

COMBINED COMPETITIVE EXAMINATION (MAIN)

GENERAL ENGLISH

Time : 3 hours

Full Marks : 200

Note : (1) The figures in the right-hand margin indicate full marks for the questions.

(2) Answer the questions following the instructions strictly.

(3) Write legibly, to the point and in your own words as far as practicable.

1. Read the passage carefully and answer in your own words the questions that follow in not more than 5-6 sentences each : 10×5=50

Putting aside the need to earn a living, I think there are four great motives for writing, at any rate for writing prose. They exist in different degrees in every writer, and in anyone writer the proportions will vary from time to time, according to the atmosphere in which he is living.

Sheer egoism is one of the reasons for why a person chooses to be a writer. Desire to seem clever, to be talked about, to be remembered after death, to get your own back on the grown-ups who snubbed you in childhood, etc., etc. It is humbug to pretend this is not a motive, and a strong one. Writers share this characteristic with scientists; artists, politicians, lawyers, soldiers, successful businessmen—in short, with the whole top crust of humanity. The great mass of human beings are not acutely selfish. After the age of about thirty they almost abandon the sense of being individuals at all—and live chiefly for others, or are simply smothered under drudgery. But there is also the minority of gifted, willful people who are determined to live their own lives to the end, and writers belong in this class: Serious writers, I should say, are on the whole more vain and self-centered than journalists, though less interested in money.

Aesthetic enthusiasm is another factor that spurs people to write. Perception of beauty in the external world, or, on the other hand, in words and their right arrangement. Pleasure in the impact of one sound on another, in the firmness of good prose or the rhythm of a good story. Desire to share an experience which one feels is valuable and ought not to be missed. The aesthetic motive is very feeble in a lot of writers, but even a pamphleteer or writer of textbooks will have pet words and phrases which appeal to him for non-utilitarian reasons; or he may feel strongly about

typography, width of margins, etc. Above the level of a railway guide, no book is quite free from aesthetic considerations.

Some writers are driven by the historical impulse. Desire to see things as they are, to find out true facts and store them up for the use of posterity. People also write because of a certain political purpose, using the word 'political' in the widest possible sense. Desire to push the world in a certain direction, to alter other peoples' idea of the kind of society that they should strive after. Once again, no book is genuinely free from political bias. The opinion that art should have nothing to do with politics is itself a political attitude.

What I have most wanted to do throughout the past ten years is to make political writing into an art. My starting point is always a feeling of partisanship, a sense of injustice. When I sit down to write a book, I do not say to myself, "I am going to produce a work of art." I write it because there is some lie that I want to expose, some fact to which I want to draw attention, and my initial concern is to get a hearing. But I could not do the work of writing a book, or even a long magazine article, if it were not also an aesthetic experience. Anyone who cares to examine my work will see that even when it is downright propaganda it contains much that a full-time politician would consider irrelevant. I am not able, and do not want, completely to abandon the world view that I acquired in childhood. So long as I remain alive and well I shall continue to feel strongly about prose style, to love the surface of the earth, and to take a pleasure in solid objects and scraps of useless information. It is no use trying to suppress that side of myself. The job is to reconcile my ingrained likes and dislikes with the essentially public, non-individual activities that this age forces on all of us.

Looking back through the last page or two, I see that I have made it appear as though my motives in writing were wholly public-spirited. I don't want to leave that as the final impression. All writers are vain, selfish, and lazy, and at the very bottom of their motives there lies a mystery.

Writing a book is a horrible, exhausting struggle, like a long bout of some painful illness. One would never undertake such a thing if one were not driven on by some demon whom one can neither resist nor understand. For all one knows that demon is simply the same instinct that makes a baby squall for attention. And yet it is also true that one can write nothing readable unless one constantly struggles to efface one's own personality. Good prose is like a windowpane. I cannot say with certainty which of my

motives are the strongest, but I know which of them deserve to be followed. And looking back through my work, I see that it is invariably where I lacked a political purpose that I wrote lifeless books and was betrayed into purple passages, sentences without meaning, decorative adjectives and humbug generally.

Questions :

- (a) What are the motives behind writing? In what proportion do they exist in any writer?
- (b) What is the relation between egoism and a writer's calling?
- (c) What does the term 'aesthetic enthusiasm' imply in relation to a writer?
- (d) What kind of motives or desires do writers driven by either a historical impulse or political purpose have for writing? What does the writer mean by 'political'?
- (e) How does the writer critically assess his own writings?

2. Write a précis of the following passage not exceeding one-third of its original length and suggest a suitable title :

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The mistaken belief that democracy means rule of the majority is exceedingly widespread, and it has vitiated a great deal that has been said about the subject. On the one hand champions of majority rule have seen themselves as champions of democracy while on the other, critics of majority rule have supposed themselves to be critics of democracy. For example, when communists claim to be democrats they are claiming that the dictatorship of the proletariat, which is their goal, is the fulfilment of democracy. Their case is a simple one. They argue that since the proletariat constitutes a permanent, numerical majority in an industrialized, capitalist society, the rule of the proletariat is the same thing as democracy. This is an important argument, and it cannot be refuted by demonstrating that in all existing communist societies it is the party, not the proletariat, which rules; the crucial point is that if democracy means the rule of a permanent majority, and if the proletariat forms such a majority, then its rule (if not its dictatorship) is democracy. The only effective refutation is to be found in showing that democracy is not the rule (let alone the dictatorship) of the majority.

