

English Language Paper (Compulsory)

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QUALIFYING PAPERS ON INDIAN LANGUAGES AND ENGLISH

- The aim of the paper is to test the candidates' ability to read and understand serious discursive prose, and to express ideas clearly and correctly, in English and Indian language concerned.

The pattern of questions would be broadly as follows :

- (i) Comprehension of given passages.
- (ii) Precis Writing.
- (iii) Usage and Vocabulary.
- (iv) Short Essays.

Indian Languages :—

- (i) comprehension of given passages.
- (ii) Precis Writing.
- (iii) Usage and Vocabulary.
- (iv) Short Essays.
- (v) Translation from English to the Indian Language and vice-versa.

Note 1 : The papers on Indian Languages and English will be of Matriculation or equivalent standard and will be of qualifying nature only. The marks obtained in these papers will not be counted for ranking.

Note 2 : The candidates will have to answer the English and Indian Languages papers in English and the respective Indian language (except where translation is involved).

- The papers on Indian languages and English (Paper A and paper B) will be of **Matriculation or equivalent standard** and will be of qualifying nature. The marks obtained in these papers will not be counted for ranking.
- Evaluation of the papers, namely, 'Essay', 'General Studies' and Optional Subject of all the candidates would be done simultaneously along with evaluation of their qualifying papers on 'Indian Languages' and 'English' but the papers on 'Essay', 'General Studies' and Optional Subject of only such candidates will be taken cognizance **who attain 25% marks** in 'Indian Language' and 25% in English as minimum qualifying standards in these qualifying papers.

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**ENGLISH
(COMPULSORY)**

Time Allowed : Three Hours

Maximum Marks : 300

QUESTION PAPER SPECIFIC INSTRUCTIONS

Please read each of the following instructions carefully before attempting questions.

All questions are to be attempted.

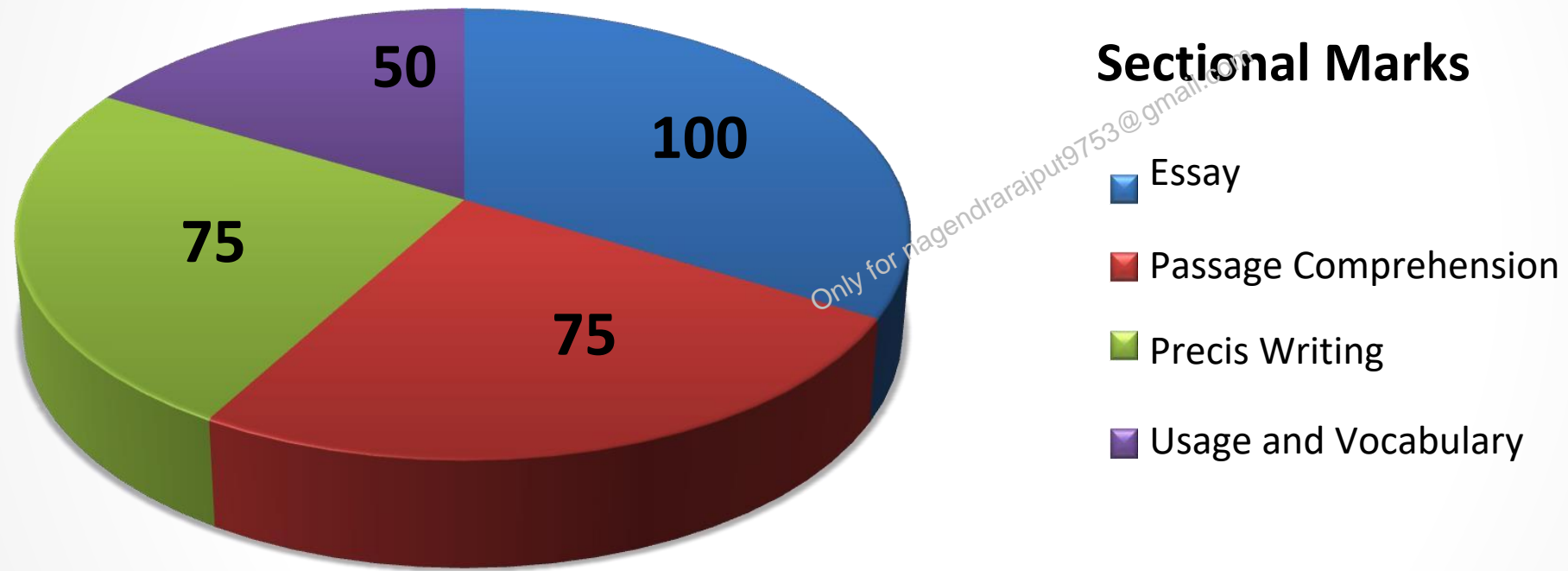
The number of marks carried by a question is indicated against it.

