

English(Compulsory)

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 his 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) Précis Writing.
- (iii) Usage and Vocabulary.
- (iv) Short Essays.

Indian Languages:—

- (i) comprehension of given passages.
- (ii) Précis 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).

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.

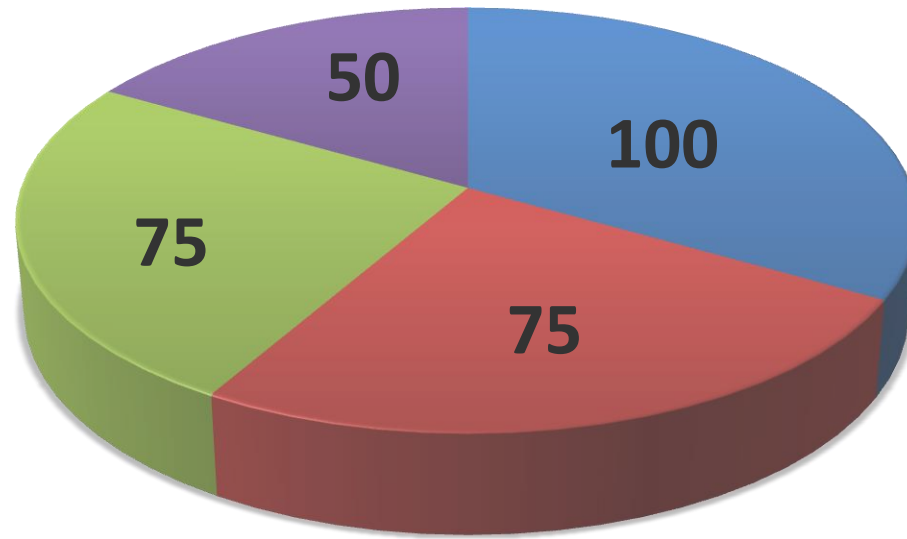
Word limit in questions, wherever specified, should be adhered to and if answered in much longer or shorter than the prescribed length, marks will be deducted.

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

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 that book.
- Go through few previous year question papers.

Marks Distribution



Sectional Marks

- Essay
- Passage Comprehension
- Precis Writing
- Usage and Vocabulary

Essay

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

खण्ड 'A' SECTION 'A'

1. आत्म-संधान की प्रक्रिया अब तकनीकी रूप से बाह्य स्रोतों को सौंप दी गई है ।
The process of self-discovery has now been technologically outsourced.
2. आप की मेरे बारे में धारणा, आपकी सोच दर्शाती है; आपके प्रति मेरी प्रतिक्रिया, मेरा संस्कार है ।
Your perception of me is a reflection of you; my reaction to you is an awareness of me.
3. इच्छारहित होने का दर्शन काल्पनिक आदर्श (युटोपिया) है, जबकि भौतिकता माया है ।
Philosophy of wantlessness is Utopian, while materialism is a chimera.
4. सत् ही यथार्थ है और यथार्थ ही सत् है ।
The real is rational and the rational is real.

खण्ड 'B' SECTION 'B'

5. पालना झूलाने वाले हाथों में ही संसार की बागडोर होती है ।
Hand that rocks the cradle rules the world.

 6. शोध क्या है, ज्ञान के साथ एक अजनबी मुलाकात !
What is research, but a blind date with knowledge !

 7. इतिहास स्वयं को दोहराता है, पहली बार एक त्रासदी के रूप में, दूसरी बार एक प्रहसन के रूप में ।
History repeats itself, first as a tragedy, second as a farce.

 8. “सर्वोत्तम कार्यप्रणाली” से बेहतर कार्यप्रणालियाँ भी होती हैं ।
There are better practices to “best practices”.
-

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

(a) Social Media : A Challenge to Societal Harmony

(b) The Role of NGOs in Social Change

(c) Education as a Means to Serve Humanity

(d) The Crying Need for Embracing Minimalism

Q1. Write an essay in about 600 words on any *one* of the following topics : 100

- (a) Indian Judicial System Needs Overhauling.
- (b) Not Rural or Urban, India Needs Rurban Growth.
- (c) Relevance of Hindi as the National Language.
- (d) COVID-19 Pandemic and the Indian Economy.

