

# CCE(M)/GE/10/2024

## GENERAL ENGLISH

Time : 3 hours ]

[ Full Marks : 300

**Please read each of the following instructions carefully before attempting the questions :**

- (i) **All** questions are compulsory.
- (ii) The number of marks carried by a question is indicated against it.
- (iii) Word limit in questions, wherever specified, should be adhered to and if answered in much longer or shorter than the prescribed length, marks will be deducted.
- (iv) Any page or portion of the page left blank in the Question-cum-Answer Booklet must be clearly struck off.

**1.** Write an essay on *any one* of the following topics in about 600 words : 100

- (a) Women Entrepreneurship and Leadership in 21st Century
- (b) Importance of recycling in sustainable living
- (c) Impact of Social Media on Mental health
- (d) Food Security in India : Challenges and Opportunities

**2.** Read carefully the passage given below and write your answers to the questions that follow in clear, correct and concise language : 15×5=75

The view is widely held that the world would be taking a long step towards goodwill among nations if it were to adopt a universal language and the advocates of this view can certainly offer many arguments in its favour. How pleasant for the tourist, on arrival in a foreign land, to be greeted by familiar phrases! How simple for the English businessman to word a cable that would be intelligible to Italian, Turkish, German and Chinese firms! Above all what harmony would come to our world, if statesmen could discuss directly and accurately the problems that divide nations!

We must not, however, approve an attractive idea without first examining the difficulties involved in it. The initial difficulty in adopting a common language would be to decide what that language should be. It is unlikely that all nations would agree on the adoption of one of the existing languages; and probably the very attempt would sow discord among them and thus defeat the ultimate purpose. The nations might prefer to create a new language, but such a language would certainly seem foreign to the first generation that employed it.

When, if ever, the nations decided what language should be universal, they would have to consider how it should be made so. Should children acquire it in infancy from their mothers? If so, they would probably never experience the full enjoyment to be gained from their national literature. Would it be better that the universal language should be introduced as second language in the way that many of us are now taught French or German? If so, it would continue to seem a foreign language for ever and ever.

If all these difficulties were surmounted and the universal language were, in fact, universally employed, both in speech and writing, we might expect that some misunderstanding would indeed disappear but should we dare to think that harmony among nations was assured? People of one tongue are not always of one mind.

- (a) What do you understand by goodwill among nations?
- (b) What are the two arguments in favour of a universal language?
- (c) Why does the author say that the attempt 'to reach agreement would sow discord'?
- (d) What is the drawback of learning a universal language in infancy?
- (e) Why does the author feel that a universal language will not assure harmony among nations?

3. Make a precis of the following passage in about one-third of its length. Do not give a title to it. The precis should be written in your own words :

The history of India that we read and memorize for our examinations is really a nightmarish account of India. Some people arrive from somewhere and the pandemonium is let loose. And then it is a free-for-all : assault and counter-assault, blows and bloodletting. Father and son, brother and brother vie with each other for the throne. If one group condescends to leave, another group appears as if out of the blue; the Pathans and the Mughals, the Portuguese and the French and the English together have made this nightmare ever more complex.

But if India is viewed with these passing frames or dreamlike scenes, smeared in red, overlaid on it, the real India cannot be glimpsed. These histories do not answer the question, where were the people of India? As if the people of India did not exist, only those who maimed and killed alone existed.

It is not that this bloodletting and this carnage were the most important things in India even in those miserable days. Despite its roar, the storm cannot be regarded as the most important event in a stormy day. In that day too, with sky overcast with dust, the most important thing for man was the flow of life and death and of happiness and sorrow that moves on in the countless village-homes, even though beclouded. But to an alien passer-by the storm is the most important thing; the cloud of dust devours everything else from his view. For he is not inside the home, he is outside. That's why in the history narrated by foreigners we get the accounts of the dust, of the storms, but we do not get even a word about the homes. Those histories make you feel that at that time India did not exist at all; as though only the howling whirlwind of the Pathans and the Mughals holding aloft the banner of dry leaves had been moving round and round across the country from the north to south and east to west.

However, while the lands of the aliens existed, there also existed the indigenous country. Otherwise, in the midst of all the turbulence, who gave birth to the likes of Kabir, Nanak, Chaitanya and Tukaram? It was not that only Delhi and Agra existed then, there were also Kashi and Navadvipa. The current of life that was flowing then in the real India, the ripples of efforts rising there and the social changes that were taking place – none of these find an account in our history textbooks.

