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རྒྱལ་གཞུང་གི་གཞི་གཞུག་ལྷན་ཚོགས།



**ROYAL GOVERNMENT OF BHUTAN**  
**ROYAL CIVIL SERVICE COMMISSION**

**BCSE-B.ED GRADUATES EXAMINATION 2014**

**PAPER I : ENGLISH for B.ED GENERAL GRADUATES**

**(JANUARY 5, 2015)**



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BCSE-B.ED GRADUATES EXAMINATION 2014**

**PAPER I: ENGLISH FOR B.ED GENERAL GRADUATES**

**Date** : January 5, 2015  
**Total Marks** : 100  
**Examination Time** : 3 hours  
**Reading Time** : 15 minutes (prior to examination time)

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**READ THE FOLLOWING INSTRUCTIONS CAREFULLY:**

1. Write your Registration Number clearly in the space provided in the Answer Booklet.
2. The first 15 minutes are to check the number of pages, printing errors, clarify doubts and to read the instructions in the Question Paper. You are NOT permitted to write during this time.
3. This paper comprises of four distinct Sections:  
Section A: To assess comprehension skills.  
Section B: To assess writing skills.  
Section C: To assess language and grammar skills.  
Section D: To assess précis writing skills.  
All Sections are compulsory.
4. All answers should be written with correct numbering of Section and Question Number in the Answer Booklet provided to you. Note that any answer written without indicating any or correct Section and Question Number will NOT be evaluated and no marks would be awarded.
5. Begin each Section in a fresh page of the Answer Booklet.
6. You are not permitted to tear off any sheet(s) of the Answer Booklet as well as the Question Paper.
7. Use of any other paper including paper for rough work is not permitted.
8. You are required to hand over the Answer Booklet to the Invigilator before leaving the examination hall.
9. This Question Paper comprises of 11 pages including this Instruction page.

## Section A: Comprehension

*Direction: Read the STORY given below carefully and answer the questions that follow according to the directions given. Use your own words in your answers as far as possible.*

[35 marks]

### *“City Girl”*

I am a city girl at heart. I’ve never milked a cow – never wanted to.

I was shocked when I attended my first “pig pickin” after my husband and I moved to North Carolina from Boston. I had to avert my eyes from the huge pig, skin and head still on, splayed open across an oil drum that had been sawed in half lengthwise and fitted with hinges so it opened and closed. This, I later learned, was called a “pig cooker.” Part of the pig’s insides were chopped up in a pan beside it and referred to as “barbecue.” Seeing all of this did not improve my appetite.

“Y’all in thuh country now, gul,” the host told me happily, apparently thrilled to be the one to indoctrinate me into country living.

When, at 8 months pregnant, I volunteered to chaperone my son’s strawberry picking field trip, the other mothers looked at me strangely. I thought strawberries grew on tall bushes, not low to the ground. All that squatting sent me into early labour.

You should keep these incidents in mind in order to understand my attitude when I heard a “huge hurricane” was headed toward our town. I thought back to the snowstorms forecast during my days growing up in Philadelphia. The “20 inches” predicted by the weatherman never seemed to materialize.

The local newspaper ran a long checklist of things townspeople should get to prepare for the hurricane. My neighbour, Wayne, aware that I was new to town, made a point of giving me a copy of the list. I took a cursory glance and thought nothing more of it.

While my neighbours were running around taping their windows, buying fresh batteries, and prepping their generators, I was, quite literally, sitting in my glass house playing with the kids on the floor.

The rains started at 2 o’clock in the afternoon. To my amazement, this was exactly what the weatherman had predicted. These were no ordinary rains, either. From my glass living room, I could no longer see the front lawn or the trees. The rain was as thick as a woollen curtain. By

nightfall, my husband's car had begun to float out of the driveway. The water started insidiously creeping up our front steps, overturning potted plants and benches in its wake.

"This is unbelievable!" I yelled. I reached for the phone to dial Wayne. He had been born and raised in these parts; surely he would know what to do. "Wayne," I said worriedly into the receiver. "The water is coming up our front steps. It's almost to our door!"

"Ours, too," he said, quite calmly, I thought, given the circumstances.

"What should I do?"

"Put out your sandbags. It will keep the water out as long as it doesn't get too high."

"Sandbags?"

"You didn't get any?" he asked in disbelief. "They were on the list."

No, I didn't.

**Question 1**

**[1 x 15 = 15 marks]**

**For each of the following questions, choose the correct answer and write down the letter of the correct answer chosen in the Answer Sheet against the question number. E.g. 6 (c).**

1) What other title might fit this passage best?