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)
- **TIPS:**
 - 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)

When Tolstoy led a party composed of his family and visitors to harvest a field for a widow, he was doing two things. In part, he was saying that everyone ought to do his share of what he called "bread labour", and earn his keep by the sweat of his brow. At the same time, he was affirming that each of us should help our less fortunate neighbours. Mahatma Gandhi agreed whole-heartedly with both these principles, but he linked them more closely than Tolstoy with what he saw as the decadence of industrial life that takes people away from the home and village crafts, which are varied and rewarding, to the soul-destroying monotony of machines. Even before either of these great men had given their philosophy to the world, an American author named Thoreau, had built himself a hut in the woods to prove that he could support himself by the simplest manual work; and in Britain, Ruskin had led his students out from Oxford to build a raised footpath across the water meadows to a village to demonstrate the dignity of labour. The path remains to this day, almost one hundred and fifty years later, lined with tall poplars, as a memorial to a fine ideal.

One could trace the history of such ideas still further back, to the writings of Jean-Jacques Rousseau, who preached the dignity and equality of man and the educational value of Nature and manual work, from the Swiss city of Geneva in the eighteenth century. It was however, a Swiss called Pierre Ceresole, a contemporary of Gandhiji, who took these basic principles and used them to promote international reconciliation.

Pierre was no ordinary Swiss, for it is rare for ordinary people to have the courage to dream dreams and attempt to put them into practice. Pierre's father's family originated in Italy, his mother's family came from France, he had a German grandmother and had relations in England. He used to point out the stupidity of frontiers.

Pierre described how, at the age of seventeen, he was walking in the woods and experienced "something which seemed to me like a solemn dedication to truth ... in which the first necessity was to recognise one's own faults. In a blinding fashion there came to me the Vision of Truth amid Nature's mysteries and solitude." He had the habit of keeping a pencil and a notebook with him for entering his stray thoughts, and from these notebooks, of which there are more than a hundred, it is seen that he fretted over the many failures of the Western way of life and yet was generous about the people he met. Despite being an engineer, Pierre, in order to work his way, took a job on a poultry farm and later in an oil-field. While he was in Honolulu, Hawaii, he earned his living by teaching French, but this resulted in his being paid more than he needed for his keep; he gave all his savings away to charity.

From Hawaii he moved on to Japan, experiencing there an entirely new way of life which helped him to see more clearly the virtues and follies of European culture. Returning home at the outbreak of the war, in 1914, he gave all the money inherited from his father to the State, saying, "I believe that the teachings of Christ are superior to good business sense." Later he wrote, "Two thousand years ago there came a radiant light, full of peace and loving kindness — and we immediately crucified it."

Pierre had been impressed with the sacrifice and heroism in war and wanted something equally positive mobilised in the cause of peace. He organised the first international work-camp at a war-devastated village in France. The idea was that people of different nationalities, including those whose countries had recently been enemies of one another, should be joined side by side in honest work to rebuild not only the concrete things but also the feelings of brotherhood that are shattered by war. The number of volunteers and the number of camps began to grow rapidly, and what had been the Swiss Service Civil became the Service Civil International (SCI). Pierre died in 1945 after World War II.

Pierre Ceresole had the satisfaction of doing what he believed to be right. Each year a growing number of volunteers go to work-camps and there is scarcely a country that has not heard of them. Anyone can become a work-camper, and for many this is the place to start — planting young trees and crossing the frontiers.

- (a) What were the principles of Tolstoy with which Mahatma Gandhi agreed?
- (b) How are Thoreau and Ruskin linked to Gandhi and Tolstoy in the passage?
- (c) What was Pierre's philosophy of life?
- (d) What is SCI and how did it come into existence?
- (e) How is Pierre's work different from the work of those mentioned in the passage?

Precis Writing

- **Meaning:** A summary or abstract of a text or speech that gives only the important parts
- **General Rule** – Not more than a third of total number of words in original passage
- **Tips**
 - 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

Essentials- Precis

- Brevity
- Comprehensive- not to miss out essence
- Compact
- Clarity
- Precision- factually correct
- Grammar Accuracy

- How to write a good PRÉCIS:
 - Word limit: **Rough draft**
 - Divide your **précis into several parts**- essential and non-essential
 - Heading- **Title of the precis**
 - **Provide the main idea.**
 - **Compress:** Remove what is superfluous and retain core essence
 - **Overarching statement** which expresses main theme of entire text
 - **Write it in third person**, indirect form and appropriate past tense

- Things that need to be avoided-

- **Copy-paste sentences:** Collection of disconnected facts and statements
- **PARAPHRASING:** 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,** figurative speech, synonyms etc.

