

### EXERCISE 6

There is no doubt that people are growing more and more interested in the seas, and that there is a great need for that interest. Men have long tried to probe the secrets of the oceans to gain knowledge for its own sake, but there are other practical reasons for doing so. The sea can provide us with many things that we need in everyday life. Future generations will probably draw more on the seas for their food, and not only food in

Aids to

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the form of fish. Minerals necessary for modern industries are there also, when we can find out how to extract them.

We have explored and mapped most of the land, and we are quickly exploring the air. The seas present a greater difficulty because we cannot yet, and probably never shall, be able to set foot on the deep ocean floor.

The aim of the extensive oceangoing expeditions, and of the marine biological stations around the coasts, and even of those who simply study the shore uncovered by the tide, is to build up our knowledge of this vast and unfamiliar world beneath the waves. In some cases the knowledge gained can be put to practical use, but much of it is for interest only.

For the very early mariners, interest lay in the currents, and especially those at the surface, that carried their ships along. They were also interested in the weather over the sea. Yet, even these hard-bitten seamen were not immune from a curiosity about the animals and plants that lived below the waves. Their first impulse may have been to seek trade overseas, or to fish for food, but over and above this anything strange or beautiful, whether brought up in their nets or cast ashore by the tides, caused them to wonder. So, from the earliest time, the pursuit of the practical every day things went on side by side with the inquiry that springs from a desire to know more. Bit by bit grew the knowledge of the physical features of the seas, of such things as currents, waves, and winds, as well as of the biology, the knowledge of animals and plants. (362 words)

Title: Desire to explore sea.

People's interest to deeply investigate sea is increasingly rapidly. There are multiple reasons for that which include acquiring knowledge about sea. Oceans meet daily basis needs of humans. Upcoming individual will be more dependent on sea for food. Oceans are filled with minerals. Men have probed earth and are discovering atmosphere but exploring oceans seems arduous. The main object of exploring oceans is to gain knowledge about this unknown world. Previously, mariners were more interested in ocean currents and weather around sea. But they had desire to know about marine life. Though their priority was trade and fishing for food but they get surprised to see queer things of sea. The knowledge about physical and biological characteristics of ocean evolved gradually.



# National Officers Academy

Mock Exams CSS-2022

April 2022 (Final Mock)

## ENGLISH (PRECIS AND COMPOSITION)

<b>TIME ALLOWED: THREE HOURS</b>	<b>PART-I (MCQS)</b>	<b>MAXIMUM MARKS = 20</b>
<b>PART-I(MCQS): MAXIMUM 30 MINUTES</b>	<b>PART-II</b>	<b>MAXIMUM MARKS = 80</b>
<b>NOTE:</b>		
i. <b>Part-II</b> is to be attempted on the separate <b>Answer Book</b> .		
ii. Attempt <b>ALL</b> questions from <b>PART-II</b> .		
iii. All the parts (if any) of each Question must be attempted at one place instead of at different places.		
iv. Write Q. No. in the Answer Book in accordance with Q. No. in the Q. Paper.		

### PART-II

**Q. 2 Make a précis of the following passage and suggest a suitable title. (15+5=20)**

Technology has impacted almost every aspect of life today, and education is no exception. Or is it? In some ways, education seems much the same as it has been for many years. A cynic would say that technology has done nothing to change education.

However, in many ways, technology has profoundly changed education. For one, technology has greatly expanded access to education. In medieval times, books were rare and only an elite few had access to educational opportunities. Individuals had to travel to centers of learning to get an education. Today, massive amounts of information (books, audio, images, videos) are available at one's fingertips through the Internet, and opportunities for formal learning are available online. Access to learning opportunities today is unprecedented in scope thanks to technology.

Opportunities for communication and collaboration have also been expanded by technology. Traditionally, classrooms have been relatively isolated, and collaboration has been limited to other students in the same classroom or building. Today, technology enables forms of communication and collaboration undreamt of in the past. Students in a classroom in the rural U.S., for example, can learn about the Arctic by following the expedition of a team of scientists in the region, read scientists' blog posting, view photos, e-mail questions to the scientists, and even talk live with the scientists via a videoconference. Students can share what they are learning with students in other classrooms in other states who are tracking the same expedition. Students can collaborate on group projects using technology-based tools such as wikis and Google docs. The walls of the classrooms are no longer a barrier as technology enables new ways of learning, communicating, and working collaboratively.

Technology has also begun to change the roles of teachers and learners. In the traditional classroom, the teacher is the primary source of information, and the learners passively receive it. This model of the teacher as the "sage on the stage" has been in education for a long time, and it is still very much in evidence today. However, because of the access to information and educational opportunity that technology has enabled, in many classrooms today we see the teacher's role shifting to the "guide on the side" as students take more responsibility for their own learning using technology to gather relevant information. Schools and universities across the country are beginning to redesign learning spaces to enable this new model of education, foster more interaction and small group work, and use technology as an enabler.

