

29/26/3/24

CC(M)
ENGLISH
(COMPULSORY)

[01]

Time Allowed - Three Hours

Maximum Marks-300

INSTRUCTIONS

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

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

1. Write an essay in about 600 words on any One of the following: (100)

- a) The perils of Historical Amnesia and the Imperative to Learn from the Past.
- b) Soft Power Politics: Navigating International Relations with Subtlety.
- c) The Thin Line: Discerning Between Destructive and Constructive Chaos in Societal Evolution.
- d) The Role of Critical Thinking in the Pursuit of True Knowledge.

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

In a world inundated with stories of great leaders, the prevailing narrative often centres around celebrated figures from history or influential business tycoons. Whether extolled as heroes or vilified as threats, these individuals are frequently portrayed as architects of their own destinies, embodying the concept of individualism in leadership. This perspective, deeply rooted in literature and mythology, echoes the timeless tale of King David from the biblical Book of II Samuel, a narrative that grapples with the complexities of leadership, morality, and divine authority.

The biblical account unfolds as King David, chosen and empowered by God, ascends to power through righteous deeds, conquering enemies, and remaining under the protective gaze of the divine. However, the narrative takes a dramatic turn when David succumbs to moral failings, engaging in a scandalous affair with Bathsheba and orchestrating the death of her husband, Uriah. The Prophet Nathan confronts David, unravelling the moral fabric of leadership, and ultimately, divine retribution befalls the once-great king.

Contrasting with this biblical perspective is the Machiavellian worldview, embodied in Niccolo Machiavelli's seminal work, "The Prince". This foundational text ushers in a new era of leadership thinking, emphasizing practicality, political acumen, and the pursuit of objectives. Leaders, as depicted by Machiavelli, navigate a realm where power is shaped not by divine authority or moral constraints but by the pragmatic realities of politics.

This prompts a pivotal question: does the leader shape history, or does history shape the leader? This query sparks a debate between those who champion individual agency in leadership, epitomized by Machiavellians, and those who contend that leaders operate within the constraints of historical circumstances, as articulated by Karl Marx.

While the Machiavellian model suits leaders wielding substantial power and advantages, the nuanced reality faced by leaders in opposition to power is often acknowledged. Whistle-blowers, activists, and individuals challenging authority often embody a different form of leadership – one defined by moral principles and a commitment to justice rather than raw power.

The enduring impact of leaders is often underscored as the ones who, despite lacking formal authority, leave an indelible mark on history. These unsung heroes, guided by morality and principles, challenge the prevailing narrative of leadership driven solely by individualism and Machiavellian realism.

- a) According to the passage, what is a common theme in the prevailing narrative about great leaders?
- b) How does the biblical narrative of King David differ from the Machiavellian worldview?
- c) What event in King David's life marks a turning point in the biblical narrative, according to the passage?
- d) What is the pivotal question raised in the passage regarding leadership and history?
- e) According to the passage, how does the Machiavellian model apply to leaders in opposition to power?

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

Learning a second language unveils the complexity of language, revealing a lack of one-to-one correspondence in meaning between words and phrases across languages. The evolution of thought regarding linguistic relativity or the Sapir-Whorf hypothesis is explored by posing the question of whether each language truly embodies a distinct worldview or dictates specific thought patterns. This exploration delves into historical perspectives, tracing back to the Enlightenment era and the notions of the 'genius' of a language, later refined by Johann Gottfried von Herder.

The Herderian thread emphasizes the unique character of each language and its connection to the national mentality of its speakers. It introduces the concept of 'inner form', developed by Heymann Steinthal, suggesting that understanding a language's character requires tracing words back to their etymological origins. However, this approach fell out of fashion in the 19th century, giving way to comparative-historical grammar focused on external features and genealogical relations.

The mid-20th century witnessed a shift away from discussions linking language to mind, with Noam Chomsky advocating for universal grammar. The Sapir-Whorf hypothesis, despite lacking precise, testable propositions, gained attention as Sapir and Whorf sought to explore the influence of language on thought. There are concerns about language's potential to mislead and their desire to break its spell during a period marked by propaganda and political upheavals.

