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

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ENGLISH BY PRESHIKA TONGAR



Parajumbled

1. **S-1.** The moment Hari stepped down from the train he was greeted at the platform by the people of his small town.

A. They considered him a real patriot.

B. Now he was back after a vic-torious battle.

C. Though he had retired from the army, he had offered his services once again to help.

D. They had gathered there with garlands and a band, to welcome him home.

S-6. It was raining but people en-joyed it with a real hero and considered the rain a pious sign.

(1) ~~DACB~~

(2) ~~CAEB~~

(3) ~~DBAC~~

(4) ~~ACED~~

S, D

2. S-1. The salt seller came to un-derstand the trick and de-cided to teach the donkey a lesson.
- A. But the dampened cotton became very heavy to carry and the donkey suffered.)
- B. It learnt a lesson.
- C. Again it played the same trick hoping that the cotton bag would become lighter.
- D. The next day he loaded a cot-ton bag on the donkey.
- S-6. It didn't play the trick any-more after that day, and the salt seller was happy.

(1) CBAD

(2) DBCA

(3) DCA3

(4) ~~ACBD~~

DCHAR SID B56

3. (S1) The men and women took their places after the initial mingling, and immediately a surge of conversation filled the room.

(S2)

(S3)

(S4) One or two of the women were actually bouncing up and down on the sofa cushions.

(P) So, the two parties had to lean forward, their elbows on their knees.

(Q) At the beginning they min-gled awkwardly, clutching their drinks, and walking here and there.

(R) Several people made a last-minute dash to the bathroom before the conversation could start.

(S) The men's chairs were far enough away from the women's couches.

(1) P, R

(3) S, S

(2) R, Q

(4) S, P

S, S P, S, S

4. S1. Great people can direct the masses with their strong determination and will.
- A. Gandhiji introduced the very powerful concept of 'Satyagraha' which was not a new one to India.
 - B. He himself took up the re-sponsibility of breaking the shackles of India.
 - C. The ways and method he chose for that was not violence and harshness.
 - D. Mahatma Gandhi is a perfect example of this.
- S6. With this, in the days where no media channels and no social media existed, he could pull millions towards a mighty goal.

(1) ACDB

(2) DBCA

(3) ABCD

(4) CDAB

DR

SID

Cloze test

Rivers around the world are ___(1)___ with dangerous levels of anti-biotics, ___(2)___ to a recent study. Concentration of antibiotics in some waterways ___(3)___ safety levels by 300 times. Researchers looked at several ___(4)___ used antibiotics in rivers flowing ___(5)___ 72 coun-tries.

- | | | | | |
|----|--------------------------|--------------------------|-------------------------|---------------------------|
| 1. | (1) tainted | (2) infected | (3) fouled | (4) <u>contaminated</u> |
| 2. | (1) consistent | (2) according | (3) reported | (4) conforming |
| 3. | (1) excels | (2) outgrows | (3) <u>exceeds</u> | (4) cutpaces |
| 4. | (1) unusually | (2) likely | (3) <u>commonly</u> | (4) badly |
| 5. | (1) with | (2) below | (3) <u>through</u> | (4) above |

With the groundwater table reced-ing alarmingly, an ostrich mentality will only increase water woes. Deficit rain-fall __ (6) __ indiscriminate extraction of ground water __ (7) __ two major reasons for __ (8) __ situation. Government must promote __ (9) __ harvesting and conser-vation. Citizens must __ (10) __ learn to use water judiciously or else the State will run out of water like Cape Town.