**Q. 3 Read the following passage carefully and answer the questions that follow. (20)**

What is the relation between history, memory, and narrative? We might put these concepts into a crude map by saying that "history" is an organized and evidence-based presentation of the processes, actions, and events that have occurred for a people over an extended period of time; "memory" is the personal recollections and representations of individuals who lived through a series of events and processes; and "narratives" are the stories that ordinary people and historians weave together to make sense of the events and happenings through which a people and a person have lived. Collective memory, the idea that groups such as Welsh miners, Serbian villagers, or black Alabama farmers possess a collective representation of the past that binds them together, can be understood as a shared set of narratives and stories about the past events of the given group or community. We use narratives to make sense of things that have happened; to identify meanings and causes within this series of events; and to select the "important" events and processes out from the ordinary and inconsequential.

What is a narrative? Most generally, it is an account of how and why a situation or event came to be. A narrative is intended to provide an account of how a complex historical event unfolded and why. We want to understand the event in time. A crucial and unavoidable feature of narrative history is the fact of selectivity. The narrative historian is forced to make choices and selections at every stage: between "significant" and "insignificant", between "sideshow" and "main event", and between levels of description.

It is evident that there are often multiple truthful, unbiased, and inconsistent narratives that can be told for a single complex event. Exactly because many things happened at once, actors' motives were ambiguous, and the causal connections among events are debatable, it is possible to construct inconsistent narratives that are equally well supported by the evidence. Further, the intellectual interest that different historians bring to the happening can lead to differences in the narrative. One historian may be primarily interested in the role that different views of social justice played in the actions of the participants; another may be primarily interested in the role that social networks played; and a third may be especially interested in the role of charismatic personalities, with a consequent structuring to the narrative around the actions and speeches of the charismatic leader. Each of these may be truthful, objective, and unbiased—and inconsistent in important ways with the others. So narratives are underdetermined by the facts, and there

is no such thing as an exhaustive and comprehensive telling of the story—only various tellings that emphasize one set of themes or another.

### Questions

- Why does a historian have to be cautious in writing a narrative?
- According to this passage, how are history and memory different from each other?
- How may different historians differ from each other in recording an event?
- What may be an 'inconsistent narrative'?
- What is the role of collective memory in writing history?

**Q. 4 Correct any FIVE of the following sentences. (10)**

- Gas in Alaska is the most cheapest gas in all the world.
- When I turn forty five I would have been a teacher for a twenty years.
- We going the supermarket later?
- Studying now if you want to be succeeded in the exam.
- Had he learnt not how to type, he would be not selected for this job.
- At the end of his many songs he sang most popular.
- He did not know towards where he was going.
- Waiting there when he reaches at the gate, he will find me.

**Q. 5. A. Write the following dialogue in a paragraph form. (5)**

A-1= History and memory are different from each other. History consists of different events & happenings that take place in past. And these events are supported by some facts and evidences, which validates its existence in past time period. While, memory is personal in nature. It develops when an individual passes through different experiences and events in his life. These events and processes left some impressions and reflections in his mind which he termed it as his memory.

A-2= Historians vary from each other in recording an event or action. Each historian has different intellectual interest which makes him to differ from other historians in narrating and understanding how and why an event has occurred. Each of them may take interest in different ways of understanding an event or action. Resultantly they derive their own narrative about event which vary from other historians.

A-3= Inconsistent narrative refers to ~~that~~ narrative <sup>that</sup> develop as a result of the complexity of event. As different events and actions occur simultaneously and also are interlinked, so it

makes difficult to find a consistent narrative about any event which results in establishing inconsistent narratives that vary from person to person. Although the narrative is inconsistent but are still supported by evidences.

A-4= Collective memory plays vital role in writing history. Collective memory of various people regarding any event binds them close to each other. It helps them in getting better understanding of the actions and events that takes place in past by sharing their narratives and memory stories about that events, in this way, a better history can be written by using collective memory.

A-1= Narrative writing is a complex task which needs better know how about an event occurrence and its causes. It involves selecting and choosing events and assigning them different categories like important and unimportant event or essential or non-essential event, at different stages of narrative developing and writing. It sometimes lead to develop inconsistent narratives. That's why, historian have to be cautious in writing a narrative for developing a better and consistent narrative.

- 1) The gas of Alaska is the most cheapest gas all over the world.
- 2) When I turn forty five, I will be a teacher for twenty years.
- 3) Are we going the supermarket, later?
- 4) Study now, if you want to succeed in life.
- 5) Had he not learnt how to type, he would not be selected for this job.
- 6) He sang the most popular at the end of his songs.
- 7) He did not know, where was he going towards?
- 8) Wait here, when he will reach at the gate, he finds me.
- 9) Do you like this soup's bowl?
- 10) He is trying to end the relationship now.
- 11) Unless you count carefully, you will bound to make a mistake.