from the **people (E)**.

- (a) A-E
- (b) B-D
- (c) C-A
- (d) Both A-B and C-E
- (e) No replacement required

## QUESTION 19

0:30

Amid the **solace (A)** of COVID-19-induced **(B)** lockdown, the considerable improvement in the city's air quality gave some **challenges (C)** for Delhiites fighting a **contagion (D)** from the **confines (E)** of their homes.

- (a) A-E
- (b) B-D
- (c) C-A
- (d) Both A-B and C-E
- (e) No replacement required

0:30

## QUESTION 20

Although an even bigger disaster was **snuffed (A)** by the absence of fire in the aircraft, the crash **averted (B)** out the lives of many **loved (C)** home from Dubai after a long, **traumatic (D)** separation from **returning (E)** ones in the pandemic.

- (a) A-E
- (b) B-D
- (c) C-A
- (d) Both A-B and C-E
- (e) No replacement required



For Your Any Type of English  
Related Queries Join  
Telegram Channel :

**English Mahendras Live  
(SrayaMahendras)**









# VIDEO LINK FOR COMPLETE SOLUTIONS

<https://youtu.be/zt8N0zByBOQ>