

SSC SELECTION POST | CGL | CHSL | MTS

A woman with long dark hair and glasses, wearing a black hoodie, stands with her arms crossed in front of a bookshelf. To the left, a hand is visible writing on a piece of paper with a green pen. A large, semi-circular graphic with orange and red segments is positioned behind the text.

QUICK
SPEED

RC SHOW

FASTEST

RC PRACTICE

Daily Live : 10:00 am | **Preshika Ma'am**

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ENGLISH BY PRESHIKA TONGAR



Parajumbled

1. A. The first hour passed off quietly.
- B. In the second, they had Arithmetic.
- C. Swaminathan was terribly bored.
- D. Vedanayagam went out and returned in a few minutes in the role of an Arithmetic teacher.
- E. He droned on monotono-usly.
- F. His teacher's voice was beginning to get on his nerves.

CF

AB

(1) ~~BCDE~~

(2) ~~ECDB~~

(3) BDEC

(4) ~~CBED~~

2. A. The month was January.
- B. On the first morning of the festival the mejhi would be set alight invoking the bless-ings of Agni, the god of fire.
- C. There would be much feast-ing and merriment during the festival.
- D. Each household would build a mejhi - a pile of firewood stacked neatly together in their backyard.
- E. The Bihu festival was fast approaching.
- F. "Let's build a champion mejhi this year." Ricky suggested a few days before the festi-val.

(1) ~~CBDE~~

(2) ~~CBED~~

(3) ECDB

(4) ~~EDBC~~

AE

3. 1. There are some backward ar-eas in Andhra Pradesh.

A. Rayalaseema is one of them.

B. Massive degradation of natural resources and extensive chang-es in land use have resulted in poor crop productivity in Ray-alaseema.

C. The National Soil Survey and Land use planning organisation is doing its job by giving sug-gestions to the farmers of Ray-alaseema.

D. Soil Organic Carbon (SOC), which is crucial for maintaining soil quality, has decreased by 84% in the region. Poor soil fer-tility and soil degradation, like in Rayalaseema region, are the major causes of food shortage.

6. The advice is about which crops are to be cultivated and which not.

(1) CBAD

(3) DCBA

(2) CDBA

(4) ABDC

1A

4. P. is timing, in particular ensuring that
Q. is essential to navigating deep space
R. the time on board spacecraft is synchronised
S. with the time on the ground

(1) PROS

(2) PSOR

(3) RSPO

(4) GPRS

Cloze test

A no-examination policy would kill the competitive ____ (1) ____ among the stu-dents. It is ____ (2) ____ to encourage healthy competition in today's ____ (3) ____ where all admissions and job ____ (4) ____ are based on elimination. Also, ____ (5) ____ the total absense of examinations, ____ (6) ____ who truly deserve may not get fair ____ (7) ____ while those who need to ____ (8) ____ may not get the right ____ (9) ____ Moreover, ex-aminations help to asses the ____ (10) ____ of teaching.

- | | | | | |
|----|-----------------------|---------------|-----------------------------|----------------------|
| 1. | (1) spirit | (2) stamina | (3) life | (4) soul |
| 2. | (1) convenient | (2) important | (3) auspicious | (4) applicable |
| 3. | (1) season | (2) period | (3) term | (4) times |
| 4. | (1) vocations | (2) functions | (3) recruitments | (4) occupations |
| 5. | (1) in | (2) among | (3) on | (4) between |

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- | | | | | |
|-----|----------------------|----------------------------|-------------------------|------------------------------|
| 6. | (1) these | (2) which | (3) that | (4) those |
| 7. | (1) confirmation | (2) recognition | (3) contribution | (4) reception |
| 8. | (1) encourage | (2) recover | (3) reform | (4) improve |
| 9. | (1) settlement | (2) agreement | (3) feedback | (4) decision |
| 10. | (1) cosequences | (2) expense | (3) quantity | (4) effectiveness |

Gabriella Montez was comfortably curled up in an overstuffed chair in the sitting area. She was (11) the peace and quiet at home- everyone else was (12) at the party-and had total-ly lost (13) in a book which was the best she had (14) read and she couldn't wait to get (15) the end. However, before she set her eyes (16) the next page, the book was (17) right out of her hands, and she (18) at her mother standing over her. "Gabby, it's New Year's Eve, "she said, (19) reading" she Shapped at her daughter. "But, mum, I'm almost done, "Gabriella (20).

