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**JKPSC  
Prosecuting Officer  
(Mains)**

**Previous Year Paper  
Qualifying English  
14 Feb 2022**



Total No. of Printed Pages-7]

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

## QUALIFYING PAPER ON ENGLISH

**Time Allotted - 3 Hours**

**Maximum Marks-300**

### INSTRUCTIONS

- i) *Attempt All questions.*
- ii) *The answer to each question or part thereof should begin on a fresh page.*
- iii) *Your answer should be precise and coherent.*
- iv) *The part/parts of the same question must be answered together and should not be interposed between answers to other questions.*
- v) *If you encounter any typographical error, please read it as it appears in the text book.*
- vi) *Candidates are, in their own interest, advised to go through the General Instructions on the back side of the title page of the Answer Script for strict adherence.*
- vii) *No continuation sheets shall be provided to any candidate under any circumstances.*
- viii) *Candidates shall put a cross (×) on blank pages of Answer Script.*
- ix) *No blank page be left in between answer to various questions.*

1. Write an essay in about 600 words on any ONE topic:

(100)

- a) Female migrant labour and social inclusion.
- b) Digital divide and social equity.
- c) Media and freedom of speech.
- d) Pandemic and domestic violence.

2. Read carefully the passage given below and write your answers to the questions that follow in clear, correct and concise language: (5×15=75)

Law is made by means of language. Law is controlled by logic. It is an admitted fact that the working of an advocate is attached to words. Words are not only the instruments of thoughts but they also control them. Advocates adopt language which makes their interpretation and construction strong. Thus, words are not object themselves but means to achieve an objective. Law by means of language establishes social control and also performs it's working. It is a universal fact that the scope for use of language in law is very wide and extensive. Language fulfils two objectives in law

- (i) First rule is that it assists in making statement relating to fact
- (ii) Second rule is that it assists and gives effect to convincing.

Interpretation of statute is done by means of legal language. However, static form of law can be seen in reports and text books while dynamic form of law can be seen in judgments, arguments and drafting. Words contain magic. Sometimes two similar words under the control of an analytical legal mind may show micro difference in their meaning and such differences in meanings may alter legal verdicts. Thus, difference in meaning of words cause different legal consequences.

Thus, language has always remained important for law. Good command over language would make law admissible and application of law would be easy. Thus, if the language used in law is clear, simple and popular it would be convenient to implement and it would accordingly achieve its purpose.

QI(PO MAIN)

(2)

Law is a technical subject and has its specific language and terminology to be called its own 'Register'. Like any other technical subject, the interpretation of law is carried out by means of specific language. The scope and extent of legal language is extensive because legal language deals with the common man. Administration of law or judgment of court affects the common man. However, the problem with legal language is that a common man may not always understand the technicalities of the context. Similarly, due to ambiguity in the human language, the legal language too has its own problems of interpretation. Problems in interpretation may also arise due to change in meaning of words from time to time. For example, the word 'asylum' was originally used as a place for shelter but with the passage of time it has now come to denote a place for the psychologically unwell. Problems also arise due to regional or limited meaning of words.

Measures have been taken to remove these specific problems from legal language. For example, in contracts and deeds the use of performative language would be able to provide more clarity of expression. Instead of using verbose, idiomatic language or traditional old words, it is necessary to use simple language for effective communication. Chairro & Chairro in his psycho-linguistic study emphasized on the use of easily perceivable and simple legal language. Jimmy Carter, the former President of U.S.A was also of the view that to bring reform in executive machinery, it is necessary to use simple English language in the federal orders and governmental orders, so that it could be understood easily by those for whom its implementation is desired.

The problem in Indian legal language lies in the fact that we have failed to adopt a single language to be the Indian legal language. Because legal language of India is based on Anglo legal system, many Latin words are still in usage which are often difficult to decipher. Moreover, the makers of our Constitution gave more emphasis on political structure instead of ascertaining the meaning of various legal terms which is the fundamental law in any country.

Thus, it is suggested that we have to put continuous efforts towards simplification of the Constitutional language with the ultimate aim of thorough revision and simplification of the legal language in India.

- a) How important is language in the study and practice of law?
- b) What is the scope of legal language?
- c) What are the problems in legal language in general?
- d) Comment on the special problems of legal language in India.
- e) How can we solve the problems in legal language?

3. Make a precis of the following passage in about one-third of its length. Do not give a title to it. The precis should be written in your own language. (75)

Education means considerably more than just teaching a student to read, write, and manipulate numbers. Computers, the Internet, and advanced electronic devices are becoming essential in everyday life and have changed the way information is gathered. How this new technology is utilized in the curriculum and managed by teachers will have an important role to play in widening the resource and knowledge base for all students. Technology affects the way teachers teach and students learn. To make the best use of information technology (IT), schools need a workable plan to fully integrate it into all aspects of the curriculum so students are taught how, why, and when to use technology to further enhance their learning. If a school does not have a clear plan of how and why it wishes to implement IT, then it runs the risk of wasting money. In schools today, nearly all classrooms have access to a computer. However, many schools mistake this as incorporating information technology into the curriculum. School staff need to research what IT is available and what would best serve the school's purpose, not simply purchase the latest equipment. There should be a policy stating how IT is going to assist pupils' development and what teachers want pupils to achieve. Staff members need to be clear about what they want IT to do for them before they can start incorporating it into their lessons. The only way information technology is going to be useful to schools is if all staff members are well-informed and fully supported. It is the principal's responsibility, and should be part of the school's plan, to ensure that all staff are consulted about the changes, and that the change is carefully organized. Some teachers may be resistant, especially if they have not had much experience with computers, so training teachers is essential in implementing IT into the school curriculum. Staff members must feel involved in the process of acquiring technology, and in learning how to operate it, in order for them to increase their confidence in using IT as a curriculum tool. Teachers are only going to be able to incorporate IT into their lessons if they are competent users themselves.

