

2011

GENERAL ENGLISH

Full Marks : 300

Time : 3 hours

The figures in the margin indicate full marks for the questions :

1. Write a precis of the following and add a suitable title to it : 50
The advance of science and technology makes it definitely possible to solve most of the economic problems of the world and, in particular, to provide the primary necessities of life to everyone all over the world. It holds the promise of higher standards and avenues of cultural development opening out. Today the Welfare State and even a classless society are not the ideals of socialism only, but are accepted by the capitalist countries also, even though the approaches are different. Thus, the basic ideals come nearer to each other and there is a possibility of approaching those objectives even though the methods might be different. These methods will not only be based on some logical theories, but will have to depend upon the background and cultural development of a Community of a country-geographical, historical, religious, economic and social. Any real change cannot easily be imposed. It has to grow. A country, especially one with an old civilization, has deep roots in the past, which cannot be pulled out. Even as Nature establishes some kind of an equilibrium which cannot be disturbed suddenly without outward results appearing, so also in a community or a country, it is not easy or desirable to upset old ways of living too suddenly. The attempt to solve a problem in this way might well lead to graver and more difficult problems.

This applies to the external world we live in; much more so does it apply to the inner life of human beings. In dealing with tribal and

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somewhat primitive societies, it is well known that an attempt at too rapid a change has led to disastrous consequences. The more developed societies may not suffer so much from rapid change, but in the jet age and in the coming age of space travel, no one knows what biological and other changes may take place.

If that is externally, then surely even greater changes would take place in the mind, emotions and spirit of man. Man today, as never before human history, has to live with change as a permanent partner, in his activities and his institutions. Indeed, he cannot keep pace with this change and though he uses the product of science and technology, he seldom understands them. Education is supposed to develop an integrated human being and to prepare young people to perform useful functions for society and to take part in collective life. But when that society is changing from day-to-day, it is difficult to know how to prepare and what to aim at. There is a lack of harmony between a highly technical civilization and the older forms of social life and the philosophy underlying them. The relationship to Nature changes, and even the relationship to one's own personality undergoes change. The value of human personality diminishes in a mechanical society. The individual in the mass and tends to become merely an instrument in a complex setup which is constantly aiming at social and economic improvements of the group as a whole.

2. Write an essay on any one of the following topics : 100
- (a) India today and what you want Her to be tomorrow.
 - (b) Liberty versus Responsibility of citizens in Democracy.
 - (c) Generation Next and Generation Before-Conflict and Cooperation between the two.
 - (d) Your idea of a scientific society.
 - (e) Death of the Book in the Digital Age of mass production.

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3. Read the passage given below and answer the questions that follow :

Why should the shark, whose favourite meal is other fish, be dangerous to man? The answer lies perhaps in his simply being greedy and living a world where speed is essential if you are to catch your dinner. There is little time, attacking at such speed, to identify your prey. And part of the explanation for the shark's greed is that unlike most other fish, he is not equipped with an air sack that automatically enables him to equalise his buoyancy so that he can rest at any depth whatsoever. If a shark stops swimming, he sinks. As if these were not handicap enough, nature has endowed him with a faulty digestive process, so that only about half of what he eats can be assimilated. Add all this up and you have an awesome combination of cartilage and sinews, capable of great speed, armed usually with a mouthful of razor-edged teeth, and requiring an incredible intake of food simply to go on existing. No wonder that a human being clumsily splashing on the surface is as welcome to a shark as a wounded fish, an old tin can, or even a piece of floating wood. It all helps to stoke up the boilers.

Some claim that sharks are guided by their sense of smell, others say that their sight is better than it was once thought to be. But the truth is that a shark has another highly developed sensing mechanism, known as the lateral line. This is a kind of receptive area running parallel with the spine and able to pick up vibrations as radar set does. By trial and error the shark establishes, through the use of this mechanism, the pattern of what is food and what is not.

