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



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ENGLISH BY PRESHIKA TONGAR



Parajumbled

AD

1. S1. Sania asked Piyush how he had fared in the examination the week before.

A. Piyush then requested Sania not to talk about it.

B. Piyush said that he had done very badly and was afraid that he would not clear the exam.

C. Sania exclaimed that this was his foolish fear.

D. Sania wanted to know the reason for this request.

S6. She knew Piyush was a hard-working boy and would definitely clear the exam.

(1) ~~ABCD~~

(3) ~~ADBC~~

(2) ~~ACBD~~

(4) ~~DABC~~

2. S1. Obesity is a condition where the body accumulates excess fat, leading to a considerable increase in the body weight.

A. This means adverse health effects on the people of our country

B. Such as high blood pressure, high cholest-erol, diabetes, heart diseases leading to premature death.

C. It is assuming alarming proportions in our country.

D. To avoid this, lifestyle needs to be changed.

S6. Lack of sports and sedentary lifestyle also contribute to higher obesity level.

(1) CBAD

(2) CABD

(3) ~~ACBD~~

(4) ~~ABDC~~

S1

DS6

AB

S1C

AB

3. S1. Development should include both material and non-material aspects of human existence.

A. But such development depletes renewable resources and adversely affects environment.

B. In the West, development is totally money-oriented.

SBAD
C. Only the development which meets the needs of the present generation without disabling the future generations can be called sustainable.

D. This kind of development is not sustainable.

S6. Sustainable development is a positive attitude towards socio-economic problems with a wide involvement of the people.

(1) BCDA

~~(2) BADC~~

~~(3) ACBD~~

~~(4) ADBC~~

CS6

BA

SA

4. A. It was midday.
- B. Voldyrev, a tall country gentleman with a cropped head and prominent eyes, took off his overcoat, mopped his brow with his handkerchief, and went into the government office.
- C. "Where can I make an inquiry here?" he said, addressing a porter who was bringing a trayful of glasses from the furthest recesses of the office.
- D. Voldyrev coughed and went towards the window.
- E. "To that one sitting near the window!" said the porter, indicating with the tray the furthest window.
- F. There, at a green table spotted like typhus, was sitting a young man with his hair standing up in four tufts on his head, with a long pimply nose, and a long faded uniform.

AB

CE

F

(1) BCED

(3) ~~ECDB~~

(2) ~~BDEC~~

(4) ~~CBED~~

CE

Cloze test

The Ashoka pillars are a series of columns ____ (1) ____ in northern India by King Ashoka ____ (2) ____ his reign in the 3rd century BCE. ____ (3) ____ pillars are inscribed with edicts by the Mauryan king. At an average ____ (4) ____ 50 feet in height and weighing up to 50 tons each, ____ (5) ____ 19 pillars survive today.

- | | | | | |
|----|------------------------|------------------------|--------------------------|------------------------|
| 1. | (1) erected | (2) located | (3) developed | (4) created |
| 2. | (1) across | (2) through | (3) along | (4) during |
| 3. | (1) These | (2) That | (3) This | (4) Those |
| 4. | (1) by | (2) at | (3) of | (4) on |
| 5. | (1) only | (2) any | (3) also | (4) even |
- monuments/pillar built/put up*

An earthquake is the shaking of the ground caused by the sudden breaking and _____(6)_____ of large sec-tions of the Earth's rocky outer shell. Scientists estimate that there _____(7)_____ ~~are~~ more than 8,000 minor earth-quakes each day. Of these, only about 1,000 are strong _____(8)_____ ^{to be} felt. At least 40 moderate earthquakes cause damage somewhere _____(9)_____ the world each year. A really powerful earthquake only occurs, on average, once every two years, _____(10)_____ when it does, the results can be devastating.