In addition, teachers need to be aware that IT within the classroom is extremely flexible, but that they need to plan what purpose IT serves in each lesson. The skills a child learns are the important part of any lesson, and it is the same with technology. IT needs to be used and understood in all subjects in the same way as the ability to read is necessary for all subjects, and "must be used across the curriculum, in the same way that a pen and pencil are used in most subject areas". The best way to plan the use of IT in the classroom is to approach it as simply a learning tool that is more advanced (and more exciting) than the traditional pen and paper. It is vitally important for students to be taught the strategies for using IT. Children also need to be fully informed about the capabilities of IT before being asked to use it. Pupils should be aware that the contexts in which they use IT will change, and they need to know what the appropriate use of IT is and what is not. Whilst it is important that children learn to use IT effectively, teachers must emphasize that IT is not always suitable. According to Apter (1968),



the danger is that the “computer dehumanizes people and inevitably leads them to act like machines themselves”. Teachers must make sure they plan to use variety in their lessons. Too much IT instruction may be just as harmful to a child as not enough. The usefulness of IT in the classroom, as with any learning tool, depends on the innovation and imagination of the teacher. It is imperative, though, that the implementation of IT into a school is carefully planned. The current information explosion makes it essential that IT be used extensively within the classroom so children know how to use IT appropriately and effectively.

Teachers must, therefore, be fully informed about what kinds of IT are available and whether or not they are appropriate for classroom use. School boards and teachers must therefore ensure that all staff have a clear plan about what they want their students to achieve through IT. The appropriate incorporation of IT into the classroom will broaden the minds and skills of students, allowing them to be better prepared for further technological advances.

(754 words)

4. a) Rewrite the following sentences after making necessary corrections. Do not make unnecessary changes in the original sentence. (10×1=10)
- i) He went to work despite of his illness.
  - ii) I would rather to work from home than come to the office.
  - iii) I have lived in Canada since 10 months.
  - iv) Your luggages are so heavy.
  - v) Mother bought two loafs of bread.
  - vi) The engineer installed five softwares in the laptop.
  - vii) Wages of sins are death.
  - viii) The child has a strong fever.
  - ix) Each town has there own water supply.
  - x) Myself and Gopal will take care of the function on Sunday.
- b) Supply the missing words: (5×1=5)
- i) You could keep the books \_\_\_\_\_ the table.
  - ii) He dipped the brush \_\_\_\_\_ the paint.
  - iii) He fell \_\_\_\_\_ the ladder and broke his leg.
  - iv) London is \_\_\_\_\_ the river Thames.
  - v) The bull came charging \_\_\_\_\_ her.
- c) Use the correct forms of the verbs given in brackets: (5×1=5)
- i) He \_\_\_\_\_ a prize for reading correctly. (gain)
  - ii) Have you \_\_\_\_\_ my instructions? (carry out)
  - iii) They \_\_\_\_\_ for their friends to come up. (wait)
  - iv) The trunk was so heavy that two men \_\_\_\_\_ it in the car. (place)
  - v) He had his shop \_\_\_\_\_ before the rainy season set in. (repair)

d) Write the antonyms of the following:

(5×1=5)

- i) Benevolent
- ii) Optimistic
- iii) Segregate
- iv) Gregarious
- v) Despair

5. a) Rewrite each of the following sentences as directed without changing the meaning:

(10×1=10)

- i) Ram is the tallest boy of the class. [Change into Positive degree]
- ii) Hamlet loved Ophelia. [Make it Negative]
- iii) The soldier was too weak to walk. [Change into a Complex sentence]
- iv) What though the field be lost/ [Make it Assertive]
- v) None but the hard workers deserve success. [Begin: The hard-workers. . .]
- vi) Everybody admired Mother Teresa. [Use: admiration]
- vii) We cannot depend on Sanju. [End: . . . upon]
- viii) His conduct displeased his mother. [Change into Passive Voice]
- ix) Kiran said, "Depend upon it, I shall return in time." [Change into Indirect Speech]
- x) He sold the ring which belonged to his brother. [Make it a Simple sentence]

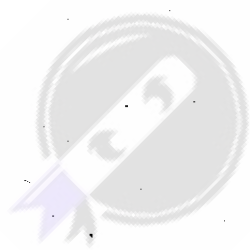
b) Use the following words to make sentences that bring out their meaning clearly. Do not change the form of the words. (No marks will be given for vague and ambiguous sentences)

(5×1=5)

- i) Illegible
- ii) Acquiesce
- iii) Alleviate
- iv) Complacent
- v) Misanthropist



- c) Choose the appropriate word to fill in the blanks: (5×1=5)
- i) We received some good \_\_\_\_\_ (advice/advise)
  - ii) Diarrhoea is a more widespread problem, \_\_\_\_\_ at least two-fifths of all international travellers. (inflicting/afflicting)
  - iii) She had \_\_\_\_\_ him four children. (born/ borne)
  - iv) The college placement is \_\_\_\_\_ on his results. (dependent/dependant)
  - v) When the children get back from an outing, tired, \_\_\_\_\_ and hungry, it is essential to remove them to a safe place while you cook lunch. (fractious/factionous)
- 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) At loggerheads
  - ii) Once in a blue moon
  - iii) Red tape
  - iv) Wild goose chase
  - v) Swan-song
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