Some species of shark are less sensitive than others. The mako, for instance, has been known to attack a wounded fish or other prey with such savage speed as to drive himself aground, or, mistaking a boat for something that can be eaten, he has left quantities of teeth embedded in the hardwood of the keel. Other

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species appear in the water as if by magic, but cautiously circle round trying to identify the object. This is the moment when a swimmer has some chance to frighten the shark off by unusual behaviour. Splashing, shouting-almost anything is worth trying when you know for certain that if the shark makes up its mind to attack, there is practically no hope of escape. Dusk or nighttime is particularly dangerous for a swimmer. Like most fish, the shark feeds mainly between sundown and sunrise. When there is little or no visibility, he is likely to leave identification to his lateral line-with possibly unfortunate results for a swimmer.

When food is about the shark often develops an hysterical feeding frenzy. I have seen shark's feeding on a school of sardines, turn on one another, tearing great chunks out of their neighbours. Once a shark is wounded, others will join in the feast. The sea becomes a flaying mass of red-tinged water, torn with flapping fins and tails. It is not the moment for a quiet swim.

- (a) Summarize the passage, in your own words, highlighting the most pertinent points about the shark. 30
- (b) How is the shark different from most other fishes? 4
- (c) What is the lateral line of the shark and how does it help him? 4
- (d) What is common among a human being, a wounded fish and a piece of floating wood for a shark? How do they help the shark? 3
- (e) When does one find an awesome combination of cartilage and sinews? 2
- (f) What is the mako? How does it prey? 3
- (g) Why is the dusk or nighttime particularly dangerous to a swimmer? 2
- (h) What does the author mean by the sea becoming 'a flaying, frothing mass of red-tinged water'? When does it happen? 2

4. Elucidate the idea contained in any one of the following : 30

- (a) Tradition is not necessarily an obstacle to change
- (b) Great souls have will, feeble ones have only wishes.
- (c) Zeal without knowledge is a runaway horse.

5. (a) Frame sentences with the following pairs of words to show the difference in their meaning (any three) : $2 \times 3 = 6$

- (i) affection, affectation
- (ii) afflict; inflict
- (iii) canon; cannon
- (iv) urban; urbane
- (v) vertex; vortex

(b) Give the correct synonym and antonym of the following words and write a sentence each to illustrate their meaning : $2 \times 2 = 4$

- (i) Abase
- (ii) Onerous

(c) Frame sentences with any five of the following : $2 \times 5 = 10$

- (i) long (as verb)
- (ii) near (as preposition)
- (iii) pay through the nose
- (iv) make no bones
- (v) to cut no ice
- (vi) to pull through

(d) Rewrite the following sentences as directed (any five) : $2 \times 5 = 10$

- (i) Rome was not built in a day
(Change the voice)
- (ii) "What a nice man Mr. Sarma is," said he.
(Change in to indirect speech)
- (iii) What a piece of work is man!
(Change the exclamatory sentence in to an assertive one)
- (iv) Give him a loaf of bread and change the price _____ me.
(Fill in the gap with appropriate preposition)

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(v) We must eat to live.

(Change in to a complex sentence)

(vi) If she _____ (go) to Chennai, she would bring that computer.

(Use the verb in bracket in the correct tense form)

(vii) None of the food was wasted.

(Add a question tag)

(e) Correct any five of the following sentences: $2 \times 5 = 10$

(i) His wonder knew no bound.

(ii) Being a short vacation Ramen had to return without visiting many of the places.

(iii) We should not spend money for luxuries.

(iv) Three-fourths of his property are lost.

(v) He got angry before I said a word.

(vi) I always had a great interest and admiration for works of Lakshminath Bezbarua.

6. As a government officer, you have been sent to Dhemaji to have first-hand knowledge about the intensity of the flood havocs caused to the people there as well as to supervise the rescue and relief operations. Write a report in around 250 words about what you saw and did during the course of your stay there. 30

Or

Imagine yourself being a crusader for fighting against the wanton deston destruction of forest and environment. Select some cases of such destruction and write a profile detailing the extent of the destruction, its socioeconomic impact and the remedial measures undertaken by the authorities and public to prevent its recurrence.
