



जे.के.ए.एस. मुख्य परीक्षा-2022  
इंग्लिश

**JKAS Mains Exam-2022**

**English**

Total No. of Printed Pages-7]

Roll No. \_\_\_\_\_

CC(M)

ENGLISH

(COMPULSORY)

[01]

**Time Allowed - Three Hours**

**Maximum Marks-300**

**INSTRUCTIONS**

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

- i) *Candidates should attempt All questions as per the instructions given.*
- ii) *The number of marks carried by each question is indicated at the end of the question.*
- iii) *Attempt of a part/question shall be counted in sequential order. Unless struck off, attempt of a part/question shall be counted even if attempted partly. Any page or portion of the page left blank in the Question-Cum-Answer Booklet must be clearly struck off.*
- iv) *Answers must be written in **ENGLISH** only.*
- v) *Word limit in questions, wherever specified, should be adhered to.*
- vi) *Your answer should be precise and coherent.*
- vii) *If you encounter any typographical error, please read it as it appears in the text book.*
- viii) *Candidates are in their own interest advised to go through the General Instructions on the back side of the title page of the Question-Cum-Answer-Booklet for strict adherence.*

1. **Write an Essay in about 600 words on any one of the following:** (100 )
- (a) Climate Change: Fact or Fiction?
  - (b) Redefining Leadership: Evolution of Women Leaders.
  - (c) Skilling the Youth for Nation Building.
  - (d) India's Role in the Emerging World Order.

2. **Read carefully the passage given below and write your answers to the questions in clear, correct and concise language: (word limit 65-70 words) (5×15=75)**

Margaret Fuller, a New England mystic, once said, 'I accept the universe' to which Thomas Carlyle remarked, 'Gad, she'd better.' I have got to accept the universe as it is. I must not require the impossible, and I shall do harm rather than good if I try to imagine perfect things in a perfect world. But given the world as it is, I can say what I may reasonably hope both for myself and for others.

I was born in a peaceful age, and in my youth I looked forward to a life of peace. Since 1914 I have been living in a heroic age, and I see no prospect of surviving into another epoch of peace and quiet. So I must try to make the best of the time in which I live. What do I ask for myself? I assume that I have food, water, clothes and shelter.

First, work, and a decent wage for my work. Aristotle defined happiness, not as a sum of pleasures, but as unimpeded activity. I want work which is hard but interesting, work of which I can see the fruits. I am exceptionally lucky because I can choose my own work to a large extent. If I want a respite from science I can go and be a war correspondent, or write children's stories, or make political speeches.

So I enjoy a good deal of my second requirement, freedom, in fact vastly more than most people. But I still want more, particularly more freedom of speech. I should like to say and write what I think about Lord Blank's newspapers, Mr. Dash's pills, and Sir John Asterisk's beer, all of which are poisonous. The law of libel prevents me from doing so.

I require health. I don't mind an occasional toothache or headache, or even an acute illness every seven years or so. But I want to be fit for work and enjoyment in the intervals, and to die when I can work no longer.

I require friendship. Particularly I require the friendship of my colleagues and comrades in scientific and political work. I want the society of equals who will criticize me, and whom I can criticize. I cannot be friends with a person whose orders I have to obey without criticism before or after, or with one who has to obey my orders in a similar way. And I find friendship with people much richer or poorer than myself.

These four things are general human needs. For myself I also demand adventure. Life without danger would be like meat without mustard. But since my life is useful it would be wrong to

risk it for the mere sake of risk, as by mountaineering or motor racing. As a physiologist I can try experiments on myself and I can also participate in wars and revolutions of which I approve. By the way, love of adventure does not mean love of thrills. I spent six weeks in Madrid during the recent siege. The only thrill that I got there was from reading Rimbaud's poetry. The satisfaction of adventure is something much more solid than a thrill.

There are other things which I desire, but do not demand. I like to have a room of my own with some books, good tea, a motor car, and a daily bath. I should like to have a garden, a bathing pool, a beach, or a river within easy reach. But I have not, and I bear up quite happily.

I am an exceptionally lucky person because I get a good deal of what I want, and can work actively for the rest. But most of my fellows do not enjoy what I regard as essential requirements. And I cannot be completely happy while they are unhappy.

- i) Why is it good to accept the universe as it is?
- ii) Which things does the writer look forward to in the future?
- iii) What does the law of libel prevent the writer from doing?
- iv) Why does the writer consider adventure important for himself?
- v) Do you think that the writer is a happy-go-lucky kind of a person?

**3. Make a précis of the following passage in one-third of its length. The précis must be written in your own words. A title to the précis is not required. (75)**

The war which began so hesitatingly in 1930 was in the first two phases a purely European struggle. Later, however, it began to spread far beyond Europe, and after the entry of the United States and Japan it became almost worldwide in range.

Compared with the First World War, it was even more a war of machines and much less an infantry and artillery slogging match. The vital parts were played by aircraft, tanks, submarines, and anti-submarine devices. Consequently, except in Russia, the casualties were much lighter than in the earlier war, despite the greater destructive power available. Again, except for the Russian front, the second was much less a land war than the first. Sea power and naval warfare played an even more important role, and air power and air protection to sea and land forces were also vital. Yet despite the importance of air power, it proved incapable of playing a decisive role on its own, as had been expected by many people. The German seizure of Crete in the spring of 1941 was the only example of an operation carried through by air power alone, and it proved extremely costly. Even massive and sustained aerial bombardment of cities had relatively little effect until the advent of the atomic bomb at the very end of the war.

