

Time Allowed : Three Hours

Maximum Marks : 300

INSTRUCTIONS

Candidates should attempt ALL questions.

The number of marks carried by each question is indicated at the end of the question.

Answers must be written in ENGLISH.

1. Write an essay in about 300 words on any one of the following. 100
 - (a) The impact of liberal economy on Indian industry
 - (b) Terrorist attacks on civilian population
 - (c) Uses of mobile phones
 - (d) Is dual citizenship good for an individual?
 - (e) Global warming and the future of mankind

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

Winning the war against France had been a Herculean effort. The conventional wisdom, then and later, attributed final victory to sea-power because, above all, it ensured that Britain stayed in the ring. The ships of the Royal Navy had prevented invasion; they had confined French power to Europe and allowed Britain to occupy nearly all the overseas possessions of her adversaries; they had guarded the convoys which sustained Wellington's army in the peninsula; and they had guaranteed the survival of Britain's global commerce, which generated the wealth needed to pay for her war effort, and underwrite those of the three big European powers with armies large enough to engage Napoleon on equal terms.

There were many reasons for the navy's success. The determination, self-confidence and professionalism of its officers and crews owed much to traditions established in the previous hundred years. Nelson was outstanding as a leader and tactician, but Duncan, Jervis and Collingwood also deserve high praise. All understood their country's predicament and how much depended on them, which was why, whenever the chance came for battle, they grabbed at it, regardless of the odds. In the decisive battles of

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Cape St. Vincent, Camperdown, Abukir Bay and Trafalgar the British fleets were outnumbered but, trusting to superior seamanship and gunnery, their admirals took the offensive. An aggressive, gambling spirit paid off. As Nelson famously observed, an officer who laid his ship alongside the enemy could never be in the wrong.

Much depended on the individual naval officer's instinctively correct response to an emergency, something which Nelson cultivated among his subordinates to the point where they knew without being told what he expected of them. This quality filtered downwards. During an engagement with the French frigate *Topaze* off Guadeloupe in January, 1809, Captain William Maude of the *Jason* saw no need to inform the commander of his consort, the *Cleopatra*, of his intentions. "I considered it unnecessary to make any signals to him, and he most fully anticipated my wishes by bringing his ship to anchor on the *Jason's* starboard bow and opening a heavy fire," Maude wrote afterwards. The action lasted forty minutes and was decided by superior broadsides aimed against the French ship's hull.

(a) How did the British navy defeat the French navy?

(b) What were the reasons for the British navy's success?

- (c) How did the British navy win the battles of Cape St. Vincent, Camperdown, etc.?
- (d) What did Nelson cultivate among his subordinates?
- (e) What was the reason for Captain William Maude's victory in January, 1809?

3. Make a précis out of the following passage in about one-third of its original length. It is not necessary to suggest a title. Failure to write within the word limit may result in deduction of marks. The précis must be written on the separate précis sheets provided for the purpose; they must then be securely fastened inside the answer-book.

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Love of play is the most obvious distinguishing mark of young animals, whether human or otherwise. In human children, this is accompanied by an inexhaustible pleasure in pretence. Play and pretence are a vital need of childhood, for which opportunity must be provided if the child is to be happy and healthy, quite independently of any further utility in these activities. There are two questions which concern education in this connection: first, what should parents and schools do in the way of providing opportunity? and secondly, should they do anything more, with a view to increasing the educational usefulness of games?

Let us begin with a few words about the psychology of games. This has been exhaustively treated by Groos. There are two separate questions in this matter: the first is as to the impulses which produce play, the second is as to its biological utility. The second is the easier question. There seems no reason to doubt the most widely accepted theory, that in play the young of any species rehearse and practice the activities which they will perform in earnest later on. The play of puppies is exactly like a dog-fight, except that they do not actually bite each other. The play of kittens resembles the behaviour of cats with mice. Children love to imitate any work they have been watching, such as building or digging; the more important the work seems to them, the more they like to play at it. And they enjoy anything that gives them new muscular facilities, such as jumping, climbing, or walking up a narrow plank—provided the task is not too difficult. But although this accounts, in a general way, for the usefulness of the play-impulse, it does not by any means cover all its manifestations, and must not for a moment be regarded as giving a psychological analysis.

