

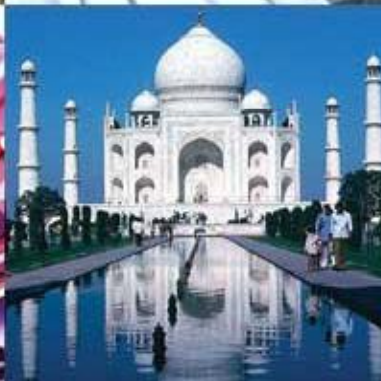
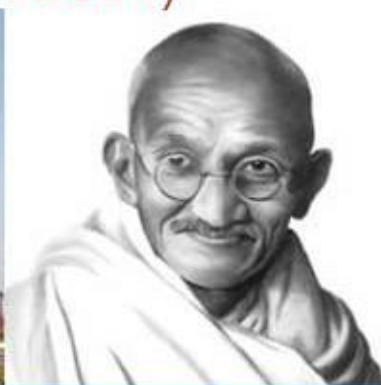
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UPSC

English Compulsory

Mains Examination Previous Year
Question Papers
(2001 - 2011)



English Compulsory (Main) Previous Year Question Paper

English (Compulsory) – 2001

ENGLISH (COMPULSORY) – 2001

Time Allowed : 3 Hours Maximum Marks : 300

1. Write in essay in about 300 words on any one of the following : **100**
 - (a) Knowledge is power
 - (b) Consequences of globalisation
 - (c) Value of Yoga
 - (d) Science and human happiness
 - (e) Tourism in India
2. Read the following passage and answer in your own words the questions that follow:

5 × 15 = 75

The world we live in presents an endless variety of fascinating problems which excite out wonder and curisoity. The scientific worker attempts toformulate these problems in accurate tenns and to solve them in the light of all the relevant facts that can be collected by observation and experiment. Such questions as 'What', 'How', 'Where' and 'When' challenge him to find the dues that may suggest possible replies. Confronted by the many ask : What are the lavas made of? How does the volca

now work and how is the heat generated? Where do the lavas and gases com from? When did the volcano first begin to erupt and when is it likely to erupt again?

In terms of chemical compounds and elements, the question 'How' refers to processes—the way things are made or happen or change. The ancient regarded natural processes as manifestations of energy acting on or through matter. Volcanic eruptions and earthquakes no longer reflect the erratic behaviur of the gods of the underworld; they arise from the action of the earth's internal heat on and through the surrounding crust.

The source of the energy lies in the material of inner earth. In many directions, of course, our knowledge is still incomplete, only the first of the questions we have asked about violcanoes, for example, can as yet be satisfactorily answered. The point is not that we now protend to understand everything but that we have faith in the orderliness of natural process. As a result of two or three centuries of scientific investigation, we have come to believe that Nature is understandable in the sense that when we ask questions by way of appropriate observations and experiments,she will answer truly and reward as with discoveries that endure.

- (a) How does the autor describe the task

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of the scientific worker?

- (b) Why does the author speak about volcanoes?
 - (c) What does the equation 'How' refer to?
 - (d) How did the ancients look upon volcanoes and earthquakes?
 - (e) What does the author say about our knowledge of the world?
- 3.** Make a precis of the following passage, in your own words, in about 230 words, on the special precis-sheets provided Marks will be deducted for precis not written on the precis sheets. Marks will also be deducted if your precis is much longer or shorter than the prescribed length. The precis-sheets should be securely fastened inside the answer book. State the number of words used by you in your precis. **75**

No amount of improvement and reconstruction in education will bear much fruit if our schools and colleges are undermined by indiscipline. An impartial examination makes it clear that students and teachers alike need more of the spirit of discipline. If proper education is to be given, acts of indiscipline prevalent in our educational institutions have to be checked.

Indiscipline may take the shape of group indiscipline or individual indiscipline. Group indiscipline is the worse of the two. While as individuals many of our students are as good as students elsewhere, the tendency to group indiscipline has increased in recent years. Many causes have led to this group indiscipline. For various reasons under a foreign regime, acts of indiscipline became frequent, often necessitated by the political activities, which were launched against a foreign government. While there may be justification for such indiscipline under different political circumstances, we feel that

there is no justification on for such acts of indiscipline after the attainment of independence. The democratic constitution which the country has adopted permits the redressing of grievances through democratic machinery. It would be against all principles of democracy if such acts of indiscipline were to continue.

The real purpose of education is to train youth to discharge the duties of citizenship properly. All other objectives are incidental. Discipline, therefore, should be the responsibility of parents, teachers, the general public and the authorities concerned. There are some positive factors promoting discipline. The Indian student's natural tendency is to be disciplined. It is only when forces act strongly on him that he may sometimes be led astray. He appreciates rules and is normally inclined to abide by them. Much can be done to encourage this trend in school and college life. Personal contact between teacher and pupil is essential. Emphasis is also to be laid on the role of the class teacher or tutorial guide in promoting general discipline and the welfare of the pupils. Further a greater responsibility should devolve upon the students themselves in the maintenance of discipline. Nothing is more calculated to develop a proper sense of self-discipline and proper behaviour than their enforcement, not by any outside authority with any symbol of punishment but by the students themselves. They should choose their own representatives to see that proper codes of conduct are observed.

Another important method of bringing home to pupils the value of discipline is through group games. It is on the playing fields that the virtue of playing the game for its own sake and the team spirit can be cultivated. Such extracurricular activities as Boy Scouts.

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Girl Guides, the National Cadet Corps, Junior Red Cross and Social Service activities will promote a proper spirit of discipline. The building up of a truly harmonious and united form of community life should be the endeavour of all progressive educational institutions.

Besides these positive factors, certain negative factors also promote discipline. The discipline of the youth of any country depends upon the discipline that is exercised by the elders. It is a well-known fact that in all democracies election time is a time of feverish activity not always conducted in the most healthy spirit, and the utilization by politicians of immature minds like students for purposes of electioneering campaigns, with or without slogans attached thereto, is not calculated to promote sound discipline among students. It should be considered an election offence for any member or party to utilize the services of pupils under the age of 17 in political or civic campaigns. Besides, while the educative value of leading politicians addressing out students from time to time may be readily admitted, the tendency often is for the leaders not to speak to the audience before them but to a wider audience whose attention they wish to attract through the press. It is not necessary that every speech made by a politician should be a political speech.

Lastly, discipline among students can only be promoted if there is discipline among the staff. The teacher and educational administrator should realize that their activities are all being watched by their pupils. To what extent, therefore, both in their personal conduct and in their general attitude to all problems concerning their country, they have to realize that there are

limitations within which they must act for the best interests of education. Ultimately, it is the school or college atmosphere and the quality of the teachers there that ensure proper codes of conduct and discipline among out students.

4. (a) Fill in the blanks using appropriate forms of the words given below :
value, offend, strike, jealous, put, grant, disturb, learn, fly, economic
- (i) The man into a rage and tore away his garments.
 - (ii) A sensible man never takes everything for
 - (iii) No one seems to have taken at her manners.
 - (iv) When are you out to sea again?
 - (v) I have no mind to trespass upon you time.
 - (vi) Try to rise above petty personal
 - (vii) The officer through one paragraph and accepted the rest.
 - (viii) The report I have received is very indeed.
 - (ix) She has sent her paper to a journal.
 - (x) These new measures will give a boost to our
- (b) Use each of the following words in two separate sentences, first as a noun and then as a verb : **10**
- (i) turn
 - (ii) spell
 - (iii) part
 - (iv) contact
 - (v) meet
- (c) Rewrite following sentences as

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directed: **5**

- (i) You are too early for the show. (Use "enough")
- (ii) The Mahanadi is not so long as the Gange. (Use the comparative degree)
- (iii) Varsha readily complied my request. (Fill in the gap with a preposition)
- (iv) We are sure of his honesty. (Change in to a complex sentena)
- (v) Sarita said, "Don't open the window." (Change into the indirect form)

5. (a) Correct the following sentences : 10

- (i) May I now take your leave?
- (ii) The soup will taste better if it had more salt in it.
- (iii) Is he used to come late everyday?
- (iv) You daughter is twelve years old, isn't it?
- (v) We must be true to our words.
- (vi) Datta is living here since 1998.
- (vii) A twenty miles walk is really very hard.
- (viii) We watched the man to disappear in the woods.
- (ix) Kalidas has written Meghadutam.
- (x) Let's have coffee.

(b) Of the words given in brackets, choose the one you think appropriate to fill in the blanks: 10

- (i) He seems to be to hard work. (adverse; averse)
- (ii) The building does not to safety regulations (conform; confirm)
- (iii) Asharam was accused of the workers

(exciting; inciting)

- (iv) Rescue workers rushed to the site of the plane (crass; crash)
 - (v) Gagan uses expensive for his letters. (stationery; stationary)
 - (vi) The factory was making toys. (seized; ceased)
 - (vii) Shakil is at solving difficult crossword puzzles. (ingenuous; ingenious)
 - (viii) I wish you a recovery. (fast; speedy)
 - (ix) Everybody said that her decision was (judicious; judicial)
 - (x) You will have to your afternoon tea as we have no more sugar. (forego; forgo)
- (c) Use the following phrases in sentences so as to bring out their meaning :**
- (i) deal in
 - (ii) prime of life
 - (iii) above board
 - (iv) dwell upon
 - (v) in full swing

English (Compulsory) – 2002

ENGLISH (COMPULSORY) – 2002

Time Allowed : 3 Hours Maximum Marks : 300

Candidates should attempt All questions.

1. Write an essay in about 300 words in any one of the following : 100

- (a) The ways to enrich our regional languages.

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- (b) Whither Indian democracy today?
- (c) Terrorism in india.
- (d) Science and Religion.
- (e) If I were the Prime Minister of India.

2. Read the following passage and answer the your own words the questions that follow:

5 × 15 = 75

The scientific and technological revolution has brought about fundamental changes in the socio-economic sphere. the Use of diesel engine and electricity and the beginning of the application of atomic energy have changed the modes of production. There things have led to the concentration of capital in a few hands. Great enterprises are replacing cottage industries and small firms. The working classes have certainly benefited economically. The miracle of production has necessitated the miracle of consumption. Better amenities are available at a lower cost. A man can buy anythin he wants today. if he can only afford. But what kind of men are needed today for our society? men who can co operate in large groups, men whose tasks are standarized, men who feel free and independent and at the same time are willing to fit in the social machine without any friction.

Modern man is faced with a sort of moral and spiritual dilemma. The crisis of values yawns before him. Today the old values are in the metling pot, and the new values have not found their foothold. Man has become the automaon he has contrived; he has lost ownership of himself. The discord between the development of positive science on the one had and the dehumanization of man on the other is the worst crisis of the modern

age.

Apart from the economic sphere, the socio-political sphere ha..not escaped this stratification and the congruent crisis of values. Since the Renaissance, man has been striving for individual right and self-dignity. But under the present set-up, only two types of men are found — the conditioner and the conditioned. The paganda offices and the planning bureaus have almost crushed the 'individual self', and it has resulted in the rise of the 'social self'. Due to this pressure, the personality fulfilment or its all round development is denied to many.