Answers must be written in **ENGLISH** only.

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.

Any page or portion of the page left blank in the Question-cum-Answer Booklet must be clearly struck off.

Marks Distribution



Approach

- In 2016 notification for Civil Services Examination, UPSC declared qualifying marks for compulsory language paper to be **25% i.e 75 marks out of 300**.
- Can refer a guidebook: Wren and Martin, Norman Lewis.
- Read some essays, idioms & phrases, grammar(rules) etc. from the book.
- Go through few previous year question papers.

Essay

- How is it different from Paper – I (Essay)?
 - Marks- 125 vs 100
 - Word Limit- 1000-1200 vs 600
 - Content
 - Language and Grammar
 - Topics

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Write **two** essays, choosing **one** topic from each of the following Sections A and B, in about 1000 – 1200 words each :

125×2=250

खण्ड A

SECTION A

1. चिंतन एक तरह का खेल है, यह तब तक प्रारम्भ नहीं होता, जब तक एक विरोधी पक्ष न हो ।
Thinking is like a game, it does not begin unless there is an opposite team.
2. दूरदर्शी निर्णय तभी लिए जाते हैं जब अंतर्ज्ञान और तर्क का परस्पर मेल होता है ।
Visionary decision-making happens at the intersection of intuition and logic.
3. सभी भटकने वाले गुम नहीं होते हैं ।
Not all who wander are lost.
4. रचनात्मकता की प्रेरणा लौकिकता में चमत्कार ढूँढ़ने के प्रयास से उपजती है ।
Inspiration for creativity springs from the effort to look for the magical in the mundane.

खण्ड B
SECTION B

5. लड़कियाँ बंदिशों के तथा लड़के अपेक्षा के बोझ तले दबे हुए होते हैं — दोनों ही समान रूप से हानिकारक व्यवस्थाएँ हैं ।

Girls are weighed down by restrictions, boys with demands — two equally harmful disciplines.

6. गणित ज्ञान का संगीत है ।

Mathematics is the music of reason.

7. जिस समाज में अधिक न्याय होता है, उस समाज को दान की कम आवश्यकता होती है ।

A society that has more justice is a society that needs less charity.

8. शिक्षा वह है जो विद्यालय में सीखी गई बातों को भूल जाने के बाद भी शेष रह जाती है ।

Education is what remains after one has forgotten what one has learned in school.

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

(a) OTT and the future of Multiplexes

(b) Global warming in an unequal world

(c) Social media and the marketing of the self

(d) Happiness is a state of mind

1. Write an essay in about 600 words on any *one* of the following topics : 100
- (a) Mathematics : A mirror of modern civilization.
 - (b) New frontiers of science need to be explored in the current times.
 - (c) Education is a means of shaping character and of social change.
 - (d) The role of literature in a common man's life.

Passage Comprehension

- Read carefully the passage below and write your answers to the questions that follow in clear, correct and concise language: (5 X 15 = 75)

Advice:

- Two approaches-
 - Read the question first. Find the answer in the passage.
 - Read the passage first and then attempt the question.
- You don't have to write much – Read and Underline
- Putting right words from passage itself.
- Mindful of difference with RC in CSAT (GS Paper- II)

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

It must be emphasised that rights have corresponding duties as well as obligations. The two are correlated. Rights and duties of citizens are two sides of the same coin. The relationship between them is two fold. Firstly, society functions on the principles of reciprocity. My rights involve a duty, on the part of others to respect my rights and also a duty on my part to respect the similar rights of others. Society works on the principle of, "he who takes gives and he who gives takes". Indeed, my right is a part and parcel of the good of other members of society and, therefore, the degree of my enjoyment of a particular right has to be conceived in terms of the similar claims of other citizens. My right is integrally related to the rights of my fellow human beings. The one cannot exist without the other. A society in which people care less for their own duties and more for their rights, sooner or later, disintegrates. In their frantic effort for the vindication of their own rights at the expense of fellow human beings, society will be reduced to the status of a jungle in which ultimately the law of might will prevail. In order that everyone enjoys his or her rights it is necessary that we recognise our obligations towards others. We cannot say that we shall be free while others will be bound with their obligations. Such a position is quite untenable and inhuman.