Some psycho-analysts have tried to see a sexual symbolism in children's play. This, I am convinced, is utter moonshine. The main instinctive urge of childhood is not sex,

but the desire to become adult, or, perhaps more correctly, the will to power. The child is impressed by his own weakness in comparison with older people, and he wishes to become their equal. I remember my boy's profound delight when he realised that he would one day be a man and that I had once been a child; one could see effort being stimulated by the realisation that success was possible. From a very early age, the child wishes to do what older people do, as is shown by the practice of imitation. Older brothers and sisters are useful, because their purposes can be understood and their capacities are not so far out of reach as those of grown-up people. The feeling of inferiority is very strong in children, when they are normal and rightly educated, it is a stimulus to effort, but if they are repressed it may become a source of unhappiness.

In play, we have two forms of the will to power: the form which consists in learning to do things, and the form which consists in fantasy. Just as the balked adult may indulge in day-dreams that have a sexual significance, so the normal child indulges in pretences that have a power-significance. He likes to be a giant, or a lion, or a train; in his make-believe, he inspires terror. When I told my boy the story of Jack the Giant-Killer, I tried to make him identify himself with Jack, but he firmly chose

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the giant. When his mother told him the story of Bluebeard, he insisted on being Bluebeard, and regarded the wife as justly punished for insubordination. In his play, there was a sanguinary outbreak of cutting off ladies' heads. Sadiam, Freudians would say; but he enjoyed just as much being a giant who ate little boys, or an engine that could pull a heavy load. Power, not sex, was the common element in these pretences. One day, when we were returning from a walk, I told him, as an obvious joke, that perhaps we should find a certain Mr. Tiddiewinks in possession of our house, and he might refuse to let us in. After that, for a long time, he would stand on the porch being Mr. Tiddiewinks, and telling me to go to another house. His delight in this game was unbounded, and obviously the pretence of power was what he enjoyed.

4. (a) Rewrite each one of the following sentences after making necessary corrections :

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(i) We reached at home at seven o'clock.

(ii) I am knowing him for many years.

(iii) Vishal has watched this movie

- (iv) Where you have parked the car?
- (v) She will visit Chennai next month, isn't it?
- (vi) She knows when will Sushma reach Kolkata.
- (vii) Mukta's teaching made his disciple to think again.
- (viii) Neither Lakshmi and her father have met the Director.
- (ix) I am seeing a man outside the door.
- (x) If I were a Minister I would have appointed you the Principal of this school.

(b) Rewrite each one of the following sentences inserting suitable articles wherever necessary :

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- (i) She delivered — lecture on Shakespeare on Friday.
- (ii) Would you like — piece of cake?
- (iii) The University has decided to impart — free education.
- (iv) — person is — first person to — place.

(c) Give antonyms of the following adjectives

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- (i) possible
- (ii) complete
- (iii) able
- (iv) regular
- (v) relevant

(d) Change each one of the following sentences into indirect speech :

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- (i) Amrita said to me, "Why didn't you attend my class?"
- (ii) My father said to me, "Wash your clothes."
- (iii) Our teacher said, "The earth revolves around the sun."
- (iv) Meera said, "The plane has landed."
- (v) Our English teacher said to Mohan, "Open the window."

3. (a) Change each one of the following sentences into their corresponding

(1) Negatives and (2) Wh-questions : 10

- (i) Rakhi has passed the M.A. examination.

(ii) India played twenty matches last year.

(iii) Her father constructed this building.

(iv) This car runs on the CNG.

(v) Kirti studies in this college.

(b) Change each one of the following sentences into passive voice : 5

(i) They will not open the shop on Monday.

(ii) Mukesh caught the thief at the airport.

(iii) Someone has stolen my pen.

(iv) One cannot solve this problem.

(v) Rajesh has opened the door.

(c) Make sentences using the following words as verbs : 5

(i) rebel

(ii) export

(iii) ring

(iv) warn

(v) experiment

(4) Use the following phrases/idioms in your own sentences so as to bring out their meaning

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- (i) to turn up
- (ii) to lose your grip
- (iii) to go to your head
- (iv) to carry out
- (v) to pull one's leg