While mid-century linguistics largely separated language from thought, contemporary research has rekindled interest in linguistic relativity. Recent studies, exemplified by Gurindji speakers, suggest that language might influence perception, challenging the notion of distinct

worldviews but raising questions about how language shapes our experiences. This tension is viewed between ineffable feelings that language shapes our world and the scientific demand for rigorous, testable hypotheses. It emphasizes the complementary nature of past and present scholarship in understanding the intricate connections between mind and language.

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

- i. The students was diligently preparing for their exams and each of them have their own unique study strategies.
- ii. Neither the coach nor the players were aware of the new rules that's been implemented by the league.
- iii. Despite of his exceptional skills, John failed to impress the judges at the talent show.
- iv. The data, as well as the analysis, were considered inconclusive, leaving the researchers perplexed.
- v. Each of the books in the library are organized according to their respective genres.
- vi. The committee members has differing opinions on whether to proceed with the proposed changes.
- vii. Having been presented with various alternatives, the decision between the two options are proving to be challenging for the team.
- viii. Not only the students but also the professor were astonished by the unexpected results of the experiment.
- ix. One of the main challenges in the project is the scarcity of skilled workforce in the current market.
- x. Sarah, along with her friends, are planning to attend the upcoming seminar on advanced quantum physics.

b) Supply the missing words. (5×1=5)

- i. Despite the turbulent weather, the pilot managed to _____ the plane safely onto the runway.
- ii. The intricate puzzle required immense concentration to _____ each piece into its designated place.

- iii. The scientist conducted numerous experiments to _____ the hypothesis put forth in her ground-breaking research paper.
- iv. In order maintain confidentiality, the lawyer advised his client to _____ the sensitive information from public disclosure.
- v. The artist meticulously studied the intricate details of the landscape in order to _____ them onto the canvas.

c) Use the correct form of verbs given in the brackets. (5×1=5)

- i. Despite facing numerous challenges, the team of researchers _____ diligently in their quest to unravel the mysteries of the human genome. (persevere)
- ii. *The orchestra*, renowned for its precision and harmony, _____ a flawless performance at the prestigious concert hall last night. (deliver)
- iii. Amidst the chaos of the storm, the sailors _____ valiantly to keep the ship afloat in the treacherous waters. (struggle)
- iv. With the arrival of spring, the lush meadows and vibrant flowers _____ the countryside into a picturesque paradise. (transform)
- v. Despite the odds stacked against them, the underdog team _____ remarkable resilience and determination throughout the gruelling season. (demonstrate)

d) Give the antonyms of the following: (5×1=5)

- i. Alleviate.
- ii. Winsome.
- iii. Urchin.
- iv. Immaculate.
- v. Taciturn.

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

- i. The renowned scientist discovered a ground-breaking theory. (Change into active voice)
- ii. She will have completed the challenging task by tomorrow. (Change into negative interrogative)

- iii. The detective solved the mysterious case. (Rewrite using non-finite verb form)
- iv. He found the ancient artifact. It was buried deep in the jungle. (Change into complex sentence using a relative pronoun)
- v. The mountain peak is extremely high. (Provide an adverb to modify the adjective)
- vi. She painted a beautiful mural. She displayed it at the art exhibition. (Combine using gerund)
- vii. He never exercises and that's why he is unfit. (Change into conditional sentence)
- viii. She exclaimed, "What a magnificent view!". (Change into indirect speech)
- ix. The actor delivered his lines brilliantly. (Transform into exclamatory sentence)
- x. I have never encountered such a challenging puzzle before. (Convert into double negative)

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

- i. Fulminate.
- ii. Oppugn.
- iii. Sartorial.
- iv. Vestal.
- v. Alacrity.

c) Choose the appropriate words to fill in the blanks. (5×1=5)

- i. He spoke ____ during the meeting. (eloquent/eloquently)
- ii. The orchestra played ____ throughout the concert. (magnificent/magnificently)
- iii. She handled the situation _____. (adroit/adroitly)
- iv. The detective solved the case _____. (ingenious/ingeniously)
- v. The crowd watched _____ as the magician performed his final trick. (awe/awed)

d) Use these idioms/phrases in sentences of your own to bring out their meaning clearly. Do not change the form of the words. (5×1=5)

- i. One swallow does not make a summer.
 - ii. Like a cat on hot tin roof.
 - iii. To have sticky fingers.
 - iv. Shoot from the hip.
 - v. The pot calling the kettle black.
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