Secondly, the logic of rights and duties also implies that if we have certain claims against the state, it is also our responsibility to contribute something towards its enrichment by doing a socially useful work. The state creates those conditions in which we can realise ourselves. In return for this, it is our duty to take advantage of these conditions and give our best to it. The best way in which we can contribute to the social stock is by following duties towards our nation, in recognising our social responsibilities and unscrupulously respecting the similar rights of others. One does not contribute only by being a son of a prime minister or a poet but by being oneself. I may not succeed in my life, but if I have given sufficient indications of sincere efforts to make such contribution, as I am capable of, my job is done. It is a duty of every one of us that we must develop our personality so as to be able to contribute our best to society. A citizen should make available valuable judgement

G-ENG

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on the various issues confronting it. One must pay one's taxes to the state and must refrain from interfering with the similar rights of other members of society. So long as the state helps in fostering a climate conducive to happiness of the individuals, the citizens must also help it in maintaining law and order and must honestly perform their public duties. They should leave no stone unturned for strengthening their own country and if need arises must be prepared to defend it at any cost. These

their own country and if need arises must be prepared to defend it at any cost. These obligations by being reciprocal in character do not impose restrictions on the rights of individuals; rather, they give them fuller and greater reality. To think that my rights can be separated from my duties is to be guilty of gross selfishness. It is only by performing a useful function in society that we contribute towards its enrichment. A state in which citizens care more about their rights, and less about their duties remains in a precarious situation. It would lead first to anarchy and then to its disintegration. In order to preserve my right it is necessary that I must convince my fellow human beings that in granting such a right they would be enabling me to participate in the good of society. I must show, that so far as the society does not secure me this right, it derogates me from the status of a human being and my capacity to make my contribution to social welfare. It is only in the apprehension of this equation between individual's functions and social well-being by the members of society that a true theory of rights can be constructed and society can be built on stable foundations.

- (a) What is the correlation between rights and duties ? 15
- (b) Enumerate the duties of the state mentioned in the passage. 15
- (c) What are the responsibilities of the citizens towards the nation ? 15
- (d) Elaborate the principle on which society works. 15
- (e) Write the meaning of the idiom 'leave no stone unturned'. 15

Precis Writing

Meaning: A summary or abstract of a text or speech that gives only the important parts

General Rule – Not more than $\frac{1}{3}$ rd of total number of words in original passage + Write in your own words

Advice

- Read carefully: Comprehend views, central idea
- Retain absolute essential points.
- Selection of most prominent phrases and sentences
- Write clear and effective sentences
- Coherence of views: Logical interconnection
- Writing Skills: Express thoughts clearly, concisely and effectively

How to write a good PRÉCIS:

- Word limit: **Rough draft**
- Divide your **précis into several parts**- essential and non-essential
- Heading- **No Title (2023) of the precis**
- **Provide the main idea.**
- **Compress:** Remove what is superfluous and retain core essence
- **Boxes** are given to write Precis in.

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Things that need to be avoided-

- **Copy-paste sentences:** Collection of disconnected facts and statements
- Giving all details (longer than original)
- **Extra information:** Adding subjective interpretation or comments, made up facts and figures
- **Don't complicate.** Keep it simple.
- **Do not use abbreviations** or contractions.
- **Avoid ornamental words.**

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3. Make a précis of the following passage in about one-third of its length. Do not give a title to it. The précis should be written in your own words : 75

Like all the sins except pride, anger is perversion, caused by pride, of something in our nature which in itself is innocent, necessary to our own existence and good. Thus, while everyone is proud in the same way; each of us is angry or lustful or envious in his own way.

Natural, or innocent, anger is the necessary reaction of a creature when its survival is threatened by the attack of another creature and it cannot save itself (or its offspring) by flight. Such anger, accompanied by physiological changes, like increased secretion of adrenalin, inhibits fear so that the attacked creature is able to

resist the threat to its extinction. In the case of young creatures that are not capable of looking after themselves, anger is a necessary emotion when their needs are neglected : a hungry baby does right to scream. Natural anger is a reflex reaction, not a voluntary one; it is a response to a real situation of threat and danger, and as soon as the threat is removed, the anger subsides. No animal lets the sun go down upon its wrath.