- (a) What has changed the modes of production today?
- (b) What things are being replaced by great enterprise?
- (c) What kind of men are needed today for our society?
- (d) Why has man become the automation of his own creation?
- (e) Is modern man able to attain personality fulfilment?

3. Make a precis of the following passage in your own laguage, in about 230 words, on the special precis-sheets provided. The precis-sheets should be securely fastened inside the answer book. Indicate the number of words used by you in your precis.

N.B.—Marks will be deducted if your precis is much longer or shorter than the prescribed length. 75

"What is the use of the house if you haven't got a tolerable planet to put it on?" asked Henry David Thoreau. More than century later, the Earth seems to be literally falling to peicesrecent environmental set-backs include billions of tonnes of ice shelves breaking off in the Antarctic and unusually

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warm temperatures in different parts of the world. Panic reactions range from predictions of sinking lands to the lamenting the ill-effects of global warming induced by release of greenhouse gases into the atmosphere with the problem of climatic change to even acknowledge the fact that the state of the planet hinges on much more. Climatic change is at best a symptom of a far more complex malaise, just as a fever is most often only an indicator of something that's gone awry in our body. It is time for a complete and comprehensive planetary health check, that will examine the impacts of change in land use, loss of biodiversity, use of fertilizers and pesticides and consistent pollution of water bodies. This would overcome the limitations of evaluating how ecosystems work by reacting to just one major environmental concern as is happening in the case of global warming. These considerations have been responsible for the setting up of an international panel, the Millennium Ecosystem Assessment. Financed by four major international bodies, including the UNO and the World Bank, the eco-panel was set up without much fuss last June (2001), and is expected to determine, over a period of four years and at a cost of \$ 21 million, the state of the Earth's ecosystem.

The eco-panel will have source inputs from more than 2,000 natural and social scientists the world over. Put simply, the Earth will go through the equivalent of a thorough physical analysis, so that biological, economic and social information can be collated to help scientists arrive at a final diagnosis. What is crucial, says one of the scientists, is that "no one has previously tried to work out how all of these conflicting pressures interact." The other important in order to maintain ecological balance.

Scientific bodies like the international panel on Climate Change (IPCC) have access to vast amounts of baseline data relating to the subject - although critics point out that the information available is mostly from the North, leaving the concerns of the South largely unrepresented. The newly-constituted eco-panel will have to take all these aspects into account. For instance, it will have to ensure that data collection is more representative of the regions of the world. Today, we have the advantage of sourcing data from remote sensing satellites as well. The information thus gathered would have to be sorted out and analysed by specialists and also by generalists—before the panel comes out with specific periodic predictions, prescriptions and warnings. The healing process can begin only if all the scientific evidence and direction is made available to a wide audience and not just restricted to policy makers. Rather than depending solely upon governments to listen to and take corrective action, the focus should now be on convincing individuals and communities whose collective or individual action will eventually make the difference between regression and recovery.

4. (a) Fill in the blanks using appropriate forms of the words given below :

10

ride, diminish devotion, shout, watch, contest, disastrous, pleasure, philosophizing, finance.

- (i) Mohan is to his father.
- (ii) None seems to have been with his speech.
- (iii) She at the person when he sat down.
- (iv) His..... conditions is at a

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low ebb now.

(iv) Several candidates are
the Panchayat elections.

(vi) The boy was frightened to
..... the movie.

(vii) What does Samkara's
teach us?

(viii) Hariharan's suspicious moves
herald a

(ix) In the circus show, I saw a bear
..... a bicycle.

(x) The chances of starvation deaths
have today

(b) Use each of the following words in two
separate sentences first as a noun and
then as a verb : **10**

(i) race

(ii) hit

(iii) play

(iv) touch (v) experiment

(c) Rewrite the following sentences as
directed parenthetically :

(i) "Do not make a noise." said the
teacher to his students.
(Change into indirect form)

(ii) Hari is so short that he cannot
touch the ceiling. (Replace 'so' by
'too')

(iii) She bought a house last year. The
house is white. (Change into
passive voice)

(iii) She bought a house last year. The
house is white.
(Change into a simple sentence)

(v) Hard as he worked, he failed in
the examination (Use 'though')

10

5. (a) Correct the following sentences :10

(i) He boasts his achievements now

and then.

(ii) She is living in this flat since 1995.

(iii) The Principal was angry upon the
boys.

(iv) Character is more preferable than
intelligence.

(v) Krishna hanged all the pictures on
the wall.

(vi) The sceneries of Kashmir more me
most.

(vii) Cattle is grazing in the field.

(viii) Hari is going foreign next month.

(ix) She knew that I am leaving the
place.

(x) His leder brother gave him many
good advices.

(b) Of the words given in the brackets,
choose the one you think appropriate
to fill in the blanks : **10**

(i) The road accident proved to be
..... (fateful, fatal)

(ii) He got a opportunity
to qualify in the test. (gold, golden)

(iii) Faridabad is an city.
(industrial, industrious)

(iv) An ashram is a place.
(quite, quiet)

(v) Sohan's handwriting is
(eligible, illegible)

(vi) We should not disturb the
..... of his mind. (piece,
peace)

(vii) You shouldan
example to strengthen your
viewpoint (site, cite)

(viii) Akbar was an to
Humayun. (hair, heir)

(ix) Rajasthan is a well-known
(desert, dessert)

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- (ix) The turned me out of the class. (principal, principal)
- (c) Use the following phrases in sentences so as to bring out their meaning :
- (i) bring about
 - (ii) call names
 - (iii) run out
 - (iv) by leaps and bounds
 - (v) lame excuse

English (Compulsory) – 2003

ENGLISH (COMPULSORY) – 2003

Time Allowed : 3 Hours Maximum Marks : 300

Candidates should attempt All Questions.

1. Write an essay in about 300 words on any one of the following : **100**
 - (a) The Need for alternative Sources of Energy
 - (b) The Role of Judiciary in India
 - (c) Freedom of Expression
 - (d) My Idea of an Administrator
 - (e) Pleasures of Reading
2. Read the following passage and answer in your own words the questions that follow:

2 × 15 = 75

This rule of trying always to do things as one can do them has an important bearing upon the problem of ambition. No man or woman should be without ambition, which is the inspiration of activity. But if one allows ambition to drive one to attempt things which are beyond one's own personal capacity, then unhappiness will result : If one imagines that one can do everything

better than other people, then envy and jealousy, those twin monsters, will come to sadden one's days. But if one concentrates one's will come to sadden one's days. But if one concentrates one's attention upon developing one's own special capacities, the things one is best at, then one does not worry over much if other people are more successful.

There are those again who are discontented with their own job and complain of drudgery. But there is no job in the world which does not contain a large element of drudgery.

Do you imagine that a Prime Minister has no drudgery to do, or an artist, or an author? I loathe drudgery as much as any man; but I have learnt that the only way to conquer drudgery is to get through it as neatly, as efficiently as one can. You know I am right when I say that. A dull job slackly done becomes twice as dull; a dull job which you try to do just as well as you can become half as dull. Her again effort appears to me the main part of the art of living.

Have I any other, and less disagreeable, hints to suggest? I believe that every man and woman has somewhere tucked away inside them a sense of beauty. Without this sense life on this earth is veiled in dim grey clouds. It may be that you do not care, or think you do not care, for poetry or art or music. If you make the least effort, you may find that some or all of these things will cause you sudden delight; and once you catch that delight it will never you. Because if life, as I believe, is a constantly renewed effort, then the human frame and nerves require some relaxation.

- (a) When does ambition lead to unhappiness?
- (b) How can a person avoid envy and jealousy?

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- (c) How can we avoid the feeling of drudgery?
- (d) Should we avoid ambition?
- (e) What does the phrase "to get through it" mean?

- 3.** Make a precis of the following passage in your own words in about 230 words. Marks will be deducted if the precis is not written on the separate precis sheets provided and the length of the precis exceeds or falls short of more than 10 words used the prescribed length. State the number of words used by you in the precis and securely fasten the precis-sheets inside the answer-book. **75**

Some wars in the past were quite as disorganizing and as destructive of the civilization of devastated areas as was the Second World War. North Africa has never regained the level of prosperity that it enjoyed under the Romans. Persia never recovered from the Mongols nor Syria from the Turks. There have always been two kinds of wars, those in which the vanquished incurred disaster, and those in which they only incurred discomfort. We seem, unfortunately, to be entering upon an era in which wars are of the former sort.

The atom bomb, and still more the hydrogen bomb, have caused new fears, involving new doubts as to the effects of science on human life. Some eminent authorities, including dissension? Again : India and Pakistan cannot agree about Kashmir, therefore one of them must support Russia and the other the United States. It will be obvious to anyone who is an interested party in one of these disputes that the issue is far more important than the continuance of life on our planet. The hope that the human race will allow itself to survive is therefore somewhat slender.

But if human life is to continue in spite of science, mankind will have to learn a discipline of the passions which, in the past, has not been necessary. Men will have to submit to the law, even when they think the law unjust and iniquitous. Nations which are persuaded that they are only demanding the barest justice will have to acquiesce when this demand is denied them by the neutral authority. I do not say that this is easy: I do not prophesy that it will happen; I say only that if it does not happen the human race will perish: I say only that if it does not happen the human race will perish, and will perish as a result of science.

- 4.** (a) Fill in the blanks using the appropriate form of the words given below : **10**
offensive, imagination, psychological, conceive, vacation, entire, enthusiasm, lacerating, deity, margin
- (i) I do not believe in the of an ordinary politician.
 - (ii) She could not bear to look at his hand.
 - (iii) Most people do not have any clear of judicial activism.
 - (iv) Who can dare to the boss?
 - (v) A sensible person can the plight of others.
 - (vi) You have to consider the matter in its
 - (vii) It is difficult to such dullards.
 - (viii) We can no longer the poor and the suppressed.
 - (ix) You will have to the house.