- | | | | | |
|-----|-------------------------|------------------------|---------------------------|------------------------|
| 6. | (1) pushing | (2) hanging | (3) bringing | (4) <u>shifting</u> |
| 7. | (1) is | (2) has | (3) are | (4) have |
| 8. | (1) adequate | (2) <u>enough</u> | (3) sufficient | (4) capable |
| 9. | (1) on | (2) <u>in</u> | (3) into | (4) at |
| 10. | (1) whereas | (2) <u>but</u> | (3) while | (4) as |

RC Show

The United Kingdom's Social Mobility Commission study reports that disadvantaged children in England are being priced out of a cultural hinterland. Children aged 10-15 from low-income families are three times less likely than wealthier peers to engage in out-of-school musical activities, such as learning an instrument, etc.

There were also differences according to race-4% of British Pakistani children took part in music classes, compared with 28% of Indian children and 20% of white children-and regional divides : 9% of children in north-east England played a musical instrument, compared to 22% in the south-east.

Disadvantaged children are also more likely to miss out on extracurricular sports (football, boxing, cricket) and drama, dance and art. The commission set out recommendations, including bursaries, better funding and support for schools-let's hope they're taken on board. As well as the activities themselves, children are missing out on other crucial gains including confidence-building, team spirit and social skill, and are less likely to go on to higher education.

Extracurricular activities tend to cost money, but there are also problems with a lack of availability and access, such as schools being unable to afford to run after-school clubs or stay open during holidays. Another barrier is the kids' "fear of not fitting in". In this sense, certain children are self-excluding from, say, learning an instrument, singing in a choir, playing cricket or acting. They decide by themselves that they're "undeserving" of music, sport, art and drama. Unbelievably, in 2019, children as young as 10 are already hard-wired with the self-limiting poverty notion of "not for the likes of us".

This is heartbreaking. It's hardly news that life is tougher for poorer children, but it's an outrage if all sense of curiosity, artistry and playfulness is knocked out of them so early. Something is wrong if better-off children feel entitled to explore and participate in areas that interest and excite them, while the disadvantaged are cast from the start as cultural wallflowers- doomed to sit out every dance.

This isn't about every child learning the piano or violin (but why not?). It's about sowing the seeds for a cultural hinterland that will sustain and enrich them for life. It's about people exploring their passions and refusing to have their horizons artificially limited. Regardless of circumstances, all children should know that their faces "fit"-automatically and forever Culture belongs to everyone.

11. The probability of a child in United Kingdom getting opportunities to engage in cultural and sports activities depends on

1. parental economic background.
2. whether one parent is British.
3. whether parents have a university education.
4. kind of school and funding available.

Of the above points which are CORRECT

- (1) 1 and 4
- (2) 2 and 4
- (3) 1 and 2
- (4) 3 and 4

12. According to the passage which of the following is NOT the CORRECT reason. Exposure to cultural activities and sports at a young age is very important for children because it

- ~~(1) brings about differences among children.~~
- ~~(2) leads children to explore their talents.~~
- ~~(3) builds team spirit and social skills.~~
- ~~(4) helps in confidence building.~~

13. Pick out a phrase of a word which means the same as-A group of people considered to be superior to others because of their social standing or wealth

- (1) ~~Disadvantaged~~
- (2) ~~Cultural wallflowers~~
- (3) ~~Hard-wired~~
- (4) Elitist

14. How will a wholesome education including arts and sports not benefit the disadvantaged?

- (1) Children will get exposure to arts and sports.
- (2) Children will no longer have the fear of not fitting in.
- (3) Children will have feelings of low self-esteem and self-exclusion.
- (4) Children will explore play and learning outside of class.

15. According to the author, what is truly heart-breaking and damaging for the kids is that

- (1) parents don't have money to pay for any additional classes for their children.**
- (2) teachers are told not to offer these opportunities as they are not tested.**
- (3) schools wish to offer activities but don't have funds.**
- (4) children themselves feel that the activities are not fit for the likes of them.**

ENGLISH BY PRESHIKA TONGAR



Study with Preshika Ma'am



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