- | | | | | |
|-----|-------------------------|------------------------|------------------------|-------------------------|
| 11. | (1) enjoying | (2) living | (3) calming | (4) relaxing |
| 12. | (1) before | (2) already | (3) once | (4) earlier |
| 13. | (1) itself | (2) himself | (3) ourself | (4) herself |
| 14. | (1) always | (2) even | (3) never | (4) ever |
| 15. | (1) up | (2) on | <u>(3) to</u> | (4) in |

Gabriella Montez was comfortably curled up in an overstuffed chair in the sitting area. She was ____ (11) ____ the peace and quiet at home- everyone else was ____ (12) ____ at the party-and had total-ly lost ____ (13) ____ in a book which was the best she had ____ (14) ____ read and she couldn't wait to get ____ (15) ____ the end. However, before she set her eyes ____ (16) ____ the next page, the book was ____ (17) ____ right out of her hands, and she ____ (18) ____ at her mother standing over her. "Gabby, it's New Year's Eve, "she said, ____ (19) ____ reading" she Shapped at her daughter. "But, mum, I'm almost done, "Gabriella ____ (20) ____.

- | | | | | |
|-----|---------------------------|--------------------------|---------------------------|--------------------------|
| 16. | (1) below | (2) above | (3) along | (4) upon |
| 17. | (1) raised | (2) lifted | (3) boosted - | (4) climbed |
| 18. | (1) stared | (2) noticed | (3) watched | (4) wondered |
| 19. | (1) Adequate | (2) Sufficient | (3) Abundant | (4) Enough |
| 20. | (1) prohibited | (2) prevented | (3) prescribed | (4) protested |

RC Show

The Roman Empire covered a vast stretch of territory that included most of Europe as we know it today and a large part of the Fertile Crescent and North Africa.

The Roman empire embraced a wealth of local cultures and languages; that women had a stronger legal position then than they do in many countries today; but also that much of the economy was run on slave labour, denying freedom to substantial numbers of persons. From the fifth century onwards, the empire fell apart in the west but remained intact and exceptionally prosperous in its eastern half.

Roman historians have a rich collection of sources to go on, which we can broadly divide into three groups: (a) texts, (b) documents and (c) material remains. Textual sources include letters, speeches, sermons, laws and histories of the period written by contemporaries.

These were usually called 'Annals' because the narrative was constructed on a year-by-year basis. Documentary sources include mainly inscription and papyri. Inscriptions were usually cut on stone, so a large number survive, in both Greek and Latin. The 'papyrus' was a reed-like plant that grew along the banks of the Nile in Egypt and was processed to produce sheets of writing material that was very widely used in everyday life. Thousands of contracts, accounts, letters and official documents survive 'on papyrus' and have been published by scholars who are called 'papyrologists'. Material remains include a very wide assortment of items that mainly archeologists discover (for example, through excavation and field survey), for example, buildings, monuments and other kinds of structure, pottery, coins, mosaics, even entire landscapes. Each of these sources can only tell us just so much about the past, and combining them can be a fruitful exercise, but how well this is done depends on the historian's skill!

21. Which of these statements is NOT true?

- (1) Texts, documents and material remains were the main sources for the historians.
- (2) Inscriptions were carved in Greek and Latin.
- (3) Archaeologists make discoveries through excavations.
- ~~(4)~~ The Roman empire flourished longer in the west.

22. Who were papyrologists?

- (1) People who processed papyrus into sheets.
- (2) Scholars who published documents.
- (3) Farmers who cultivated papyrus.
- (4) People who surveyed the reed like plants along the Nile.

23. Much of the **economy** in the **Roman** empire was run on:

~~(1) slave labour~~

~~(2) scholars~~

~~(3) women~~

~~(4) archaeologists~~

24. Documentary sources of the history of Roman empire include:

- (1) inscriptions
- (2) pottery
- (3) sermons
- (4) landscapes

25. Which of these are **NOT** material remains?

- (1) ~~Mosaics~~
- (2) ~~Coins~~
- (3) ~~Monuments~~
- (4) ~~Annals~~

ENGLISH BY PRESHIKA TONGAR



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