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- (x)is an interesting subject.
- (b) Use each of the following words in two separate sentences, first as a noun and then as a verb:
- (i) help
 - (ii) nurse
 - (iii) judge
 - (iv) pillory
 - (v) round
- (c) Rewrite the following sentences as directed within brackets :
- (i) No metal is as costly as gold.
(Use the comparative degree of "costly")
 - (ii) I doubt if you have done it.
(Change into a negative sentence without changing the meaning)
 - (iii) He was elected leader. (Change into active voice)
 - (iv) She confessed that she was guilty.
(Turn it into a simple sentence)
 - (v) She said, "Can you write a poem?"
(Change into indirect speech)
- 5. (a) Correct the following sentences : 10**
- (i) Each of the scholars, belonging to various contries, have spoken about it.
 - (ii) All were present except the and his sister.
 - (iii) I wonder if ten thousand rupees are a large sum.
 - (iv) She lay the table an hour ago.
 - (v) SHe absented from the class for no reason.
 - (vi) He is untidy boy.
 - (viii) Of milk, coke and coffee the latter is my favourite.
 - (ix) All this happened prior 1971 war.
 - (x) Scarcely had she gone that he arrived.
- (b) Choose the appropriate words given in the brackets to fill in the blanks in the following sentences : **10**
- (i) Nehruji made a speech in Parliament on this occasion. (Historical, historic)
 - (ii) Such heavy responsibilities cannot be easily. (born, borne)
 - (iii) The doctor visits him on days. (alternative, alternate)
 - (iv) I do not know why he is towards me.
(contemptuous, contemptible)
 - (v) To work for more than eight hours is quite (exhaustive, exhausting)
 - (vi) Democracy does not allow the of the minorities.
(Prosecution, Perscution)
 - (vii) No meeting of the of ministers has been scheduled for tomorrow. (council, cabinet)
 - (viii) All wordly pleasures are considered to be by saints.
(momentary, momentous)
 - (ix) Any of secret documents is punishable by law.
(tempering, tampering)
 - (x) He is an personto work with. (amiable, amenable)
- (c) Use the following phrases in your own sentences so as to bring out their meaning:
- (i) to come across
 - (ii) to be cut out for
 - (iii) over head and ears
 - (iv) to see eye to eye

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(v) to draw the line

English (Compulsory) – 2004

ENGLISH (COMPULSORY) – 2004

Time Allowed : 3 Hours Maximum Marks : 300

Candidates should attempt all questions.

1. Write an essay in about 300 words on any one of the following : **100**
 - (a) Indian Budget is a Gamble on the Monsoons
 - (b) Necessity of Water-Harvesting in India
 - (c) Social Harmony vs. Communal Frenzy
 - (d) Criminalization of Politics
 - (e) 'All the following passage and answer, in your own words, the questions that follow at the end :

5×15=75

2. Read the following passage and answer, in your own words, the questions that follow at the end : **5 × 15 = 75**

The flowering of Indian civilization constitutes one of the most glorious chapters in the history of mankind. A culture, remarkable for its moral no less than for its millennia and more, is necessarily a subject of great fascination. Yet over and above its longevity, Indian civilization is also characterized by some other features which deserve to be highlighted in any review of its past. The ability of this civilization to absorb alien cultures without losing its distinctive identity has intrigued scholars over the centuries; and this capacity for creative

absorption is as much in evidence, today, when India is undergoing a seminal transformation into a modern industrial community, as it was in the centuries past, when alien communities with novel ways of life migrated into the subcontinent, to be drawn into the living matrix of Indian society.

The continuity of Indian civilization rests very substantially upon social institutions and upon the dissemination of a common corpus of religious values among different classes and communities in the subcontinent. This civilization was also geared to a cycle of agriculture activity which substantially determined the total ordering of society. Hence, the fact that the great epicentres of Indian civilization were located in the plains of the Indus and the Ganga in the north; and those of the Mahanadi, the Godavari, the Krishna, and the Cauvery in the south. Over the centuries the people living in these riverine regions had conjured into existence a round of economic activity and a set of social institution, which were designed to produce the agricultural wealth which sustained life. Indeed, the structure of rural society, with a central place occupied by the cultivating classes, which were linked by ties of patronage and prescription to numerous artisanal and menial groups; and the fabric of caste society, with the interlocking institutions of Varna and Jati has to be looked upon as the historical answer of the Indian genius to the needs of sustaining production in a rural society. The striking feature of this social organisation was the premium which it put on self-sufficiency and survival within the framework of an agrarian civilization.

- (a) What is the most distinctive

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feature of Indian civilization?

- (b) Which section of the society occupied a central place in Indian civilization?
 - (c) Identify the great epicentres of Indian civilization as narrated in the passage.
 - (d) On what did the Indian social organisation lay emphasis?
 - (e) What does the phrase "conjured into existence" mean?
- 3.** Make a precis of the following passage in your own words in about 220 to 240 words. Marks will be deducted if the precis is not written on the separate precis sheets provided and if it is longer or shorter than the prescribed limit. State the number of words used by you in the precis at its end and securely fasten the precis-sheets inside the answer-book. **75**

There is some similarity between Italy and India. Both are ancient countries with long traditions of culture behind them, though Italy is a newcomer compared to India, and India is a much more vast country. Both are split up politically, and yet the conception of Italia, like that of India, never died, and in all their diversity the unity was predominant. In Italy the unity was largely a Roman unity, for that great city had dominated the country and been the fount and symbol of unity. In India there was no such single centre of dominant ity, although Benares might well be called the Eternal City of the East, not only for India, but also for Eastern Asia. But, unlike Rome, Benares never dabbled in empire or thought of temporal power. Indian culture was so wide spread all over India that no part of the country could be called the heart of that culture. From Kanyakumari to Amarnath and Badrinath in the Himalayas, from Dwarka

to Puri, the same ideas coursed, and if there was a clash of ideas in one place, the noise of it soon reached distant parts of the country.

Just as Italy gave the gift of culture and religion to Western Europe, India did so to Eastern Asia though China was as old and venerable as India. And even when Italy was lying prostrate politically, her life coursed through the veins of Europe.

It was Metternich who called Italy a "geographical expression", and many a would-be Metternich has used that phrase for India, and strangely enough, there is a similarity even in their geographical positions in the two continents. More interesting is the comparison of England with Austria, for has not England of the twentieth proud and haughty and imposing up still, but with the roots that gave strength shrivelling up and decay eating its way into the mighty fabric.

It is curious how one cannot resist the tendency to give an anthropomorphic form to a century. Such is the force of habit and early associations. India becomes Bharat Mata, Mother India, a beautiful lady, very old but ever youthful in appearance, sad-eyed and forlorn, cruelly treated by aliens and outsiders, and calling upon her children to protect her. Some such picture rouses the emotions of hundreds of thousands and drives them to action and sacrifice. And yet India is in the main, the peasant and the worker, not beautiful lady of our imaginations represent the bare-bodied and bent workers in the fields and factories? Or the small group of those who have from ages past crushed the masses and exploited them, imposed cruel customs on them and made many of them even untouchable? We seek to cover truth by the creatures of our

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imaginations and endeavour to escape from reality to a world of dreams.

And yet, despite these different classes and their mutual conflicts there was a common bond which united them in India, and one is amazed at its persistence and tenacity and enduring vitality. What was this strengths due to? Nor merely the passive strength and weight of inertia and tradition, great as these always are. There was an active sustaining principle, for it resisted successfully powerful outside influences and absorbed internal forces that rose to combat it. And yet with all its strength it could not preserve political freedom or endeavour to bring about political unity. These latter do not appear to have been considered worth much trouble; their importance was very foolishly ignored, and we have suffered for this neglect. Right through history the old Indian ideal did not glorify political and military triumph, and it looked down upon money and the professional money-making class. Honour and wealth did not go together, and honour was meant to go, at least in theory, to the men who served the community with little in the shape of financial reward.

The old culture managed to live through many a fierce storm and tempset, but though it kept its outer form, it lost its real content. Today it is fighting silently and desperately against a new and all-powerful opponent the bania civilization of the capitalist West. It will succumb to this newcomer, for the West brings science, and science brings food for the hungry millions. But the West also brings an antidote to the evils of this cut-throat civilization - the principles of socialism, of cooperation, and service to the community for the common good.

4. (a) Fill in the blanks using the appropriate forms of the words given below:

burn, near, harm, perfect, invite, create, join, administer, spendthrift, skill

- (i) I did not accept the because I was angry.
- (ii) An honest man is the noblest of God.
- (iii) His father prevented him from a dance school.
- (iv) A judge should equal justice to all.
- (v) He looks gentle enough, but he can be at times.
- (vi) He has his case to my satisfaction.
- (vii) Your opponent is too to cope with.
- (viii) Despite suggestions to the contrary, he continued to be a
- (ix) The sun made the traveller thirsty.
- (x) Bombay is the seaport to Europe.

(b) Use each of the following words in two separate sentences, first as a noun and then as verb :

- (i) present
- (ii) move
- (iii) issue
- (iv) pain
- (v) crowd

(c) Rewrite the following sentences as directed within brackets : **5**

- (i) He had to sign or be executed. (Turn into a complex sentence)
- (ii) Given the order. (Use the passive

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form)

(iii) I was doubtful whether it was you.
(Turn into negative sentence)

(iv) He was disgraced his family. (Use
the noun of "disgraced".)

(v) He was so tired that he could not
stand.

(Turn into a simple sentence
replacing "so" by "too") **10**

5. (a) Correct the following sentences :

(i) The rain was accompanied by hail
and storm.

(ii) I cannot help but think that he is
a fool.

(iii) I have never seen a clever man at
engineering than him.

(iv) It is all the more better if he
marries your daughter.

(v) Objections to this proposal can be
stated as thus.

(vi) He travelled from one corner of
India to the other.

(vii) She could not make up the mind.

(viii) They tried to wipe out the poor
widow's tears.

(ix) It is the best ideal each person
may aspire for.

(x) You are not entitled for admission.

(b) Choose the appropriate words from
those given in the brackets to fill in
the blanks in the following sentences :
10

(i) She has a
appearance. (gracious, graceful)

(ii) Our principal is a man of kind and
..... nature (judicious,
judicial)

(iii) He is to both praise
and blame. (sensible, sensitive)

(iv) Gandhiji was the
head of the Congress party.
(virtuous, virtual)

(v) I do not regard his scheme as
..... (practicable,
practical)

(vi) The Equator is an
line round the world. (imaginative,
imaginary)

(vii) No meeting of the
..... of ministers has
been scheduled for tomorrow.
(council, cabinet)

(viii) Acts of negligence
are punishable by law. (willing,
wilful)

(c) Use the following phrases in your
sentences so as to bring out their
meaning : **5**

(i) to call forth

(ii) to fall through

(iii) to get along

(iv) to lay bare (v) to put up with

English (Compulsory) – 2005

ENGLISH (COMPULSORY) – 2005

Candidates should attempt All questions.

1. Write an essay in about 300 words on any
one of following : **100**

(a) Environment and Conservation

(b) Role of women in Social
Transformation

(c) Nuclear Energy in War and Peace

(d) India's Foreign Policy and World
Power

(e) Television and its Impact on Youth

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2. Read the following passage and answer in your own words the questions that follow :

5 × 15 = 75

It is wrong to believe that science has totally eclipsed literature with its inspiring zeal. That literature plays a subordinate role of science is equally untrue. Nevertheless, it is undeniable that science has comparatively a wider range for its impact on the physical world than literature. But that does not mean that literature has been incorporated in the realm of science to the extent that it loses its distinct individuality. The reality is that both co-exist without the one overshadowing the other. Those who think that science has pushed literature into shade reducing it to a non-entity seem to be simply imaginative and illogical in the comparisons of their respective merits. It is no doubt unquestionable that products of science are of greater material value than those which make an emotional appeal, e.g., a bridge is of greater use to the public than a poem. But thereby one should not ignore the importance of a poem which will continue to appeal to human mind for time to come. It is indisputable that a scientific theory like the one propounded by Einstein is not without its philosophical import as it lays its impress on the future growth of literature. But to be effective in this respect science should unfold its principles by appealing to human emotions and not through curde and concrete material facts. Darwin's theory of Natural Selection in its exposition of the evolution man by appeal to emotions and imagination of men has been conducive to the growth of nineteenth century literature. Man's emotional attitudes to life and vicissitudes of his fortune are coloured not only by his inherited instincts

and faith in his fate but also by his hope in point of longevity of life and betterment of future prospects. Oriented by a scientific theory, they give a colour to literature.