- A. "An Urban Attitude"
- B. "Learning about Hurricanes"
- C. "Picking Strawberries"
- D. "Snow Storms that Don't Come"

2) What seems to be the author's main purpose in the first four paragraphs of this passage?

- A. to let the reader know that the narrator went into early labour
- B. to let the reader know that the narrator does not like barbecue
- C. to let the reader know that the narrator is unfamiliar with country life
- D. to let the reader know that the narrator wants to move back to Boston

3) "I had to avert my eyes from the huge pig, skin and head still on, splayed open across half of an oil drum that had been sawed in half lengthwise."

Which of the following is the best way to rewrite the above sentence while keeping its original meaning as used in the story?

A. I had to open my eyes to the huge pig, skin and head on, splayed open across an oil drum that had been sawed in half lengthwise."

B. I had to direct my eyes towards the huge pig, skin and head on, splayed open across an oil drum that had been sawed in half lengthwise.

C. I had to turn my eyes away from the huge pig, skin and head on, splayed open across an oil drum that had been sawed in half lengthwise.

D. I had to fix my eyes upon the huge pig, skin and head on, splayed open across an oil drum that had been sawed in half lengthwise.

4) As used in the story, which is the best definition for materialize?

A. to be false

B. to increase in size

C. to become actual or real

D. to be concerned with consumer goods.

5) Which literary term best applies to the following quote: "Y'all in thuh country now, gul."

A. yarn, meaning an improbable tale

B. trait, characterized as a habit or tendency in one's personality

C. caprice, characterized as expressing fanciful or odd notions

D. vernacular, meaning the native language of people in a particular geographical area

- 6) Which best describes the narrator's attitude in this passage?
- A. disdainful of rural life
  - B. unaware of country ways
  - C. anxious to get back to Boston
  - D. wishful for her children to grow up in the city
- 7) As used in the middle of the story, which is the best antonym for cursory?
- A. angry and wilful
  - B. fast and intelligent
  - C. slow and deliberate
  - D. slow and superficial
- 8) What does it mean to literally do something?
- A. to think about doing something
  - B. to do something exactly as said
  - C. to do something and regret it later
  - D. to do something with a bad attitude
- 9) What message does the author convey by having the narrator wait out the storm in a glass room?
- A. It signifies how vulnerable she is.
  - B. It signifies the narrator's non-traditional tastes.
  - C. It lets the reader know that she has not taped up her windows.
  - D. It lets the reader know she can see everything that's going on.

10) Which best describes the use of woollen curtain in this passage?

- A. simile, meaning the direct comparison of two different things using “like” or “as.”
- B. comic relief, meaning it offers humour in a tense situation.
- C. personification, meaning something described as if it were human.
- D. satire, meaning it ridicules the weakness of an institution.

11) If the story were to continue, what might reasonably happen next?

- I. Water might get into the house.
  - II. The narrator might flee to Wayne’s house for safety.
  - III. The narrator might drive back to the store to get sandbags.
- A. I only
  - B. I and II
  - C. II and III
  - D. I, II, and III

12) Which lesson does the narrator most likely learn during the hurricane?

- A. The early bird catches the worm.
- B. Marry in haste and repent at leisure.
- C. An ounce of prevention is worth a pound of cure.
- D. Actions speak louder than words.

13) How might the narrator have been better able to deal with her immediate problem?

- A. She could have taped her windows.
- B. She could have replaced the old batteries in her appliances.



C. She could have prepped her generator.

D. She could have purchased the items from the hurricane list.

14. The water started insidiously creeping up our front steps, overturning potted plants and benches in its wake.

As used in the passage which of the following explanations best gives the meaning of the underlined word?

A. Creeping into the house slowly

B. Causing harm gradually

C. Causing a lot of water to flow

D. Slowly overturning things

15. "Ours, too," he said, quite calmly, I thought, given the circumstances.