But our real ties are with the India that lies outside our textbooks. If the history of this tie for a substantially long period gets lost, our soul loses its anchorage. After all, we are no weeds or parasitical plants in India. Over many hundreds of years, it is our roots, hundreds and thousands of them, that have occupied the very heart of India. But, unfortunately, we are obliged to learn a brand of history that makes our children forget this very fact. It appears as if we are nobody in India; as if those who came from outside alone matter.

4. (a) Rewrite the following sentences after making necessary corrections. Do not make unnecessary changes in the original sentence : 1×10=10

- (i) The management finally conceded to the demand for higher wages.
- (ii) The child is too small to have a shower and dress up himself.
- (iii) All of Tagore's works have been translated in English.
- (iv) Stanzin has got a scholarship to study in Harvard University.
- (v) The old unserviceable computers were disposed off.
- (vi) Some foreigners are thinking all Indians are computer whiz-kids.

(vii) Vice President will deliver the convocation address.

(viii) Both the parties signed on the agreement.

(ix) Ajay's grandmother slipped on the bathroom's floor.

(x) The leg of the poor man had to be amputated.

(b) Supply the missing words in the following sentences :

1×5=5

(i) The teacher suggested that he \_\_\_\_\_ (study) harder for the next exam.

(ii) By next year, they \_\_\_\_\_ (live) in this city for over 10 years.

(iii) She \_\_\_\_\_ (work) on this project for the last two weeks.

(iv) I wish I \_\_\_\_\_ (know) about the meeting yesterday. I could have attended.

(v) It's high time you \_\_\_\_\_ (start) taking your studies seriously.

(c) Use the correct forms of the verbs given in the brackets :

1×5=5

(i) You must reap what you have (sow).

(ii) A beautiful shot from cover-point (take) off the balls.

(iii) Walking through the jungle, he (tread) on a snake.

(iv) Ronit was (bear) away by an impulse.

(v) I (strive) with none, for none was worthy my strife.

(d) Fill in the blanks with the antonyms of the words given within the brackets : 1×5=5

(i) Take all these \_\_\_\_\_ buns away. (fresh)

(ii) Many people suffer setbacks in their career because of their \_\_\_\_\_. (gravity)

(iii) The political leader received an \_\_\_\_\_ reception. (lukewarm)

(iv) The Managing Director remarked that the Secretary is an \_\_\_\_\_ to the company. (liability)

(v) In a literary work, \_\_\_\_\_ can be a vice. (ambiguity)

5. (a) Rewrite each of the following sentences as directed, without changing the meaning : 1×10=10

(i) He shouted, 'Let me go'. ( Change into indirect speech )

(ii) My Father will write a letter. ( Change into passive voice )

(iii) Give me freedom. Or give me death.  
( Rewrite the sentence using 'either ..... or' )

(iv) He shouted loudly but she still could not hear him.  
( Rewrite the sentence beginning with 'despite' )

(v) The driver came just as she sat down for breakfast.  
( Rewrite the sentence using 'no sooner' )

(vi) Because she was unwell, she could not join them for the trip.  
( Convert into a simple sentence )

(vii) She started laughing as soon as she heard his voice.  
( Change into interrogative sentence )

(viii) Despite being rather long, the movie was very entertaining.  
( Rewrite the sentence using 'though' )

(ix) This pizza is crisper than the one we ordered last time.  
( Rewrite the sentence using the correct degree of comparison )

(x) We can start the class when the instructor walks in.  
( Rewrite the sentence using 'unless' )

(b) Use the following words to make sentences that bring out their meanings clearly. Do not change the form of the words. (No marks will be given for vague and ambiguous sentences.) : 1×5=5

(i) Impetuous

(ii) Fragile

(iii) Mandatory

(iv) Aggravate

(v) Phony

(c) Choose the appropriate word to fill in the blanks :

1×5=5

(i) The two friends were friends although each came from quite a different \_\_\_\_\_ background. (sociable/social)

(ii) We climbed the \_\_\_\_\_ path up the hill. (torturous/tortuous)

(iii) My \_\_\_\_\_ objection is the cost. (principle/principal)

(iv) They wouldn't welcome any \_\_\_\_\_ interference from the police. (officious/official)

(v) The crowd was asked to disperse in a \_\_\_\_\_ manner. (legal/lawful)

(d) Use the following idioms/phrases in sentences of your own to bring out their meanings clearly. Do not change the form of the words :

1×5=5

(i) Hang in there

(ii) Spill the beans

(iii) In hot water

(iv) The tip of the iceberg

(v) Out of the blue

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