Literature feeds the emotional and imaginative hunger of man. In this perspective science will not oust literature but enrich it by its impact on human life. Science can provide amenities of life for human comfort but fails to lend or impart spiritual pleasure. Delight that literature instills in man far transcends the comforts which science provides.

- (a) What is the basic contribution of science to humankind?
 - (b) What aspect of human life is fulfilled by works of literature?
 - (c) How have Darwin's and Einstein's theories proved "conductive to the growth of literature?"
 - (e) Briefly enumerate the key ideas in the passage.
3. Make a precis of the following passage in your own words in about 220 to 240 words. Marks will be deducted if the precis is not written on the separate precis sheets provided and if it is longer or shorter than the prescribed limit. State the number of words used by you in the precis at its end and securely fasten the precis-sheets inside the answerbook. **75**

Gautama, the Buddha, has suffered as much as anyone from critics without a sense of history. He has been cried up, and cried down, with an equal lack of historical imagination. Buddhism came to be widely known in the west in the latter part of the 19th century when a wave of scepticism spread over the world as a result of the growth of science and enlightenment. Positivism, agnosticism, atheism and ethical

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humanism found wide support. In much of the literature of doubt and disbelief, the name of Buddha is mentioned with respect. The humanists honour him as one of the earliest protagonists of their cause—the happiness, the dignity, and the mental integrity of mankind. Those who declare that man cannot know reality, and others who affirm that there is no reality to know, use this name. Agnostics quote his example. Social idealists, ethical mystics, rationalist prophets are all attracted by his teaching.

Great as is the value of the Buddha's teaching for our age, we cannot hope to understand its true significance without reference to the environment in which he lived. This effort of historical imagination is not easy. To view the Buddha as a thinker of the sixth century B.C., living, moving and teaching in its peculiar conditions, is a task of extreme difficulty and delicacy; and the work of reconstruction can never be complete. But we may be reasonably certain that it yields a picture which in its main outlines, at least, must correspond fairly well to the reality.

The supremacy of the ethical is the clue to the teaching of the Buddha. His conceptions of life and the universe are derived from his severely practical outlook. The existence of everything depends on a cause. If we remove the cause, the effect will disappear. If the source of all suffering is destroyed, suffering will disappear. The only way in which we can remove the cause of suffering is by purifying the heart and following the moral law. Man is not divine but is to become divine. His divine status is something to be built up by good thoughts, good words, and good deeds. The ego consists of the feelings that burn us, of the passions we brood over, of the desires that

hunt us and of decisions we make. These are the things that give life its dramatic character. There is nothing absolute and permanent in them. That is why we can become something different from what we are. The reality of the person is the creative will. When we deny the clamour of emotions, stay the stream of things, silence the appetites of body, we feel the power of self within our own being.

For the Buddha, the impulse to dharma, to justice and kindness is operative in things, and its efficient activity will mean the reduction of disorder, cruelty and oppression. Dharma is organic to existence and its implication of karma or right action is the builder of the world. There is not in the Buddha's teaching that deep personal loyalty, passion of love, and intimate dialogue between should and resembling closely in its expression of earthly love. And yet the essence of religion, the vision of a reality which stands beyond and within the passing flux of immediate things, the intuitive loyalty to something larger than and beyond oneself, and absolute active in the world, is in him.

We find in Guatama, the Buddha, in powerful combination, spiritual profundity and moral strength of the highest order and a discreet intellectual reserve. He is one of those rare spirits who bring to men a realization of their own divinity and make the spiritual life seem adventurous and attractive, so that they may go forth into the world with a new interest and a new joy of heart. While his great intellect and wisdom gave him comprehension of highest truth, his warm heart led him to devote his life to save from sorrow suffering humanity. The greatness of his personality, his prophetic zeal, and burning love for

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suffering humanity made a deep impression on those with whom he lived; but his true greatness stands out clearer and brighter as the ages pass, and even the sceptical minded are turning to him with a more real appreciation, a deeper reverence and a truer worship. He is one of those few heroes of humanity who have made epochs in the history of our race, with a message for other times as well as their own.

4. (a) Correct the following sentences : 10

- (i) Too great a variety of studies destruct the mind.
- (ii) The whole fleet of their ships were captured.
- (iii) Each of these students have done their work.
- (iv) None but fools has ever believed it.
- (v) He is one of the cleverest boys that has passed through the school.
- (vi) My friend, philosopher and guide have come.
- (vii) The majority are opposed to this proposal.
- (viii) He told me that he saw his father last month.
- (ix) If he would have worked hard, he would have passed examination.
- (x) Unless he will be more careful, he will not recover.

(b) Add the suffix 'able' or 'ible' to each of the following words making necessary changes in spelling. Write out the "new" words. 10

- | | |
|---------------|---------------|
| (i) Advice | (ii) Contempt |
| (iii) Force | (iv) Access |
| (v) Value | (vi) Reduce |
| (vii) Discern | (viii) Agree |
| (ix) Detach | (x) Reverse |

(c) Use the following phrases in your own sentences so as to bring out their meaning: 5

- (i) Apple of discord
- (ii) A bolt from the blue
- (iii) A feather in one's cap
- (iv) Achilles' heel
- (v) A man of letters

5. (a) Which of the two words within brackets in the following sentences is correct in the context? 5

- (i) Poets often (sore, soar) to great heights of imagination.
- (ii) Knowledge (proceeds, precedes) from the Goddess of Learning.
- (iii) The tower was struck by (lightning, ligghtening) and fell down.
- (iv) Kanpur lies on the air (rout, route) to Calcutta.
- (v) Everyone is (jealous, zealous) of him.
- (vi) The crocodile emerged from the river and (seized, ceased) a goat.
- (vii) He was found in (collusion, collision) with the plotters.
- (viii) Wicked persons are not (illegible, eligible) for responsible posts.
- (ix) He is a man of (lose, loose) character.
- (x) The Emperor is staying at the royal (mansion, mention).

(b) Use each of the following words in two separate sentence first as a noun and then as a verb : 10

- | | |
|------------|------------|
| (i) Book | (ii) Bare |
| (iii) Clam | (iv) Drive |
| (v) Face | |

(c) Change the following sentences into

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Indirect Speech : **10**

- (i) He said, "I am too ill to speak now."
- (ii) The policeman said to the man, "Where are you going?"
- (iii) She said to her children, Let me work undisturbed."
- (iv) He said to the students, "Do not sit here."
- (v) He said, "May god pardon the sinner."

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English (Compulsory) – 2006

ENGLISH (COMPULSORY) – 2006

Time Allowed : 3 hours Maximum Marks : 300

1. Write an essay in not less than 300 words on any one of the following : **100**
 - (a) Social Impact of Black Money
 - (b) Women in Combat Forces
 - (c) Internet as Virtual Library
 - (d) Fashion Boom in India
 - (e) Are we Aggressive and Rude People?
2. Read the passage carefully and write your answers to the following questions in clear, correct and concise language:

5 × 15 = 75

There is no reason to believe that there are fundamental differences between the East and the West. Human beings are everywhere and hold the same deepest values. The differences which are, no doubt, significant, are related to external, temporary social conditions and are alterable with them. East and West are relative terms. They are geographical expressions and not cultural types. The differences among countries like China, Japan and India are quite as significant as those among European or American countries. Specific cultural patterns with distinctive beliefs and habits developed in different regions in relative isolation from one another. There were periods when China and India were pre-eminent in cultural affairs, others when Western nations became dominant. For the last four centuries Western nations aided by scientific development have dominated the East.

The world has now reached a state of inter-communication. All societies are fast becoming industrialized and new sets of values are springing up. We are called upon to participate in the painful birth of a new civilization. If we are to live together in peace we must develop international cooperation and understanding.

It is for the political leaders to determine the practical steps by which the sources of power and communication now available to us can be used for closer cooperation and friendliness among the people of the world. No political understanding can be made permanent without understanding at the cultural level. Apart from its intrinsic importance, such understanding

contributes to the enrichment of human experience. Facile generalizations are made by philosophers of history which are highly misleading. Hegel in his Lectures on the philosophy of History says that 'Persia is the land of light; Greece the land of grace; India the land of dream; Rome the land of Empire:

(words : 292)

- (a) What does the passage say about cultural differences in different regions?
 - (b) What comments does the author make about the similarities and dissimilarities between the East and the West?
 - (c) What, according to the passage, is the role of communication in building up a new civilization?
 - (d) How will cultural understanding at the international level benefit human societies?
 - (e) Why does the author call the statements of Hegel 'facile generalizations'?
3. Make a precis of the following passage

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keeping the length within the limits of 230-240 words. It is not necessary to suggest a title. Failure to write within the word limit may result in deduction of marks. The precis must be written on the separate precis sheets provided for the purpose that must then be securely fastened inside the answer book. Clearly state the number of words in the precis at the end.

We all show our feelings on issues by the way we look and react. This has been referred to as body language. We tend to lean forward, hand on chin when we are interested, or turn away when disinterested. Our hands and arms can indicate we are open to what is being said by being relaxed, or show that we are not by being clenched or crossed. We are, therefore, making body pictures of what we feel and think all the time. Indeed people who are talking to us can often get as much information from our body posture as from what we say of how we say it. We might calmly but show we are anxious by moving from foot to foot or by blushing. It is hard to control one's behavioural reactions, for it is more of a stimulus response reaction than the words we use.

Nevertheless through training it is feasible to portray the image you want to others. With the advent of television as a major political medium there is a lot of effort going into grooming representatives of organizations and particularly chief executives to control their gestures and gesticulations. All this may sound as if you need to be a good actor in order to be successful at conversation control. The answer is, in one sense, you do. There is no use in saying one thing and doing another. The actual visual behaviour of shaking your head, for example, while

saying yes will deafen the words. Those who are effective at conversation control act in a congruent way. Their behaviour matches their words. You can see they mean what they say. They present an authentic picture because their visuals match their verbals. With practice it is possible to improve performance in conversation without adding any more words. The improvement can come because you improve your visual gestures and gesticulations. For example, you can encourage another person by smiling when he/she says something that pleases you. Indeed the smile is a very powerful gesture. It can switch people 'on and off' if done at the appropriate time.

Psychologists refer to the laws of conditioning and reinforcement. To be skilled in conversation control you need to know and apply these laws. Conditioning means having an effect on someone's behaviour by introducing a condition that either encourages or discourages that behaviour. For example, we have all been conditioned to stop when we see a red light at a traffic intersection, and to proceed if we see a green light. People can be conditioned in conversation by such visual cues. For example if you want someone to continue talking, smile and nod at regular intervals. The smile sets up the green light permission as a condition for the other person to speak. The nod reinforces what is being said and gives the unspoken permission to continue. People are very sensitive to such permission cues and clues. If you stop smiling and head nodding, they will usually stop and you can then contribute. Likewise you can influence the attention of people with whom you are talking by the way you use your eyes and

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hands, particularly when you are addressing a group. To exercise control it is important to make eye contact with one or more people. If it is a group, move your eye contact from time to time so that each person is being conditioned to the fact that it could be their turn next for you to speak to them.