Anger, even when it is sinful, has one virtue; it overcomes sloth. Anybody, like a schoolmaster, a stage director or an orchestral conductor, whose business it is to teach others to do something, knows that, on occasions, the quickest – perhaps the only – way to get those under him to do their best is to make them angry.

Anger as a sin is either futile (the situation in which one finds oneself cannot or should not be changed, but must be accepted) or unnecessary (the situation could be mastered as well or better without it). Man is potentially capable of the sin of anger because he is endowed with memory – the experience of an event persists – and with the faculty of symbolization (to him, no object or event is simply itself). He becomes actually guilty of anger because he is first of all guilty of the sin of pride, of which anger is one of many possible manifestations.

Because every human being sees the world from a unique perspective, he can, and does, choose to regard himself as its centre. The sin of anger is one of our reactions to any threat, not to our existence, but to our fancy that our existence is more important than the existence of anybody or anything else. None of us wishes to be omnipotent, because the desires of each are limited. We are glad that other things and people exist with their own ways of behaving – life would be very dull if they didn't – so long as they do not thwart our own. Similarly, we do not want others to conform with our wishes because they must – life would be very lonely if they did – but because they choose to; we want 'devoted' slaves.

The middle class culture in which I grew up strongly discouraged overt physical expression of anger; it was far more permissive, for example, towards gluttony, lust and avarice. In consequence, I cannot now remember 'losing' my temper so that I was beside myself and hardly knew what I was doing. Since childhood, at least, I have never physically assaulted anyone, thrown things or chewed the carpet. (I do, now and again, slam doors.) Nor have I often seen other people do these things. In considering anger, therefore, most of my facts are derived from introspection and may not be valid for others, or from literature, in which truth has to be subordinated to dramatic effect.

In my own case – I must leave the psychological explanation to professionals – my anger is more easily aroused by things and impersonal events than by other people. I don't, I believe, expect others to do what I wish and am seldom angry when they don't. I do not mind losing at cards if the other players are more skilful than I, but, if I cannot help losing because I have been dealt a poor hand, I get furious. If traffic

lights fail to change obligingly to red when I wish to cross the road, I am angry; if I enter a restaurant and it is crowded, I am angry. My anger, that is to say, is most easily aroused by a situation which is (a) not to my liking, (b) one I know I cannot change and (c) one for which I can hold no human individual responsible.

This last condition is the most decisive. I like others to be on time and hate to be kept waiting, but if someone deliberately keeps me waiting because, say, he is annoyed with me or wishes to impress me with his importance, I am far less angry than I am if I know him to be unpunctual by nature. In the first case, I feel I must be partly responsible – if I had behaved otherwise in the past, he would not have kept me waiting; and I feel hopeful – perhaps I can act in the future in such a way that our relationship will change and he will be punctual next time. In the second case, I know that it is in his nature to be late for others, irrespective of their relationship, so that, in order to be on time, he would have to become another person.

(885 words)

Usage and vocabulary

1. Sentence Correction – 10 marks
2. Missing Words – 5 marks
3. Forms of Verb – 5 marks
4. Antonyms – 5 marks
5. Rewrite Sentences – 10 marks
6. Make Sentences using Specific Words – 5 marks
7. Fill in the blanks by Appropriate Words – 5 marks
8. Idioms/Phrases – 5 marks

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Grammar- Words/Parts of speech

- **Nouns** – is a word for a person, place, thing, or idea.
 - A noun **names something**: a person, place, or thing. Most other parts of our language **either describe nouns, tell what a noun is doing, or take the place of a noun.**
- **Pronoun**- A pronoun is a **word used in place of a noun.**
Without them, language would be repetitious, lengthy, and awkward.
- **Verb**- The verb in a sentence **expresses action or being.** There is a main verb and sometimes one or more helping verbs. ("*She can sing.*" *Sing* is the main verb; *can* is the helping verb.)

