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भारतीय वन सेवा परीक्षा... २०११  
Indian Forest Services Examination...

D-VSF-L-TR

## GENERAL ENGLISH

Time Allowed : Three Hours

Maximum Marks : 300

### INSTRUCTIONS

*Candidates should attempt ALL questions.*

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

*Answers must be written in ENGLISH.*

*Note : You must not disclose your identity in any of your answers in any way.*

1. Write an essay, in about 800 to 1000 words, on any *one* of the following topics : 100
  - (a) Land acquisition and the rights of farmers.
  - (b) The place of Indian Universities in global education.
  - (c) The effect of Green Revolution on our water resources.
  - (d) Climate change and the responsibility of developed countries.
  - (e) Should India invest in nuclear reactors in the wake of Fukushima crisis ?

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[Contd.]

2. Write a letter in about 200 – 250 words to the General Manager (Sales) of a car company complaining about the delay in the delivery of a car that you had booked six months ago.

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OR

Write a report on the annual function held in your college or company.

3. Attempt a précis of the following passage *in your own words* reducing it to about one-third of its original length. Give a suitable title and mention the exact number of words used in your précis. The précis must be written only on the special précis sheets provided for the purpose and then these sheets should be carefully fastened inside the answer book.

75

(**Note** : Marks may not be awarded if the précis is not written on the special précis sheets provided.)

Most generally understood, stratification is about how people are placed in different social categories. Broadly speaking, stratification takes two forms. The first kind of stratification is based on a ranked scale where inequality, of one kind or the other, is the defining factor. There is a second kind of social

ordering possible where stratification is not about ranking or inequality. In this case the relevant social categories that separate people are based on conceptions of difference. If inequality is the key feature, then the stratificatory system can be characterized as a hierarchical one. If difference is more important, then the various social orders face each other as horizontal and equal blocks. A ranked hierarchy does not make that much sense here.

Inequalities of income or rank quite clearly belong to the hierarchical order of stratification. In fact, for a long time, social stratification was only another term for social inequality. In a ranked hierarchy of wealth there are the rich and the poor, and a variety of people in-between. There could also be hierarchies of power, status, or influence. In a power hierarchy, for instance, those at the top wield the most power while the multitude at the bottom have very little power, if any at all. Similar hierarchies could also be worked out for status or

influence. In all such cases we see the geological model of stratification at work, where one layer is placed on top of the other, much like the Earth's crust.

If instead of power or wealth one takes into account forms of stratification based on difference, then the geological model cannot be easily invoked. For example, linguistic differences cannot be placed in a hierarchical order. Looked at closely, neither should differences between men and women be understood in terms of inequality. Sadly, however, such differences are never always allowed to retain their horizontal status. They usually tend to get hierarchized in popular consciousness. This is where prejudice takes over. Men are deemed to be superior to women, certain linguistic groups are held to be less civilized and cultivated than others, and religious bigotry prevails, all because most of us are not conditioned to tolerate difference qua difference.

The conceptual need to separate these two orders arises because in the sociology of social stratification, attention is directed to the manner in which hierarchy and difference relate to each other. If hierarchy and difference could hold on to their respective terrains then there would be no real need to study stratification as a special area of interest. If it is hierarchy alone that is of interest, then 'social inequality' would be a good enough rubric within which to organize our study. If, on the other hand, it is only difference that is of concern then the tried and tested term 'social differentiation' should do adequately. The term 'social stratification', however, is not a synonym of either social inequality or of social differentiation.

As social stratification is about the way hierarchy and difference continuously act upon each other, we are sensitized to issues of social stability and order, as well as to potentialities for social change. It is

because of this dual aspect that social stratification occupies such a central position both in sociology and social anthropology. The scope for change and dynamism differs vastly with different kinds of stratification systems.

Social stratification is also of critical academic concern as there are no known societies today that are not stratified in one form or another. One can, of course, imagine a world where there are no inequalities, but if that world were also to be characterized by sameness then it would certainly be a very boring place to live in. Utopians of all stripes are keen to further an image of a society that knows no hierarchical or class differences. Yet they would balk at the notion that these societies should be free of differences and variations. In a Utopia, differences would not carry traces of hierarchy in them. One could with equal facility, and without prejudice, move from being a fisherman to a poet or from one religious set of beliefs to another.

4. (a) Write ten sentences using each of the following words :

$1 \times 10 = 10$

- (i) serial
- (ii) cereal
- (iii) ensure
- (iv) insure
- (v) imminent
- (vi) eminent
- (vii) beach
- (viii) beech
- (ix) course
- (x) coarse

- (b) Change the following words into adjectives :  $1 \times 5 = 5$

- (i) beauty
- (ii) haste
- (iii) friend
- (iv) noise
- (v) faith

(c) Fill in the blanks with appropriate words :  $1 \times 5 = 5$

(i) It wasn't your fault. It was \_\_\_\_\_ accident.

(ii) There are millions of stars in \_\_\_\_\_ space.

(iii) I don't like stories \_\_\_\_\_ have unhappy endings.

(iv) Rakesh's English is excellent. He speaks English \_\_\_\_\_.

(v) There is \_\_\_\_\_ food on the table.

(d) Write down the appropriate words which stand for the names of the young ones of the following birds and animals :  $1 \times 5 = 5$

(i) cat

(ii) duck

(iii) lion

(iv) goose

(v) deer

5. (a) Write down the nouns of the following words :  $1 \times 5 = 5$

(i) true

(ii) beautiful

(iii) argue

(iv) wise

(v) judge

(b) Use the following phrasal verbs to form sentences : 2×5=10

- (i) turn on
- (ii) take off
- (iii) drop in
- (iv) carry out
- (v) call off

(c) Rewrite the following sentences after correcting all grammatical errors : 1×10=10

- (i) Sachin is a batsman par excellence, isn't it ?
- (ii) Where you have kept the apples ?
- (iii) If I would have gone to Amritsar, I would have brought a jacket for her.
- (iv) She asked we that why we had not written to her.
- (v) Her mother was nurse in this hospital.
- (vi) Unless you work hard, you will pass.
- (vii) I am reading this book for the last five days.
- (viii) My mother is seeing the TV.
- (ix) There is not some milk in the bottle.
- (x) Apple is good for health.

(d) Rewrite the following sentences as directed :

2×10=20

- (i) Can I have \_\_\_\_\_ milk in my tea,  
please ?  
(Fill in the blank with an appropriate  
word)
- (ii) She said to him, "Get me a cup of tea."  
(Change it into the indirect speech)
- (iii) Monica said to me, "When will you come  
again ?"  
(Change it into the indirect speech)
- (iv) The college has announced a new fee  
structure.  
(Change it into the passive voice)
- (v) We must obey the law.  
(Change it into the passive voice)
- (vi) That we attend the lecture is important.  
(Rewrite the sentence beginning with 'It')
- (vii) I could meet you at the airport.  
(Change it into a yes-no question)
- (viii) If you visit your grandmother, I'll help you.  
(Use 'Unless' in place of 'If')
- (ix) She told me that I should finish the work.  
(Use 'to-infinitive' for the underlined  
words)
- (x) Rita met Mohan at the railway station.  
(Change the sentence into a wh-question)

(B) . Write the antonyms of the following words :  $1 \times 5 = 5$

- (i) heavy
- (ii) regular
- (iii) safe
- (iv) logical
- (v) beautiful