Body language and the gestures and gesticulations you make are key aspects of conversation control. Many books have been written on the subjects of how our body very often tells others what we are thinking before we have spoken. The visual cues get through much more quickly than the verbal ones. Also use your hands to emphasise a point or get them to direct the listener's gaze where you want it to concentrate. The pointed finger or the open palm tells the story. Our task is to line up what we say with what we do and vice versa. If you do clench your fist and angry, then your words should reflect this. If you are relaxed, happy and smiling, they say no. **(words : 705)**

4. (a) Rewrite the following sentences after making necessary correction of errors:

10

- (i) Neither percept nor discipline are so forceful as example.
- (ii) Do you know if there is a house for letting in the neighbourhood.
- (iii) Who you said was coming to see me in the morning?
- (iv) He was finding it increasingly difficult to make his two ends meet.
- (v) The poor people of the village buy neither vegetables nor grow them.
- (vi) On entering the hall, the number of visitors surprised me.

(vii) The short story should not exceed more than two hundred words.

(viii) Before giving the mixture to the child shake it thoroughly.

(ix) Nothing has or could be more tragic than his death.

(x) The reason that the students these days are so undisciplined is that they do not get any guidance from their parents.

- (b) Fill in the blanks with appropriate preposition/particle and rewrite the completed sentences :

(i) I told him that he could not catch a big fish a small rod.

(ii) He was taken task for shortage in cash balance.

(iii) The father pulled his son for his extravagant habits.

(iv) He is so clever, it is difficult to see his tricks.

(v) I have been invited by my friend tea.

- (c) Choose the appropriate verb form to fill in the blanks and rewrite the sentences:

(i) The efficiency of a plant by the load it can take.

(a) knows

(b) is known

(c) has been known

(d) has known

(ii) Everyday last week my aunt a plate.

(a) breaks

(b) was broken

(c) broke

(d) has broken

- (iii) If I one more question,
I would have passed.
 (a) had answered
 (b) would have answered
 (c) would answer
 (d) answered
- (iv) He promised me a
post in his department.
 (a) to have given
 (b) having given
 (c) have given
 (d) to give
- (v) Please don't when you
go out.
 (a) leave opening the door
 (b) leave the door open
 (c) leave the door opened
 (d) leave open the door
- (d) Change the following sentences into
Indirect Speech :
- 5**
- (i) He said, "I will not approve of such
a behaviour in future."
 (ii) He said on the telephone, "We
kept on doing our work till late
night."
 (iii) She said, "As your mother is ill,
you must go home at once."
 (iv) Ram said to Sita, "Do you intend
to come with me to the forest?"
 (v) The child said to the Sherpa, "Why
didn't you choose to climb to the
Moon?"
- 5. (a)** Fill in the blank with an appropriate
derivative of the word given within
brackets & rewrite the sentences: **10**
For example: It has been raining
- continue continuously for two days.
- (i) She had few rights but all the
(responsible) of her
work.
 (ii) Women chose not to vote
(machine) at the
bidding of their menfolk.
 (iii) In South Africa, certain areas are
(exclude) meant for white
people.
 (iv) The Pathans of the frontier are
(descend) of Genghis
Khan.
 (v) The court ordered him a heavy fine
and (prison) of 3 years.
 (vi) India lodged a complaint with
Pakistan for (courage)
terrorism in Kashmir.
 (vii) Candidates with Graduate degrees
in (Human) and Arts
prefer office jobs.
 (viii) Despite the call for ceasefire, the
war continued (abate)
.....
 (ix) A creative person is known for his
(source) and
flexibility.
 (x) The police could not control the
situation as the protesters
(number) them manifold.
- (b) Make sentences using the following
words as directed so as to bring out
the meaning :
- (i) Pitch (as noun and verb)
 (ii) Mirror (as noun and verb)
 (iii) Humble (as adjective and verb)
 (iv) In (as adverb and preposition)
- (c) Use the following phrases/idioms in

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sentences so as to bring out the meaning :

- (i) bell the cat
- (ii) thank one's starts
- (iii) be on tenterhooks
- (iv) true to one's salt
- (v) come out with flying colours

English (Compulsory) – 2007

ENGLISH (COMPULSORY) – 2007

Time Allowed : 3 Hours Maximum Marks : 300

Candidates should attempt All Questions. The number of marks carried by each question is indicated at the end of the question. Answer must be written in English.

1. Write an essay in about 300 words on any one of the following : **100**
 - (a) Heritage Tourism is Good for Us
 - (b) Importance of a Work-Ethic
 - (c) Should Mercy-Killing be Legalized for Terminally ill Patients?
 - (d) The Culture of Modesty
 - (e) "Eternal Vigilance is the Price of Liberty".
2. Read the passage carefully and write your answers to the following questions in clear, correct and concise language:

5 × 15 = 75

An educated man should know what is first-rate in those activities which spring from the creative and intellectual faculties of human nature, such as literature, art, architecture and music. I should like to add science and philosophy, but in these two

subjects it is difficult for any but the expert to estimate quality, and many educated people have not the close knowledge necessary to judge their real worth. On the other hand everyone has close and daily contact with the other four. Architecture surrounds him in every city, literature meets him on every book-stall, music assails his ears on his radio set and from every juke-stall, music assails his ears on his radio set and from every joke-box; and art in its protean aspects of form and colour is a part of daily life. The architecture may often be bad, the literature and music often puerile, the art often undeserving of the name; but that is all the more reason why we should be able, in all of them, to distinguish good from bad.

To judge by the literature offered us in hotel book-stands, and by most of the music played on the radio and by juke boxes we might be more discriminating in these fields than we are. If it be said that music and art and literature are not essentials of life but its frills, I would replay that if so, it is curious that they are among the few immortal things in the world, and that should a man wish to be remembered two thousand years hence, the only certain way is to write a great poem to book, compose a great symphony, paint a great picture, carve a great sculpture, or build a great building.

- (a) What is it that is necessary for an educated person to know?
- (b) Why does the author exclude science and philosophy from it?
- (c) What makes it practically easy for an educated man to be able to know literature, art architecture and music?
- (d) How does exposure to ordinary literature and music help us?
- (e) What is the author's argument to prove

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that music, art and literature are essentials of life?

3. Make a precis of the following passage keeping the length within the limits of 230-240 words. It is not necessary to suggest a title. Failure to write within the word limit may result in deduction of marks. The precis must be written on the separate precis sheets provided for the purpose that must then be securely fastened inside the answer book.

75

What part should reading play in our lives? It should certainly not be a substitute for action, not for independent thinking, nor for conversation; but it may be a help and stimulant to action; thought and talk; and it is capable of providing almost infinite pleasure. There on our bookshelves or on summons from a library are wit, wisdom, adventure, romance from all ages and from all over the world. Is there any wonder that our eyes sometimes stray wistfully to the bookshelves and away from a dull visitor, or that we shirk a tiresome duty for an exciting book?

Books or people? Reading or conversation, listening in to a broadcast or watching a television programme? Which is the better way to gain knowledge or to spend your leisure? Some fortunate people seem always to find time for both and to enjoy both almost equally. My great friend, Arthur Wanchope a fine soldier, and able administrator and a very gifted personality was a constant reader, yet always ready to lay aside a book for talk.

The advantages of reading over talk are, of course, many. We can select the book that suits our mood, can go at our own pace, skip or turn back whereas we cannot turn over two pages of a tedious companion

or close him or her, with a bang. But reading too has its own drawback. It lacks the human touch, the salt of life, and is therefore a dangerous substitute for thought or action. Bacon in one of his essays observes that reading maketh a full man; conference (that is talking) a ready man; and writing an exact man. One would like to be full of knowledge, ready in speech and exact by training. What short of books have impressed me and what books have found a permanent place on my bookshelves?

To begin with my profession - soldiering. I do not believe that soldiering, a practical business, in which human nature is the main element, can be learnt from text-books. But for those who have grasped the principles of war and have understood that the human factor is the most important element in it. There is military reading that is quite fascinating and valuable. 'Real and re-read the campaigns of the great commanders', said Napoleon.

I would venture to put it differently and would say that the lives and characters of the great commanders are what students of war should examine, since their campaigns are only incidents in them; and that the behaviour of leaders and of their men in the field is the real subject for study.

In my general reading history, biography and travel occupy a prominent place; and since I have spent a considerable proportion of my life in the East there are a good number of volumes on India and the Middle East. There is plenty of poetry on my shelves and a good deal of it is in my head. Poetry should dance in the mind, and blow one a kiss; or gallop to adventure with a cheer; or whisper gently of things past; not shuffle or slouch past with dark

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incomprehensible mutterings. Perhaps I am getting old, anyway I prefer the old poets.

Lastly comes what is sometimes called 'escapist' literature, the books we read with no other aim, than to rest or amuse the mind; to forget the day's chores and the morrow's anxieties. This is perhaps the most pleasant form of reading for most, and I suspect the only form of reading for many. The volume chosen may either be a thriller or soother - a thriller to bring sense of adventure into the dull daily routine or a soother to rest tired nerves. Our grandfathers in their leisured days were content with the stately, comfortable three volume novel, but that had passed before the beginning of this century.

You will choose your books as you choose your friends, with taste and discrimination; I hope; because they can tell you something of your profession and interests, because they are wise and helpful, because they can stir your blood with tales of adventure, or because they are gay and witty. I can only wish you will get as much pleasure from them as I get from my books. **(Words : 703)**

4. (a) Rewrite the following sentences after making necessary correction of errors :
- (i) The Greeks were brave peoples.
 - (ii) His hat was blown off by the strong air.
 - (iii) I am the one who am to blame.
 - (iv) We should sympathise with blind.
 - (v) I'd rather play cricket and not swim.
 - (vi) Walking through the front door a wasp stung him.
 - (vii) Two plus nine are eleven.

(viii) I have built the house in 1960.

(ix) Their wedding has not been a very happy one.

(x) Choose only such friends whom you can trust.

- (b) Rewrite the following sentences, inserting suitable articles where necessary : **5**

(i) What kind of animals is it?

(ii) He will return in hour.

(iii) He is richest man in our street.

(iv) Gold is not useful metal.

(v) While there is life there is hope.

- (c) From Verbs form the following Nouns. **5**

(i) Courage (ii) Memory

(iii) Prison (iv) Class

(v) Friend

- (d) Put the verbs in bracket in the correct tense and rewrite the following : **5**

India (have) many calendars which Indians (use) since very early times. More than thirty (be) still in use. One difficulty about having so many calendars (be) that the same data (fall) on different days according to each.