- **Adjective**- An adjective is a word used to describe, or modify, noun or a pronoun. Adjectives usually answer questions like
 - *which one, what kind, or how many.*
- **Adverb**- An adverb **describes or modifies a verb, an adjective, or another adverb, but never a noun.** It usually answers the questions of
 - **when, where, how, why, under what conditions, or to what degree.**
 - Adverbs often end in -ly.
 - An adverb is a word that modifies (describes) a verb ("he sings **loudly**"), an adjective ("**very** tall"), another adverb ("ended **too** quickly"), or even a whole sentence ("**Fortunately**, I had brought an umbrella.")
- **Preposition**- A preposition is a word used to express some relation of different things or thoughts to each other, and is generally placed before a noun or a pronoun. (to/from/by/with/about) – "The paper lies **before** me on the desk."
- **Conjunction**- A conjunction joins words, phrases, or clauses, and indicates the relationship between the elements joined. (and/while/as/both/because)
- **Interjection**- An interjection is a word used to express emotion. It is often followed by an exclamation point.-- **yoo! hey! oi! yeah!**

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

4.(a)(i) The book comprises of twelve chapters.

4.(a)(ii) He scarcely comes to see me now.

4.(a)(iii) If I will have time, I shall visit the art exhibition.

4.(a)(iv) He bought the book before he met me.

4.(a)(v) I found that he is guilty.

4.(a)(vi) She is senior than me in service.

4.(a)(vii) Shakespeare is Kalidasa of English literature.

4.(a)(viii) Home is place where we earn our grace.

4.(a)(ix) While I was travelling in a train, piece of luggage fell on my head.

4.(a)(x) One of the students were absent for a week.

4.(b) Supply the missing words :

1×5=5

4.(b)(i) The regulations apply _____ all the employees.

4.(b)(ii) Why are you afraid _____ my sister ?

4.(b)(iii) The decision depends _____ the statement of the witness.

4.(b)(iv) The train will depart _____ platform number five.

4.(b)(v) You should think _____ the matter again.

Forms of Verb

<u>Present Tense</u>	<u>Past Tense</u>	<u>Past Participle</u>	<u>Present Participle</u>
Act Dig	Acted Dug	Acted Dug	Acting Digging
Arise Choose	Arose Chose	Arisen Chosen	Arising Choosing
Bend Keep	Bent Kept	Bent Kept	Bending Keeping
Break Draw	Broke Drew	Broken Drawn	Breaking Drawing
Cut Hurt	Cut Hurt	Cut Hurt	Cutting Hurting
Come Read	Came Read	Come Read	Coming Reading
Do Go	Did Went	Done Gone	Doing Going
Sing Swim	Sang Swam	Sung Swum	Singing Swimming

Tenses in English

	<i>Past</i>	<i>Present</i>	<i>Future</i>
<i>Simple</i>	I wrote the letter yesterday.	I write letters every day.	I will write more letters tomorrow.
<i>Continuous</i>	I was writing for two hours when you arrived.	I am writing another letter as we speak.	I will be writing about our complaint until something is done.
<i>Perfect</i>	I had written the letter when you arrived.	I have written to the council on many occasions.	I will have written my hundredth letter to the council by the time they remove the dead badger from the street.
<i>Perfect continuous</i>	I had been writing letters for a while before the council took any action.	I have been writing letters about the badger since I first saw it in the street.	I will have been writing for some time when you see me next.

4.(c) Use the correct form of the verbs given in brackets :

1×5=5

4.(c)(i) My father _____ (be) eighty years old next Monday.

4.(c)(ii) The workmen _____ (repair) the road near our house.

4.(c)(iii) We _____ (wait) for you since yesterday.

4.(c)(iv) She _____ (read) the newspaper, when I saw her.

4.(c)(v) If water freezes, it _____ (turn) to ice.

4.(d) Write the antonyms of the following :

1×5=5

4.(d)(i) Emigration

4.(d)(ii) Negative

4.(d)(iii) Prudence

4.(d)(iv) Infernal

4.(d)(v) Mandatory

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

- 5.(a)(i) Few students knew the answer _____. ? (Add a tag question)
- 5.(a)(ii) The problem is very complex. It cannot be solved easily. (Combine the sentences using 'too' – 'to')
- 5.(a)(iii) He lost his purse. He lost his bicycle. (Combine the sentences using 'not only' – 'but also')
- 5.(a)(iv) The teacher said, "something is better than nothing." (Change into indirect speech)
- 5.(a)(v) Somebody stole my laptop. (Change into passive voice)
- 5.(a)(vi) He ran very fast. He did not want to miss the last train. (Rewrite the sentence using 'so as')
- 5.(a)(vii) Physics is the most interesting of all subjects I study. (Rewrite the sentence using comparative degree)
- 5.(a)(viii) My friend does not drink. He does not smoke. (Combine the sentences using 'neither – nor')
- 5.(a)(ix) Work hard. You will not succeed in life. (Rewrite the sentence using 'unless')
- 5.(a)(x) I have some duties. I must perform them. (Rewrite the sentence using an infinitive)