Much of the same thing has to be said in answer to the critics on the right, to those who think that a case can be made against democracy if a case is made against the rule of the majority. Almost every critic of democracy

from Plato onwards has addressed himself to the dangers of majority rule. Indeed their argument has almost always been the same argument : the majority of men are ignorant, democracy means the rule of the majority, therefore democracy means the rule of the ignorant, and the rule of the ignorant is bound to be bad. This right-wing argument is readily like the left-wing argument, for it is just as much a class argument. Both think they are talking about democracy : in truth neither of them is.

3. Write a letter to the Editor complaining about the deplorable condition of the roads in the locality despite months of complaints being made to the local authorities. Express your concern for public safety issues as well as bring to light the need of a quicker response by the concerned authorities. 25
4. Write a paragraph in about 200 words on any *one* of the following : 25
- (a) The future of sports in India
 - (b) Make hay while the sun shines
 - (c) Wildlife Conservation in Arunachal Pradesh
5. (a) Correct and rewrite the following sentences (any *ten*) : 10
- (i) They learned a interesting fact about the area's geology.
 - (ii) The singer give me his cassette.
 - (iii) My brother lendend me his new scooter.
 - (iv) The landlord offered its guests a place to spend the night.
 - (v) The two of them had to climb three flight of stairs.
 - (vi) John dance better than Peter does.
 - (vii) Suresh steals two diamonds from the museum.
 - (viii) We will inform the student before their classes begin.
 - (ix) Deepak and I worked for two hole hours.
 - (x) Vikram has sell his old bat.
 - (xi) Some people became very angry to Ramesh.
 - (xii) You should not have did it.

(b) Choose the appropriate form of the verb given in the brackets and rewrite the sentences (any five) :

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- (i) The students were — (listen, listened, listening) to their teacher.
- (ii) I was trying to — (look, looked, looking) up some facts on sea lions.
- (iii) Jane stopped — (show, showed, showing) up for work since last week.
- (iv) The car had — (fall, fell, fallen) from the bridge.
- (v) The concert had already — (begin, began, begun) by the time they arrived.
- (vi) Ramu — (behave, behaved, behaves) recklessly every time he is let out.
- (vii) He likes — (drink, drank, drinking) plenty of orange juice every morning.

(c) Fill in the blanks with the appropriate prepositions and rewrite the completed sentences (any five) :

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- (i) We were just — to go looking for him when he entered the room.
- (ii) — his career as a surgeon he has never failed to save a patient.
- (iii) You will have to choose your leader from — yourselves.
- (iv) He achieved success — all the problems that came his way.
- (v) You will be given six months — which time you must complete the job.
- (vi) He went — the river by boat.
- (vii) He sat — the table to study.

(d) Change the mode of narration in the following sentences (any five) :

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- (i) Rita said, "I wish I had met you earlier."
- (ii) Abhishek said that he had never been outside the country.
- (iii) Lila asked, "Who has taken my book?"
- (iv) Suresh enquired if everyone had arrived.

- (v) "I will never again come here," said John.
- (vi) He said, "I will be happy to help anyone."
- (vii) The man warned me not to call the police or else he will kill me.

6. (a) Rewrite the following sentences as directed (any ten) :

- (i) The king demanded heavy taxes from the subjects.
(Change to passive voice)
- (ii) He was too engrossed with the music to hear anyone else.
(Replace 'too' with 'so ... that')
- (iii) No one is as fast as Rakesh at calculations.
(Change into comparative degree)
- (iv) Raj is a better speaker than Varun.
(Turn into negative without changing the meaning)
- (v) She's beautiful, — she?
(Add a suitable question tag)
- (vi) He was — only one to come early.
(Supply an appropriate article)
- (vii) Rahul is a better runner than most other athletes.
(Change into superlative degree)
- (viii) He was warned not to break the rules by the officials.
(Change into active voice)
- (ix) He is very good at public speaking. This is why people like listening to him.
(Change into a complex sentence)
- (x) No — had the teacher left than they started talking among themselves.
(Supply an appropriate auxiliary)
- (xi) Besides being an adept swordsman, he is also a good painter.
(Rewrite the sentence using 'not only ... but also')
- (xii) I will stay here until he —.
(Use the correct tense of the verb 'arrive')

- (b) Choose the correct one from the two words given within brackets to fill in the following sentences (any ten) :

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- (i) — (They're, There) the only ones who attended the class.
- (ii) The lady walked down the — (aisle, isle) all by herself.
- (iii) A scientist is a person — (who's, whose) career involves studying nature.
- (iv) This is perhaps the longest — (tail, tale) I've ever seen in my life.
- (v) Arvind was asked to carry the — (bail, bale) of clothes to that room.
- (vi) They had to pass through a — (veil, vale) before reaching the next destination.
- (vii) The animal was trying to — (flee, flea) away from its captor.
- (viii) Aveek had a great time — (wondering, wandering) around the city of Paris.
- (ix) There will be a — (life, live) telecast of the concert on this channel tomorrow.
- (x) The — (vine, wine) in this restaurant is of the highest quality.
- (xi) The boys had to — (why, vie) for the attention of the pretty girls.
- (xii) Many decided to — (wave, waive) the generous offer made by the company owner.

- (c) Make separate sentences using the following words as directed so as to bring out their correct meaning (any five) :

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- (i) Bend (as verb and noun)
- (ii) Catch (as verb and noun)
- (iii) Over (as preposition and noun)
- (iv) Calm (as adjective and verb)
- (v) Cross (as noun and adjective)
- (vi) Even (as adjective and adverb)
- (vii) Content (as noun and adjective)

(d) Frame sentences using the following idioms in terms of their implicit meaning (any *five*) :

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- (i) with open arms
- (ii) state of the art
- (iii) rise from the ashes
- (iv) strike a chord
- (v) back to square one
- (vi) a mixed blessing
- (vii) have a ball