5. (a) Use each of the following words in two separate sentences, first as a Noun and then as a Verb : **10**

(i) Bank (ii) Battle

(iii) Bite (iv) Brave

(v) Brush

- (b) Change the following sentences into their corresponding

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- (a) Negatives and
(b) Questions :
 (i) Ram resembles his father.
 (ii) Raju studies French.
 (iii) The bicycle costs Rs. 500.
 (iv) The thief broke the window open.
 (v) My mother has beautiful umbrella.
(c) Use the following phrases / idioms in sentences so as to bring out the meaning : **5**
 (i) The Lion's share
 (ii) Close daggers drawn
 (iii) At daggers drawn
 (iv) (To) die in harness
 (v) (To) eat one's words

English (Compulsory) – 2008

ENGLISH (COMPULSORY) – 2008

Time Allowed : 3 Hours Maximum Marks : 300

Candidates should attempt All Questions. The number of marks carried by each questions is indicated at the end of the question. Answer 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 Cape St. Vincent, Comperdown, Abukir Bay and Trafalgar the British fleets were outnumbered but, trusting to superior seamanship and gambling spirit paid off. As Nelson famously observed, an officer who laid his ship alongside the enemy could never be in the wrong.

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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* of 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 frigate'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, Caperdown, 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 precis 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 precis must be written on the separate precis sheets provided for the purpose; they must be securely fastened inside the answer-book :

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, 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

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psychological analysis.

Some psycholo-anlysts 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 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 interirity is very strong in children; when they are normal and rightly educated, it is astimulus 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 choose 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. Sadism, Freduians 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 the following sentences after making necessary correction: **10**

- (i) We reached at home at seven o'clock.
- (ii) I am knowing him for many years.
- (iii) Vishal has watched this movie yesterday.
- (iv) Where you have parked the car?
- (v) She will visit Chennai next month isn't it?
- (vi) She knows when will Sushma reach Kolkta.
- (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 : **5**

- (i) She deliver lecture on Shakespeare on Friday.

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- (ii) Would you like piece of cake?
- (iii) The University has decided to impart free education.
- (iv) Farida is most talented girl in your office.
- (v) Onkar was first person to board the plane.
- (c) Give antonyms of the following adjectives :
- (i) Possible (ii) Complete
- (iii) Able (iv) Regular
- (v) Relevant
- (d) Change each one of the following sentences into indirect speech :
- (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".
5. (a) Change each one of the following sentences, into their corresponding (1) Negatives and (2) Whquestions) **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 of the following sentences into passive voice :
- (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 the problem.
- (v) Rajesh has opened the door.
- (c) Make sentences using the following words as verbs : **5**
- (i) rebel (ii) export
- (iii) ring (iv) warm
- (v) experiment
- (d) Use the following phrases / idioms in your own sentences so as to bring out their meaning :
- (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

English (Compulsory) – 2009

ENGLISH (COMPULSORY) – 2009

Time Allowed : 3 hours Maximum Marks : 300

Candidates should attempt ALL questions. The number of marks carried by each question is indicated at the end of the question. Answer must be written in English.

1. Write an essay in about 300 words on any one of the following : **100**
- (a) Why are our farmers committing suicide?
- (b) Ragging : should it be distinguished from brutality or criminality ?
- (c) "Sweet are the uses of adversity".
- (d) Reform of sports bodies in our country.

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(e) Alternative sources of energy for our country.

2. Read carefully the passage below and write your answers to the questions that follow, in clear, correct and concise language:

5 × 15 = 75

The altogether new thing in the world then was the scientific method of research, which in that period of Galileo, Kepler, Descartes, Harvey and Francis Bacon as a advancing with enormous strides. All walls, all the limitations, all the certainties of the ages were in dissolution, tottering. In fact this epoch, in which we are participating still, with continually opening vistas, can be compared in magnitude and promise only to that of the 8th to the 4th millenniums B.C.: of the birth of civilization in the Near East, when the inventions of food production, grain agriculture and stock breeding, released mankind from the primitive condition of foraging and so made possible an establishment of soundly grounded communities : first villages, then towns, then cities, kingdoms, and empires. Leo Frobenius wrote of that age as the Monumental Age, and of the age now dawning as the Global:

"In all previous ages, only restricted portions of the surface of the earth were known. Men looked out from the narrowest, upon a somewhat larger neighbourhood, and beyond that, a great unknown. They were all, so to say, insular : bound in. Whereas our view is confined no longer to a spot of space on the surface of this earth. It surveys the whole of the planet. And this fact, this lack of horizon, is something new".

It is chiefly to the scientific method of research that this release of mankind is due

and every developed individual has been freed from the once protective but now dissolved horizons of the local land, local moral code, local modes of group thought and sentiment. Not only in the sciences but in the every department of life the will and courage to credit one's own sense and to honor one's own decision, to name one's own vision of truth, have been the generative forces of the new age. There is a growing judgements are (to use Nietzsche's words) "human, all too human."

1. What is the "epoch in which we are participating still"?
 2. In what way is it comparable to the period of the 8th to the 4th millenniums B.C.?
 3. What is meant by the new "lack of horizon"?
 4. What do you think is implied by "all the certainties of the ages" that were "in dissolution" during the period of Galileo and his fellow scientists?
 5. What is the new freedom we have found, and why does it require courage?
3. Make a precis of the following passage in about 235 words. It is not necessary to suggest a title. Failure to write within the word limit may result in deduction of marks. The precis must be written on the separate precis sheets provided. Which must be fastened securely inside the answer book :
- There are, of course, many motivating factors in human behaviour, but we would claim that nationalism is particularly worthy of study. Why is it particularly significant? Its significance lies in its power to arouse passionate loyalties and hatreds that motivate acts of extreme violence and courage; people kill and die for their nations.

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Of course it is not alone in this : People are driven to similar extremes to protect their families extended families or 'tribes', their home areas with their populations, and their religious groups and the holy places and symbols of their religions. However, these other loyalties are often rather easier to understand than nationalism. Parents making supreme sacrifices for their children can be seen as obeying a universal imperative in life forms, the instinct to protect one's extended family; but then the extended family, or on a slightly larger scale the 'tribe', can also be seen, in perhaps the majority of circumstances in which human beings have existed, as essential for the survival of the individual and the nuclear family. The nation is not generally essential to survival in this way. Of course, if the entire nation were to be wiped out, the individuals and their families would die, but the disappearance of the nation as a social unit would not in itself pose a threat to individual or family survival; only if it were to be accompanied by ethnic violence or severe economic collapse would it be life threatening, and such cataclysmic events are not an inevitable consequence of the loss of political independence. Conversely, there is no logical connection between the gaining of political independence by a subject nation and increased life chances for its citizens. In many, perhaps the vast majority, of modern nations there is a likewise no evidence that in defending the nation one is defending one's own genetic material; the notion that the citizens of modern nations are kinsfolk, while the citizens of (potentially) hostile neighbours are aliens, makes no sense in view of the highly varied genetic make-up of most modern populations.

Devotion to one's religious group, like support for one's nation, is much less obviously to the individual's advantage than is defence of the family, but we would maintain that it can be more comprehensible than nationalism. It can be seen in ideological terms as the defence of a world view and its symbols against rival world views, which are considered to be fundamentally erroneous and which, if successful, would force the conquered to act in ways abhorrent to their beliefs. While the defence of one's religion, and while modern hostilities between nations frequently do have a religious dimension, there are many serious national conflicts that have no clear religious element; the two world wars were fought in Europe with Catholic France, Protestant Britain, and Orthodox Russia opposing Germany with its mixed Catholic and Protestant population. This, while modern nationalisms may be linked to religion, many cases can be found without any clear religious dimension. Not only do modern nationalisms lack a religious element; there is often (to outsiders) no obvious ideological difference between rival nations. Hence, While defence of one's religion can be seen as defence of an entire system of beliefs, a world view, it is difficult in many cases to claim that this is true of the defence of one's nation. There is in fact a good case for seeing nations as 'imagined communities', and such would be the view of some commentators.

Such imagined communities could not, of course, exist unless they fulfilled a need. We can postulate that the need to belong to a community of some kind is a fundamental human characteristic, and that nations have arisen to fulfil this need,

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as earlier more primary communities - local, 'tribal', and religious - have lost their significance through economic and social change. But why should this need be fulfilled by nations, rather than some other type of unit? There is strong support in the literature for a view of nations as products of particular social and economic conditions operating from around the mid-eighteenth century, as products of 'modernization'.

4. Answer as directed : 25

(a) Rewrite the following sentences after making necessary corrections :

1. The bear had a ring on it's nose.
2. This shirt is too lose for me.
3. This coat looks a bit small - I'd like to try on it.
4. Let's listen the music.
5. Do you know what is the answer?
6. The weather today is too good.
7. I saw him yesterday only.
8. Who you want to see?
9. The ice cream's good - may I please have little more?
10. His office is quite opposite to my house.

(b) Supply the missing words :

1. The shopkeeper refused to bargain the customer.
2. He did not believe bargaining.
3. He had already decided a fair price.
4. The customer was looking a bargain.
5. They argued the price for a long time.

(c) Use the correct form of the verb in brackets : **5**

1. I do not usually an

umbrella but today I'm one. (Carry)

2. She never about her children (Worry)

3. That child always when he has a bath. Listen, he's now (Cry)

(d) Form the opposites of these words by adding a prefix : **5**

1. Do
2. Credible.....
3. Ambiguous.....
4. Lawful.....
5. Legal.....

5. Answer as directed : 25

(a) Combine the following sentences using too to **5**

1. The coffee was hot. We could not drink it.
2. You are now old. You cannot continue to work.
3. The child was very small. It could not walk.
4. This book is heavy. I cannot carry it.
5. She was shocked. She did not react.

(b) Rewrite these sentences so that they begin with the word it : **5**

1. To talk like that is silly.
2. To hear your voice was good.
3. To tell the truth is essential.
4. To have friends is better than money.
5. To think for yourself is difficult.

(c) Combine these sentences using one of the words although.

but, yet, so or because. Use each word once.

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1. They were tired. They worked late into the night.
 2. He slept early. He woke up late.
 3. He was on medication. He felt drowsy.
 4. She was very angry. She said nothing.
 5. Time engine stopped. It had heated up.
- (d) Combine the following sentences using enough to . **5**
1. The wind was strong. It could blow people away.
 2. The print was clear. We could read it easily.
 3. It was hot. You could cook food with the sun's rays.
 4. You are old. You should know better.
 5. The essay was good. It earned full marks.
- (e) Rewrite these sentences, using a form of the word get and a suitable preposition or prepositions instead of the word (s) underlined. **5**
1. Has the company recovered from its losses?
 2. I'd like to continue with my cooking now, if I May.
 3. How do you manage with so little to eat?
 4. Did you establish a connection with New York on the telephone?
 5. Put the milk away where the cat can't reach it.

English (Compulsory) – 2010

ENGLISH (COMPULSORY) – 2010

Time Allowed : 3 hours Maximum Marks : 300

Candidates should attempt ALL questions. The number of marks carried by each question is indicated at the end of the question. Answer must be written in English.

1. Write an essay in about 300 words on any ONE of the following. **100**
 - (a) Increasing consumerism in the middle class in India.
 - (b) Are traditional forms of protest no longer effective?
 - (c) The Nuclear Civil Liability Bill.
 - (d) "The food our increasing population, forest areas need to be cleared to increase land area available for cultivation." Do you agree?
 - (e) Need to check politicisation of Sports bodies in India.