Direct and Indirect Speech

Rule #1

Direct Speech	Indirect Speech
Present Simple Tense do /does V1	Past Simple Tense did + V1 V2
Present Progressive Tense is/am/are + V4	Past Progressive Tense was /were + V4
Present Perfect Tense has /have + V3	Past Perfect Tense had + V3
Present Perfect Progressive has been /have been + V4	Past Perfect Progressive had been + V4
Past Simple Tense did + V1 V2	Past Perfect Tense had + V3
Past Perfect Tense had + V3	Past Perfect Tense had + V3
Past Perfect Progressive had been + V4	Past Perfect Progressive had been + V4
Future Simple Tense will + V1	would + V1
Future Progressive Tense will be + V4	would be + V4
Future Perfect Tense will have + V3	would have + V3
Future Perfect Progressive will have been + V4	would have been + V4

Rule #2: If the reporting verb is given in present or future tense, then there shall be no change in the tense of reported speech in direct and indirect speech rules.

Reported Verb	Reported Speech
Subject	First person (I, we) Changes according to the subject of the reported verb
Object	Second person (you) Changes according to the object of the reported verb
No Change	Third person (he, she, it, they) No change

Example:

1. He said," I will go."
2. "I" will change according to the subject of the reported verb that is "he"
3. So in place of "I", "he" will be used for Indirect speech.

Rule #3

Learn about the direct indirect speech rules below!

Direct Speech	Indirect Speech
Direct and Indirect Speech examples	
He had said to me, "We play."	He had said to me that they played.
He had said to me, "We are playing."	He had said to me that they were playing.
He had said to me, "We have played."	He had said to me that they had played.
He had said to me, "We have been playing."	He had said to me that they had been playing.
He had said to me, "We played."	He had said to me that they had played.
He had said to me, "We were playing."	He had said to me that they had been playing.
He had said to me, "We had played."	He had said to me that they had played.
He had said to me, "We had been playing."	He had said to me that they had been playing.

Rule #4: Changing Certain Words

Direct Speech	Indirect Speech
Here	There
This	That
These	Those
Now	Then
Thus	So
Hence	Thence
Ago	Before
Today	That day
Tomorrow	The next day
Yesterday	The previous day
Last night	The previous night

Direct Speech	Indirect Speech
Last week	The previous week
Tonight	That night
The next day	The following day
Say	Say
Says	Says
Say to	Tell
Says to	Tells
Said	Said
Said to	Told
Will say	Will say
Will say to	Will tell

Interrogative Sentences

Those sentences, which ask questions, are called interrogative sentences. Every interrogative sentence ends at a sign of interrogation.

Example:

1. Do you live here?
2. Have you ever watched the Terminator III movie?
3. Is it raining?

- To convert interrogative sentences into Indirect Speech, follow the following rules along with the above-mentioned rules:
- Reporting Verb said to is changed into asked.
- If reporting speech is having reporting verb at its start, then if is used in place of that.
- If the reporting speech is having interrogative words like who, when, how, why, when then neither if is used nor any other word is added.

Full Stop is placed at the end of the sentence instead of the mark of interrogation.

Direct Speech	Indirect Speech
Direct and Indirect Speech examples	
I said to her, "When do you do your homework?"	I asked her when she did her homework.
We said to him, "Are you ill?"	We asked him if he was ill.
You said to me, "Have you read the articles?"	You asked me if I had read the article.
He said to her, "Will you go to the Peshawar Radio Station?"	He asked her if she would go to the Peshawar Radio Station.
She says, "Who is he?"	She asked who he was.
Rashid says to me, "Why are you late?"	Rashid said to me why I was late.

Exclamatory Sentence

Those sentences, which express our feelings and emotions, are called exclamatory sentences. Mark of exclamation is used at the end of an exclamatory sentence.

Example:

1. Hurray! We have won the match.
2. Alas! He failed the test.
3. How beautiful that dog is!
4. What a marvellous personality you are!