- | | | | | |
|-----|-------------------------|------------------------|-----------------------|----------------------|
| 6. | (1) and | (2) but | (3) unless | (4) also |
| 7. | (1) was | (2) be | (3) is | (4) are |
| 8. | (1) the | (2) those | (3) a | (4) their |
| 9. | (1) crop | (2) seed | (3) soil | (4) water |
| 10. | (1) although | (2) already | (3) anyhow | <u>(4) also</u> |
- carefully*

RC Show

The first time Agha Shahid Ali spoke to me about his approaching death was on 25 April 2001. The conversation began routinely. I had telephoned to remind him that we had been invited to a friend's house for lunch. Although he had been under treatment for cancer for some fourteen months, Shahid was still on his feet and perfectly lucid, except for occasional lapses of memory. I heard him thumbing through his engagement book and then suddenly he said: 'Oh dear. I can't see a thing. There was a brief pause and then he added: 'I hope this doesn't mean that I'm dying..' I did not know how to respond: his voice was completely at odds with the content of what he had just said, light to the point of jocularity. I mumbled something innocuous: 'No Shahid of course not. You'll be fine.' He cut me short. In a tone of voice that was at once quizzical and direct, he said: 'When it happens I hope you'll write something about me.'

I was shocked into silence and a long moment passed before I could bring myself to say the things that people say on such occasions. 'Shahid you'll be fine: you have to be strong..... From the window of my study I could see a corner of the building in which he lived, some eight blocks away. It was just a few months since he moved there: he had been living a few miles away, in Manhattan, when he had a sudden blackout in February 2000. After tests revealed that he had a malignant brain tumour, he decided to move to Brooklyn, to be close to his youngest sister. Sameeta, who teaches at the Pratt institute-a few blocks away from the street where I live. Shahid ignored my reassurances. He began to laugh and it was then that I realised that he was dead serious. I understood that he was entrusting me with a quite specific charge: he wanted me to remember him not through the spoken recitations of memory and friendship, but through the written word.

He knew that my instincts would have led me to search for reasons to avoid writing about his death: I would have told myself that I was not a poet: that our friendship was of recent date: that there were many other who knew him much better and would be writing from greater understanding and knowledge. All this Shahid had guessed and he had decided to shut off those routes while there was still time. You must write about me. Finally, I said: Shahid, I will: I'll do the best I can.

1. What did Shahid request the narrator to do?
- (1) Write about him after his death.
 - (2) Take him along for lunch at their friend's place.
 - (3) Move to his house in Manhattan.
 - (4) Be strong and bear the loss bravely.

2. Shahid was perfectly 'lucid'. This suggests he was:

- (1) ~~confused~~
- (2) ~~in a delirium~~ confusion
- (3) speaking coherently
- (4) not intelligible:

lucid
pellucid
limpid
conspicuous
perspicuous

3. Shahid's voice was full of 'jocular'.

This means it was:

~~(1) humorous~~

~~(2) bitter~~

~~(3) melodious~~

~~(4) sorrowful~~

4. Which of these was NOT an excuse that the narrator thought of to decline Shahid's request?

- (1) ~~That others knew Shahid better.~~
- (2) ~~That their friendship was quite recent.~~
- ☒ (3) That he was too busy.
- (4) ~~That he was not a poet.~~

5. Why had the narrator called Shahid Ali?

- (1) To remind him about a lunch invitation.
- (2) To cheer him up in his depression.
- (3) To enquire about his health.
- (4) To give him an important task.

6. **Shahid had moved to Brooklyn to:**
- (1) get treatment for cancer.
 - (2) fulfil certain engagements.
 - (3) teach at Pratt institute.
 - (4) be close to his youngest sister.

7. The narrator was reluctant to write about Shahid because:
- (1) the subject did not interest him.
 - (2) he didn't have enough time.
 - (3) he wouldn't be paid for it.
 - ~~(4)~~ it would be emotionally tough for him.

8. What made Shahid think his end was near?

- (1) He was unable to think clearly.
- (2) He was unable to stand on his feet.
- (3) He couldn't utter a word.
- ~~(4) He suddenly couldn't see anything.~~

9. What kind of person was Shahid Ali?

- (1) Forgetful
- (2) Full of life
- (3) Dangerous
- (4) Depressed

10. What disease was Shahid Ali suffering from?

- (1) Brain tumour
- (2) Blood cancer
- (3) Loss of memory
- (4) Blindness

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ENGLISH BY PRESHIKA TONGAR



Study with Preshika Ma'am



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ENGLISH

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