2. Read the following passage carefully and based on it, answer the questions given below it in clear, correct and concise language : **75**

According to the finding of a recent government survey there are an estimated 3.3 million registered NGOs working in the country—one for every 400 Indians. Not only has the number of NGOs in India risen dramatically but so has their influence. In some of India's flagship development efforts—the National Rural Employment Guarantee Act, the National Rural Human Mission, the Right to Education or even the draft Right to Food Act — NGOs have been

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at the forefront both in formulating these laws and policies and in implementing them. NGOs have helped voice the concerns of some of India's most vulnerable groups and focus the attention of the government or critical, social and development issues. They have also spearheaded efforts to expose corruption and mal-administration in government bringing in much needed transparency.

But despite the growing influence of NGOs in India today, we know very little about them : their structure activities, sources of funding and, more importantly, how accountable they are to the people they represent. This is alarming given the crores of rupees in development and from donors every years. Ironically though NGOs have been watchdogs of the government for many years, there has been little regulation or monitoring of their won activities. Leading many to ask a very fundamental question : who watches the watchers?

Interestingly, although India has probably the world's highest NGO population, the debate on NGO accountability is still in its nascent stages. Across the world, NGOs have been experimenting with different ways of addressing the issue of accountability; Indian NGOs would do well by learning from these efforts. For example, NGOs in Kenya are legally required to comply with the Code of Conduct for NGOs developed by the National Council of NGOs, a self-regulatory body set up under the NGO Coordination Act in 1990. The code ensures that NGOs comply with basic ethical and governance standards. Similarly, in Uganda, the NGO Quality Assurance Mechanism (QuAM) certifies NGOs against a set of quality standards designed to ensure NGO credibility. In Chile, Chile Transparente has

developed transparency standards for NGOs which require organisations to publish online information about their mission, vision, activities, staff, details of funding etc.

- (1) What are India's important development schemes?
- (2) How do NGOs help 'Vulnerable groups' in India?
- (3) What do we know about the structure, activities and sources of funding of the NGOs in India?
- (4) Whom does the author describe as watchers? Why?
- (5) How do the NGOs in other nations deal with the issue of accountability?

3. Make a précis of the following passage in about 210-230 words. Failure to write within the stipulated word limit may result in deduction of marks. The précis *must be written on the separate précis sheets provided*, which must be then fastened securely inside the answer book : **75**

In many respects "Sakuntala" is comparable to the more idyllic comedies of Shakespeare, and Kanva's hermitage is surely not far from the Forest of Arden. The plot of the play, like many of Shakespeare's plots, depends much on happy chances and on the super-natural, which, of course, was quite acceptable to the audience for which Kalidasa wrote. Its characters, even to the minor ones, are happily delineated individuals. Kalidasa makes no pretence to realism, but his dialogue is fresh and vigorous. In fact the dialogue of the better Sanskrit plays generally seems based on vernacular, and is full of idiomatic expressions. Indian playgoers did not demand the conflict of feelings and emotions which is the chief

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substance of serious European drama, but Kalidasa was quite capable of portraying such conflict effectively. His beauties and merits are tarnished by any translation, but few who can read him in the original would doubt that, both as poet and dramatist, he was one of the great men of the world.

There were many other dramatists. Sudraka, probably Kalidasa's approximate contemporary, has left only the play "The Little Clay Cart" (*Mrcchakatika*). This is the most realistic of Indian dramas, unraveling a complicated story, rich in humour and pathos and crowded with action, on the love of a poor Brahman, Carudatta, for the virtuous courtesan Vasantasena; this story is interwoven with one of political intrigue, leading up the overthrow of the wicked king Palaka, and the play contains a vivid trial scene, after which the hero is saved from execution at the last moment. It is notable for its realistic depiction of city life, and for its host of minor characters, all of whom are drawn with skill and individuality. It has more than once been performed in translation on the European stage, and, to a Western audience, is certainly the most easily appreciated of Indian plays.

Visakhadatta (?6th century) was the dramatist of politics. His only complete surviving play, "The Minister's Signet Ring" (*Mudraraksasa*), deals with the schemes of the wily Chanakya to foil the plots of Raksasa, the minister of the last of the Nandas, and to place Chandragupta Maurya firmly on the throne. The plot is exceedingly complicated, but is worked out with great skill, and the play is beautifully constructed to lead up, like "The Little Clay Cart", to a pathetic scene where one of the chief characters is saved from death by

impalement at the last moment.

Second only to Kalidasa in the esteem of the critics was Bhavabhuti, who lived at Kanyakubja in the early 8th century. Three of his plays survive—"Malati and Madhava", "The Deeds of the Great Hero" (*Mahaviracarita*), and "The Later Deeds of Rama" (*Uttararamacarita*). The first is a love story with a pseudo-realistic background, full of incident of an exciting or horrific type, in which the heroine is more than once rescued from death, while the two latter plays tell the story of Rama. By Western standards as a dramatist Bhavabhuti falls short of those we have mentioned earlier. His plots are weakly constructed and his characters lack individuality. His greatness rests on his deep understanding of sorrow; in his treatment of the pathetic and the terrible he perhaps excels Kalidasa.

4. (a) Rewrite the following sentences after making necessary corrections, if any :—

10

- (i) I live half of a mile from here.
- (ii) "Do you like music?" "I like."
- (iii) Do you like some more coffee?
- (iv) He worked like a waiter for two years.
- (v) Like what does she look?
- (vi) I know his since 1960.
- (vii) I wasn't used to drive a big car.
- (viii) He suggested me to try the main car park.
- (ix) I have never met so nice person.
- (x) Too many Mathematics is usually taught in schools.

- (b) Rewrite following sentences inserting suitable article(s), wherever

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necessary:— **5**

- (i) My grandfather had had hard life.
- (ii) She hit him in stomach.
- (iii) Queen had dinner with President.
- (iv) My friend is in hospital.

(c) Rewrite the following sentences inserting suitable prepositions in the blank spaces : **5**

- (i) I am angry_____ her _____ lying.
- (ii) I was re _____ anger at his remarks.
- (iii) Could you explain this rule _____ me place?
- (iv) People have always been kind _____ me.

(d) Give the antonyms of the following adjective : **5**

- (i) common
- (ii) loyal
- (iii) formal
- (iv) mature
- (v) sensitive.

5. Answer the directed :

(a) Rewrite the following sentences using the passive structure : **5**

- (i) She gave her sister the car.
- (ii) I had already shown the suspect's photograph to the policewomen.
- (iii) They believe him to be dangerous.
- (iv) They made him tell them everything.
- (v) They elected me President.

(b) Change the following sentences into indirect speech : **5**

- (i) He wrote in his letter, "I saw Poonam at the theater a couple of days ago."

(ii) The forecast says, "It will rain tomorrow."

(iii) He said to me, "It would be nice if I could see you again."

(iv) I said, "If I had any money I'd buy you a drink."

(v) The teacher said, "Why don't you work harder?"

(c) Rewrite the following sentences, changing them into simple ones : **5**

(i) I wonder who I should invite.

(ii) Show him what he should do.

(iii) She couldn't decide whether she should answer his letter.

(iv) He didn't know where he should park his car.

(v) Tell me when I should pay.

(d) Add a tag question at the end of each of the following sentences : **5**

(i) Pooja can speak French.

(ii) The meeting is at ten.

(iii) You didn't speak to Mohan.

(iv) She wouldn't like a pet.

(v) Harish gave you a cheque.

(e) Rewrite the following sentences using 'it' in the beginning as a preparatory subject : **5**

(i) To make mistakes is easy.

(ii) To wait for people who were late made him angry.

(iii) My ambition was to retire at thirty.

(iv) Your task is to get across the river without being seen.

(v) For you to ask Ramesh would be a big mistake.

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English (Compulsory) – 2011

ENGLISH (COMPULSORY) – 2011

Time Allowed : 3 hours Maximum Marks : 300

Candidates should attempt ALL questions. The number of marks carried by each question is indicated at the end of the question. Answer must be written in English.

1. Write an essay in about 300 words on any one of the following: 100

- The predicaments of Democracy.
- In India when inflation rises governance stalls.
- Modern world's fears about nuclear energy.
- Information Technology transforming the Indian society

2. Read carefully the passage below and write your answers to the questions that follow in clear, correct and concise language: 5 × 5 = 25

'Water is the basis of all life. Every animal and every plant contains substantial proportion of free or combined water in its body, and no kind of physiological activity is possible in which the fluid does not play an essential part. Water is, of course necessary for animal life, while moisture in the soil is equally imperative for the life and growth of plants and trees, though the quantity necessary varies enormously with the species. The conservation and utilization of water is thus fundamental for human welfare. Apart from artesian water the ultimate source in all cases is rain or snowfall. Much of Indian agriculture depends on seasonal rainfall and is

therefore very sensitive to any failure or irregularity of the same. It is clear that the adoption of techniques preventing soil erosion would also help to conserve and keep the water where it is wanted. In other words, on and in the soil, and such techniques therefore serve a double purpose. It is evident, however, that in a country having only a seasonal rainfall an immense quantity of rain-water must necessarily run off the ground. The collection and utilization of water is therefore of vital importance. Much of it flows down into the streams and rivers and ultimately finds its way to the sea. The harnessing of our rivers, the waters of which now mostly run to waste is a great national problem which must be considered and dealt with on national lines. Closely connected with the conservation of water supplies is the problem of afforestation. The systematic planting of suitable trees in every possible or even in impossible areas and the development of what one can call civilized forests as distinguished from wild and untamed jungle is one of the most urgent needs of India. Such plantation would directly and indirectly prove a source of untold wealth to the country. They would check soil erosion and conserve the rainfall of the country from flowing away to waste and would provide the necessary supplies of cheap fuel and thus stop unnecessary waste of farmyard manure

Questions:

- Where does the world get water from?
- What is the national problem relating to our rivers?
- What are the benefits of afforestation?
- What is fundamental for human welfare?
- What are the advantages of preventing soil erosion?

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3. Make a précis of the following passage in about 204 words. It is 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 precise sheets provided, which must then be fastened securely inside the answer-book. 75

'While all the religious teachers tell us that compassion gives us a motive for existence, a guide for action and a reason for courage and helps us to diminish the sum of human suffering, in the very name of God, who is all compassion, abominable crimes have been committed in the world. It is not enough to believe in a God of love but we must love. The rains that make the lower plains fertile are formed in the upper layers of the atmosphere. The saints are the masters who are not stained-glass figures, remote and ethereal in their sanctity. There is nothing in them, which we would like to spread everywhere in the world. It is there but what it is, we cannot say. It is there in their blood and bones, in the breath of their speech in the lights and shades of their personalities, a mystery that can be lived but not spoken in words.