To change exclamatory sentences into Indirect Speech using direct indirect rules, follow the following rules along with the above-mentioned rules:

- In case, there is an interjection i.e., alas, aha, hurray, aha etc in the reported speech, then they are omitted along with the sign of exclamation using reported speech rules.
- Reporting verb i.e. said is always replaced with exclaimed with joy, exclaimed with sorrow, exclaimed joyfully, exclaimed sorrowfully or exclaimed with great wonder or sorrow.
- In case, there is what or how at the beginning of the reported speech, then they are replaced with very or very great.

In an indirect sentence, the exclamatory sentence becomes an assertive sentence.

Direct Speech	Indirect Speech
Direct and Indirect Speech examples	
He said, "Hurray! I have won the match."	He exclaimed with great joy that he had won the match.
She said, "Alas! My brother failed the test."	She exclaimed with great sorrow that her brother had failed the test.
They said, "What a beautiful house this is!"	They exclaimed that that house was very beautiful.
I said, "How lucky I am!"	I said that I was very lucky.
You said to him, "What a beautiful drama you are writing!"	You said to him in great wonder that he was writing a beautiful drama.

Optative Sentence

Those sentences, which express hope, prayer, or wish, are called optative sentences. Usually, there is a mark of exclamation at the end of an optative sentence.

Example:

1. May you succeed in the test!
2. May you get well soon!
3. Would that I were rich!

To change optative sentences in direct to indirect speech, follow the following rules along with the above-mentioned rules:

- In case, the reported speech starts with the word may, then the reporting verb said is replaced with the word prayed.
- In case, the reported speech starts with the word would, then the reporting verb said is replaced with the word wished.
- May is changed to might.
- Mark of exclamation is omitted.

In Indirect Speech, the optative sentences become assertive sentences.

Direct Speech	Indirect Speech
Example:	
He said to me, "May you live long!"	He prayed that I might live long.
My mother said to me, "May you succeed in the test!"	My mother prayed that I might succeed in the test.
She said, "Would that I were rich!"	She wished she were rich.
I said to him, "Would that you were here on Sunday!"	I wished he had been here on Sunday.
You said, "I pray you find your camera!"	You prayed that I might find my lost camera.

Active and Passive Voice

- The **active voice** asserts that the **person or thing** represented by the grammatical subject **performs the action** represented by the verb.
- *For instance- The dog chases the ball.* Here the subject, *dog*, is performing the action, *chase*, on the target of the action, *ball*.
- The **passive voice** makes the subject the person or thing acted on or **affected by the action represented by the verb.**
- *The ball is being chased by the dog.*

<u>Form of Verb</u>	<u>Active</u>	<u>Passive</u>
Present Simple Tense	History records his great achievements.	His great achievements are recorded in history.
Present Continuous Tense	Is she teaching me?	Am I being taught by her?
Present Perfect Tense	He has stolen my books.	My books have been stolen by him.
Past Simple Tense	I took coffee yesterday.	Coffee was taken by me yesterday.
Past Continuous Tense	You were not doing the work.	The work was not being done by you.
Present Perfect Tense	Rahim had purchased a shirt.	A shirt had been purchased by Rahim.
Future Simple Tense	We will sing songs.	Songs will be sung by us.
Future Perfect Tense	Will you not have helped her?	Will she have not been helped by you?

Active and Passive Voice

	<u>Active</u>	<u>Passive</u>
Imperative Sentences	Close the door.	Let the door be closed by you.
	Please sign the form.	You are requested to sign the form.

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

5.(b)(i) Quarantine

5.(b)(ii) Parody

5.(b)(iii) Expedite

5.(b)(iv) Gullible

5.(b)(v) Veracity

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

1×5=5

5.(c)(i) The _____ government did not last long. (coalition / collision)

5.(c)(ii) The sun is _____ from the earth than the moon. (further / farther)

5.(c)(iii) We reached an _____ agreement. (amicable / amiable)

5.(c)(iv) His behaviour is so _____ that no one likes him. (childish / childlike)

5.(c)(v) Coarse _____ are much in demand now for reasons of health. (serials / cereals)

5.(d) Use the following idioms/phrases in sentences of your own to bring out their meaning clearly : 1×5=5

5.(d)(i) put out

5.(d)(ii) to come to terms

5.(d)(iii) in the blues

5.(d)(iv) to go against the grain

5.(d)(v) land of milk and honey

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Thank You!

Sunil Dagar

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