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

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.
- **Preposition**- A preposition is a word placed before a noun or pronoun to form a phrase modifying another word in the sentence. (to/from/by/with/about)
- **Conjunction**- A conjunction joins words, phrases, or clauses, and indicates the relationship between the elements joined. (and/what/while)
- **Interjection**- An interjection is a word used to express emotion. It is often followed by an exclamation point.

Q4. (a) Rewrite the following sentences after making necessary corrections. Do not make unnecessary changes in the original sentence :

1×10=10

- (i) Have you brought some mangoes ?
- (ii) The Ganga is the sacred river.
- (iii) I and Chetan did all the work.
- (iv) He said it himself.
- (v) Blessed is he that has found a job.
- (vi) He is much ill to do any work.
- (vii) One of the boy was absent for a week.
- (viii) Gopal came home lately.
- (ix) She was sitting besides him.
- (x) Our hoard is small and our hearts are large.

(b) Supply the missing words :

1×5=5

- (i) I am going away _____ the end of January.
- (ii) Our flat is _____ the second floor of the building.
- (iii) What time did they get _____ the hotel ?
- (iv) I've no idea who Tom Alter was. I've never heard _____ him.
- (v) The problem is getting serious; we've to do something _____ it.

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.

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

1×5=5

- (i) If you _____ a wallet in the street what would you do with it ? (find)
- (ii) We are late. The film _____ by the time we get to the cinema. (start)
- (iii) What was wrong with you ? Why _____ to the hospital ? (go)
- (iv) I am thinking _____ a house. (buy)
- (v) She took a bottle from the bag she _____ all the way from home. (carry)

(d) Write the antonyms of the following :

1×5=5

(i) Boring

(ii) Accept

(iii) Exit

(iv) Misanthropic

(v) Descent

Q5. (a) Rewrite the following sentences as directed without changing the meaning : **1×10=10**

- (i) He said to him, "Is your name not Ahmad ?"
(Change into indirect speech)
- (ii) Why did your brother write such a letter ?
(Change into passive voice)
- (iii) No sooner did he enter the house than he took off his coat.
(Use "as soon as")
- (iv) Sohan doesn't smoke and he doesn't drink.
(Use "neither ... nor")
- (v) We must eat or we cannot live.
(Change into a simple sentence)
- (vi) Your sister helped you to do the assignment, _____ ?
(Add a question tag)

(vii) The doctor will see you today only if it is an emergency.

(Use “unless”)

(viii) You can borrow the book if you return it soon.

(Use “provided that”)

(ix) I can't explain the situation. It is too complicated.

(Use “too ... to”)

(x) He owed his success to his father.

(Change into a complex sentence)

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.

Simple and Complex Sentences

Analysis of Complex Sentence

Complex Sentence is a Sentence which has at least one **Subordinate Clauses** besides the **Main Clause**. A **Complex Sentence** always has a Subordinator such as **because, since, after, although, or when** or a relative pronoun such as **that, who, or which**. Analysis of Complex Sentences is the analysis of the Clauses in the Sentences.

Examples of Complex Sentences in English Grammar:

1. Although I was scared, I bravely entered the cemetery.
 - Dependent Clause - **Although I was scared.**
 - Independent Clause - **I bravely entered the cemetery.**
2. After they finished playing, Happy and Harish went to the movies.
 - Dependent Clause - **After they finished playing.**
 - Independent Clause - **Happy and Harish went to the movies.**
3. His father said that he had gone to the shop to make some purchases.
 - Principal or Main Clause - **His father said.**
 - Subordinate Clause - **That he had gone to the shop to make some purchases** (Noun clause).

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

- (i) Altruist
- (ii) Senility
- (iii) Glib
- (iv) Ostensible
- (v) Tortuous

(c) Choose the appropriate word(s) to fill in the blanks : $1 \times 5 = 5$

- (i) There are millions of stars in _____. (space/the space)
- (ii) Keats' poetry is full of _____ imagery. (sensual/sensuous)
- (iii) Leave aside the interest, she won't pay even the _____ amount.
(principle/principal)
- (iv) Research demands an _____ study of the subject.
(intense/intensive)
- (v) This is not an _____ list at all but shows the kind of range that is available. (exhaustive/exhausting)

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

1×5=5

- (i) Cold comfort
- (ii) End in smoke
- (iii) Feather one's nest
- (iv) Incumbent upon
- (v) Laugh in one's sleeve