Except to a limited extent on the Russian front, the warfare was much more fluid and mobile, and fixed positions and lines of defense played a much less important part. There was no repetition of the long stalemate of the Western Front. The rapid overthrow of France despite the Maginot Line showed that in a modern blitzkrieg, with the coordinated use of tanks and aircraft, the advantage had swung back to the attacker. The increased mobility of war was demonstrated very strikingly in the first year, when the German Army overran Poland in little more than a fortnight and France in little more than a month, and again in the deserts of Egypt And Libya, where, between the autumn of 1940 and the spring of 1943, the British Eighth Army and the Italians, soon reinforced by the German Afrika Korps, chased one another to and fro until, after the Allied landing in French North Africa in November 1942, the German and Italian forces were eventually caught between two fires.

In some ways the Second World War resembles the Napoleonic Wars more than it does the First. Both were struggles against the expansionist mania of one man. In both there was a long period of stalemate between the dominant land power and the dominant sea power while neither could get to grips with the other by landing in force on his shores. Between the withdrawal of the British forces from France in June 1940 and their return four years later there was no direct contact between the land forces in Western Europe apart from occasional commando raids.

During these four years of exclusion from Europe, the British Army had no direct contact with the Germans except in the Middle East and the Mediterranean area, where relatively small forces were engaged. The war at sea and the air continued in deadly earnest, however, and here Britain was in a far more exposed position than in 1914-18. The whole coast of Western Europe from North Cape to the Pyrenees, was in enemy hands, affording refuge for his submarines and airfields for his bombers. The result was that the U-boat danger was far more sustained than in 1914-18, when it became acute only for a relatively short period in 1917 and was quickly ended by the introduction of the convoy system. In the second war, however, despite the use of convoys from the start, the Battle of the Atlantic, as Churchill called the U-boat war, continued to be a desperate struggle for over three years. Indeed, the submarine attacks on shipping proved to be a far greater menace to British survival than the more spectacular bombing attacks on cities, which had been regarded with the greatest apprehension before the war. Indeed, the severe bombing attacks were concentrated in a period of less than twelve months, between September 1940 and May 1941, followed by a last kick in June-October 1944, in the shape of the bomb and rocket attacks on South-East England from bases in Northern France and Holland.

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

1. I have visited Delhi last weekend.
2. We cleaned all the house while our parents were out to watch a film.
3. One of the most important issue is the lack of parking space in the markets.

4. I have a good news.
5. She went to work despite of having fever.
6. Do not advice her, she will not listen to you.
7. I prefer mocha than cappuccino.
8. A large number of sheeps are grazing in the pastures.
9. She hasn't seen her father since twelve years.
10. She's having many pens in her purse.

**b) Supply the missing words.**

**(5×1=5)**

1. The twins resemble each other a lot. You can't \_\_\_\_\_ the difference between them.
2. He \_\_\_\_\_ from work at the age of 58, like most men do.
3. Please make yourself \_\_\_\_\_ home.
4. I am an experienced therapist, so let me give you a \_\_\_\_\_ of advice.
5. I can't \_\_\_\_\_ people who tell lies.

**c) Use the correct form of verbs given in the brackets.**

**(5×1=5)**

1. She usually \_\_\_\_\_ her homework at night. (do)
2. They \_\_\_\_\_ here next week. (come)
3. Her company is greatly \_\_\_\_\_ after. (seek)
4. When I reached the station, the train \_\_\_\_\_. (leave)
5. I would have read the email if I \_\_\_\_\_ it was from her. (know)

d) Give the antonyms of the following:

(5×1=5)

1. Unfetter
2. Clandestine
3. Lionize
4. Taciturn
5. Demurral

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

1. Finding himself in trouble he went to his Principal for help.. (Change into compound sentence)
2. I shall return. I shall not be long. (Combine using adverb or adverbial phrase)
3. You will be protected by the law. (Change into active voice)
4. The teacher said, "The earth is round." (Change into indirect speech)
5. She is hospitable to a fault. (*Use too*)
6. The police insisted on the *forfeiture* of his license. (Use the verb form)
7. It is *too* hot to move out. (Remove *too*)
8. As soon as I reached the station, the train started. (Transform into negative form)
9. *As soon as* he saw the lion, he took to his heels. (Replace *as soon as* with *no sooner did- than*)
10. It is never too late to mend. (Transform into affirmative form)

b) Use the following words to make sentences that bring out their meaning clearly. Do not change the form of the words. (Ambiguous and meaningless sentences will not be awarded) (5×1=5)

1. Indecorous
2. Execrate
3. Penitence
4. Rectitude
5. Sanguine

c) Choose the appropriate words to fill in the blanks.

(5×1=5)

1. I \_\_\_\_\_ the contents of the agreement by tomorrow. (will read/read)
2. She never \_\_\_\_\_ about her future. (spoke/speaks)
3. They \_\_\_\_\_ her and trusted her for years. (known/knew)
4. The Titanic \_\_\_\_\_ in less than six hours. (sunk/sank)
5. I \_\_\_\_\_ her since morning. (have been ringing/ringing)

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

(5×1=5)

1. Fly in the ointment
  2. To dance attendance upon
  3. Between Scylla and Charybdis
  4. Run the gauntlet
  5. To go at it hammer and tongs
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