The underlined words as used in the passage refers to:

A. The condition of her mind

B. The state of the speaker

C. The condition of her house

D. The seriousness of the situation

**Question 2**

**[20 marks]**

**Read the following questions carefully and answer them briefly. Use your own words as far as possible.**

1. Which do you like better, the country or the city? Why? (3)

2. What is the immediate problem of the narrator? How could she have prevented this problem? (2+3)

3. Describe some aspects of country life as seen by the narrator. (3)

4. What are the incidents in the passage that indicate the narrator's unfamiliarity with the country life? (4)
  5. If you were Wayne receiving the phone call from the narrator what would your reply be? (3)
  6. If you were the narrator, what would you have done differently? (2)
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### Section B (Writing)

**Given below are three questions. Write an essay in about 800 words in response to any one of the questions. [30 marks]**

The essay will be assessed using the following criteria

- *Thought and content development: 10 marks*
- *Communicative competence and vocabulary: 10 marks*
- *Grammatical accuracy and variety: 10 marks*

1. Many of the responses to student problems in schools today are based on outdated assumptions about discipline. Do you agree? Why and why not?
2. We hear many stories about teachers getting into unethical relationships with students. What could be the causes and what would be your prevention strategies?
3. It is believed that there are ONLY TWO causes of youth suicide cases. Parents' inappropriate guidance and the school's inappropriate youth programmes within the schools. What are your own observations about youth suicides?

**Section C: (Grammar and Language)**

Read the directions to the following questions carefully and answer them. [15 marks]

**Question 1** [1x5=5 marks]

*For each of the following questions, choose the correct answer and write down the letter of the correct answer chosen in the Answer Sheet against the question number. E.g. 6(c)*

1. It can be really dangerous when children play \_\_\_\_\_ the street.
  - a) on
  - b) in
  - c) at
  - d) up
  
2. His parents don't \_\_\_\_\_ what he does, but they can't stop him.
  - a) Accuse of
  - b) Regret of
  - c) Approve of
  - d) Realize of
  
3. Dorji is away on holiday. He \_\_\_\_\_ to Nepal.
  - a) is gone
  - b) is been
  - c) has been
  - d) has gone
  
4. Dema doesn't enjoy her work. She is \_\_\_\_\_ because she does the same thing everyday.
  - a) Feeling boring
  - b) has felt boring
  - c) bored
  - d) felt bored

5. I prefer tea \_\_\_\_\_ coffee.

- a) than
- b) to
- c) against
- d) over

**Question 2**

**[5 marks]**

**Choose the correct phrasal verb given in the bracket to complete the sentence:**

1. Mother has a headache. We (are to, ought to) be quiet.
2. The music is too loud. Please (turn it, put it) down.
3. Once he has signed the agreement, he won't be able to back( out of, up of) the scheme,
4. She goes (in for, up for) yoga and spends half an hour every day standing on her head.
5. Unfortunately he was (grown up, brought up) to believe that money was the only thing that mattered.

**Question 3**

**[5 marks]**

**Construct a sentence using each word in its exact grammatical form given. You should have five different sentences.**

- i. Kill (noun form)
- ii. Contract (in the verb form)
- iii. beauty (in the adjective form)
- iv. friendly (in the noun form)
- v. match (in the verb form)

**Section D: (Précis Writing)**

**Given below is an extract of approximately 375 words. Read the extract carefully and write a summary in not more than 100 words, keeping in mind the following:**

**[20 Marks]**

- *Your summary should be written in one paragraph.*
- *Your summary should include the main points.*
- *Your summary must not exceed 100 words or one third of the length of the extract.*
- *Your summary should include a short title.*

The work which Gandhiji had taken up was not only the achievement of political freedom but also the establishment of a social order based on truth and non-violence, unity and peace, equality and universal brotherhood and maximum freedom for all. The unfinished part of his experiment was perhaps even more difficult to achieve than the achievement of political freedom. In the political struggle the fight was against a foreign power and all one could do, was either join it or wish it success and give it their moral support. In establishing a social order of the pattern there was a likely possibility of a conflict arising between groups and classes of our own people. Experience shows that man values his possessions even more than his life because in the former he sees the means for perpetuation and survival of his descendants even after his body is reduced to ashes. A new order cannot be established without changing the mind and attitude of men, for at some stage or the other, the 'haves' have to yield place to the 'have-nots' to achieve a kind of egalitarian society.

The root cause of class conflict is possessiveness or the acquisitive instinct. So long as the ideal that is to be achieved is one of securing maximum material satisfaction, possessiveness is neither suppressed nor eliminated but grows on what it feeds.

If egalitarianism is to endure, it has to be based not on the possession of the maximum material goods by a few or by all but on voluntary enlightened renunciation of those goods, which cannot be shared by others or can be enjoyed only at the expense of others. This calls for substitution of spiritual values for purely material ones. Mahatma Gandhi has shown us how the acquisitive instinct inherent in man could be transmuted by the idea of trusteeship by those who 'have' for the benefit of all those who 'have not', so that instead of leading to exploitation and conflict - it would become a means and incentive for the amelioration and progress of society respectively.