On the rock of moral law and not on the shifting sands of political or economic expediency can be built a civilized society with individual freedom, social justice and political equality. Truth, freedom and righteousness are essential to peace. The Evangelist tell us how 'the devil take the him up into and exceeding high mountain, and sheweth him all the kingdoms of the worlds, and the glory of tem. And saith unto him, 'All these things will I give thee, If thou wilt fall down and worship me'. Then saith Jesus unto him, 'Get thee hence,

Satan; for it is written,' Thou shalt worship thy Lord, thy God and Him alone shaldest thou serve'

In the new society we need a new universal religion. By it we mean not a uniform religion but a religion of awareness and love of wisdom and compassion, prajna and karuna, of truth and love. Religions must be cured of their provincialism and made to reveal their universality. This does not mean spiritual vagueness or ambiguity.

Tolerance implies an elementary right belonging to the dignity of every man. The right to believe like the right to live a free, unfettered life is fundamental to the concept of brotherly love. We have had in our country peaceful co-existence of different religions. It is not mere passive inter-relation of the best of different religions. Co-existence is the first step and fraternity is the goal. We have not adhered steadfastly to these ideals and have suffered often. Yet the ideal has been kept in view and supported by great leaders like Ram Mohan Roy, Ramakrishna, Tagore and Gandhiji.

The view of tolerance is based on the conviction that all transcendental use of the logical categories, all attempts of submit the transcendent to the finite, are wrong. Nature and history announce God's presence but do not disclose his whole nature. Religions are cut off from one another by mutual incomprehensiveness. We are born or trained in certain traditions of religion. Loyalty to tradition does not mean imprisonment within it. We adopt different symbolic representations of the supreme determined by our age, circumstances, upbringing and by narrower loyalties of caste, race or nation. Whatever progress we make at the expense of those values is morally wrong.

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The seers of all religions affirm that the various peoples of the world form a community with a common purpose and a common destiny. It is said that the whole world is the fatherland of a noble soul. The application of this universality of spirit requires us to look upon our common enemies not as monsters of evil but as misled by their obsessions and as capable of change (611 words)

4. (a) Rewrite the following sentences after making necessary correction: 10
1. Saints desire noting..... the society.
 2. In regret at the delay in doing this.
 3. In congratulate you for your success.
 4. Ram as well as Mohan have gone.
 5. He has passed order on my application
 6. He is more intelligent than any boy
 7. What will be ensued on this?
 8. This is high time that we should change the bike.
 9. I did nothing but laughed.
 10. I informed him, "Leave the room".
- (b) Supply the missing worlds:
1. The wages of sin death.
 2. I trust God.
 3. I have no fondness music.
 4. I have no doubt your honesty.
 5. I am conscious my duties.
- (c) Use the correct forms of the verbs in brackets:
1. I remember her when she was a little girl. (SEE)
 2. You will twenty-four hours to consider your decision. (GIVE)
3. Can you hear what he? (SAY)
- (d) Write the opposites of the following: 5
1. Notorious
 2. Legitimate
 3. Responsible
 4. Satisfaction
 5. Promotion
5. Answer as directed:
- (a) Rewrite the following sentences removing 'too.... to':
1. He is too honest to steal.
 2. he is too week to run.
 3. She is too shy to sing.
 4. He was too shocked to speak.
 5. The matter will be too complicated to resolve.
- (b) Rewrite the following sentences using 'It' in the beginning as a subject.
1. To scold the boys would be foolish.
 2. Smoking is bad for him.
 3. To call after ten was unusual for him
 4. Keeping the windows open on the roadside does not look decent.
 5. To play games on Sundays is not allowed.
- (c) Combine each pair of sentences using one of the words: 'nor', 'and', 'but', 'if, or 'when' Use each word only once: 5
1. He turned pale. He saw me
 2. They are poor. You consider their bank balance.
 3. She wanted to make a speech. She did not know how to begin.
 4. He took a pen. He started writing.
 5. She doesn't like Rakesh. She doesn't like Mohini.
- (d) Change the narration of the following

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sentences:

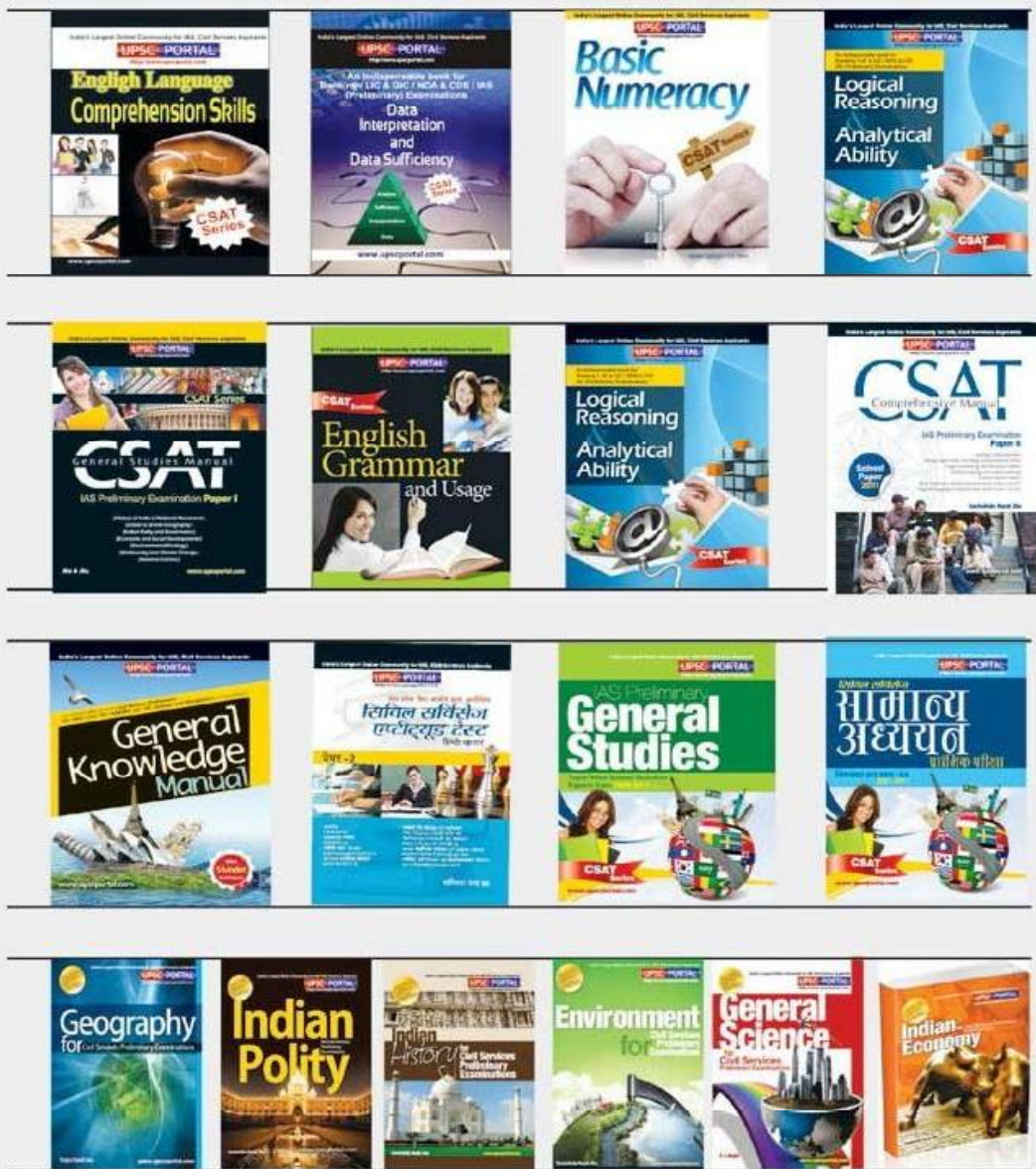
1. The teacher said to me, " Why are you late"?
 2. He said that his mother was just then absent from home.
 3. A wrote to B, "Your letter reached me here early this morning."
 4. Ramesh requested his sister, " Please keep my things ready when I return from my trip tomorrow".
 5. He said, " What a strange man you are!".
- (e) Rewrite the following sentences using the passive voice structure: 5
1. he gave her a book to read.
 2. Even a child can handle this machine.
 3. Who has put the book on the shelf?
 4. Everyone rejected the bold idea.
 5. Ramesh is driving Sunita's car

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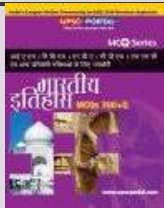
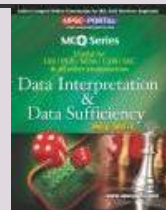
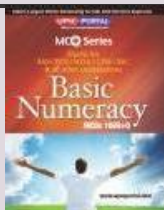
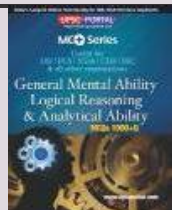
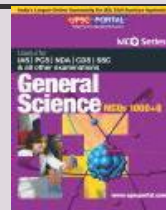
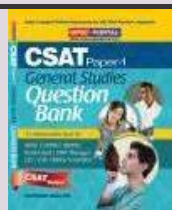
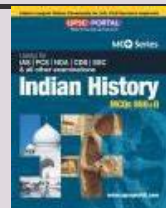
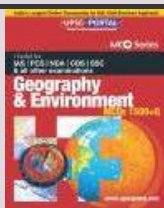
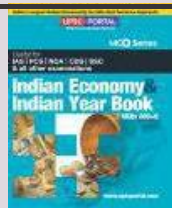
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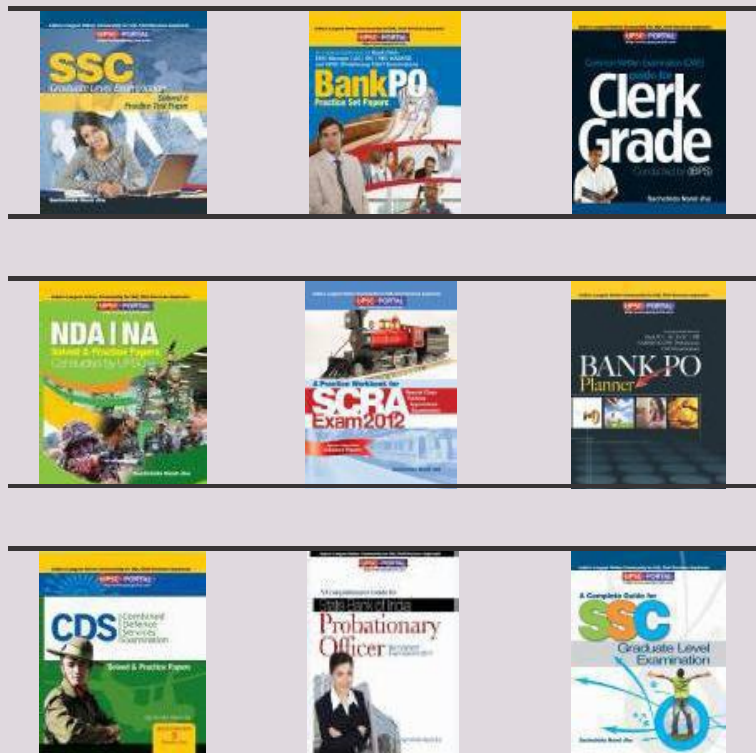
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