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རྒྱལ་གཞུང་གི་གཞི་གཞི་ལྷན་ཚོགས།



ROYAL GOVERNMENT OF BHUTAN
ROYAL CIVIL SERVICE COMMISSION

BCSE-B.ED GRADUATES EXAMINATION 2013

PAPER I: ENGLISH for B.ED DZONGKHA GRADUATES

(JANUARY 14, 2014)

**ROYAL CIVIL SERVICE COMMISSION
BCSE-B.ED GRADUATES EXAMINATION 2013**

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Date : 14 January 2014
Total Marks : 100
Examination Time : 3 hours
Reading Time : 15 minutes (prior to examination time)

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 writing skills.
Section B: To assess comprehension 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 10 pages including this Instruction page.

Section A: 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: 15 marks*
- *Communicative competence and vocabulary: 10 marks*
- *Grammatical accuracy and variety: 5 marks*

1. Schools should focus on teaching students problem solving and decision making to prepare them for life after school. To what extent do you agree or disagree with this statement?
2. What are some of the reasons why the reading habits (in both Dzongkha and English) of most Bhutanese children are poor? Give some suggestions on how this situation could be improved.
3. Many teachers have been awarded medals for excellence in teaching and sincere service. Do you think these awards are justified? State your own responses for and against.

Section B: Comprehension

Direction: Read the excerpt 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]

Letter from Bhutan by Jamie Zeppa (from CBC Morningside, Winter 1997)

It is the end of the month and I am going to the bank with a big fat novel and my paycheck, along with everyone else in Thimphu. My visit will take - if I am lucky - one hour. Two, if I have a meeting in an hour or a headache.

Inside, it's always the same: in the large, gloomy, main room, people will be pressed against a u-shaped counter waving cheques and bankbooks and slips of paper. The concept of a queue *has yet to take hold (1)* - you have to fold yourself into the crowd and hold your place bodily, with strategic turns and defensive blocks. The tellers on this side of the bank sit behind old-fashioned glass windows with slits at the bottom. Across the room, on the other side, the tellers sit in wire cages, counting out money. Here, it is even more hectic. Optimistic customers push against the counter, craning and straining around each other, waiting for their numbers to be called. The more experienced of us sit *glumly (2)* on benches. We don't know exactly what goes on behind the counters and in the backrooms, but the sight of clerks toiling over stacks of huge, dusty, *Dickensian (3)* ledgers tells us we're going to be here for a while. All transactions are recorded manually, and must be checked, cross-checked, verified and initialed by a number of different people. I will sit and read my novel, taking care not to drop my token onto the floor where it will surely disappear into the large cracks between the wooden boards. In 45 minutes, I will start to listen for my number.

A few months ago, the bank installed electronic sign boards to display the token numbers. Each change of number was preceded by a little electronic tune. One board played Fur Elise, the other Jingle Bells, both *at tempos right off the metronome (4)*. Fortunately, the sign boards broke down, but not before Jingle Bells lost all association with Christmas and became permanently linked in my head with payday.

Today, however, when I walk into the bank, I don't know for a moment where I am. The old-fashioned windows and wire cages are gone and the counter has been covered with sleek white laminated wood trimmed with blue. The floor is a cool expanse of blue and white checks. There are several computers on desks and potted palms in the corners. Does this mean my dream of a Bank of Bhutan Cash Card will soon come true? Perhaps not - the computers are still wrapped in plastic, and clerks are still hauling ledgers around. It is business as usual today. I have to sign my cheque and slide it in through the little hole to the teller. I am then given a little brass token and told to wait "that side." After countless visits to the bank, I know exactly where "that side" is, but I sympathize with tourist at the next wicket who is hopping nervously from foot to foot, waiting for more explicit instructions. I direct him to a bench on "that side" and point out the teller who deals with foreign exchange.

After 15 minutes, the tourist sits down beside me, huffing and puffing in exasperation (5).

"What is taking so long?" he asks. This, of course, is exactly what I am thinking. It's what I think every time I come to the bank: what is taking so long? where is my money? *why is everyone cutting in front of me?(6)* where is that teller? why is he standing over there on the other side of the bank doing nothing? do they have to mint the money first? what kind of a bank is this, anyway? But hearing my own complaint voiced has a peculiar effect on me: *if there were a high horse anywhere in sight, I'd certainly be on it.* Look here, I want to tell him: Bhutan didn't even have money until the 1960's. Thirty years ago, this was a barter economy. You'd be in here trading a bag of salt for some yak cheese and a sack of oranges. Look how far things have progressed in thirty years - look at those computers! Never mind that they aren't plugged in - look at them! Besides, it's the end of the month, it's payday, I want to tell him, but his number has just been called. So I continue to lecture myself. Don't be so impatient, you hypocrite, I tell myself. Everyone is trying their best.

It's sad that after so long, I still need these reminders. In Bhutan, time is valued differently. There's more of it, so it's less precious. Perhaps it has something to do with the primary tenet of Buddhism, which says that everything is impermanent. Rushing around the way we do in our daily lives, Buddhism says, is like cleaning your house in a dream. *You may get a lot done, but in the end, what does it matter?(7)* Eventually, the teller will call out my number and I will get my money, but in the meantime, why don't I just sit here "nicely" as the Bhutanese say, and read my novel, instead of trying to *give myself a stroke(8)?*

Question 1

[1x15 = 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 Booklet against the question number. E.g. 16 (c).

1. At the bank the writer expects to
 - a) Meet a tourist
 - b) Meet many other friends
 - c) Wait for a long time for her turn
 - d) Wait for just half an hour

2. The bank customers are mostly
 - a) Waiting patiently in a line
 - b) Crowding at the counters
 - c) Fighting with each other
 - d) Gossiping in different corners

3. According to the passage, the customers had to wait long mainly because
 - a) The banking system was not yet computerized.
 - b) The bank staff was just chatting instead of catering to the customers.

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- c) The customers were unruly and refused to form a line.
d) The customers paid no attention to their token number being called.
4. The writer could have *given herself a stroke (8)* if she
- kept on observing the people
 - kept on helping others with their bank work
 - kept on complaining and getting frustrated
 - kept on listening for her number to be called
5. An important message the writer imparts in the passage is
- How the bank in Thimphu works
 - How the customers are treated by the bank staff
 - The art of patience
 - The futility of rushing through daily life
6. The above passage ends on a note of:
- Introspection
 - Frustration
 - Indifference
 - Anger
7. The passage above would be best described as
- Persuasive
 - Rhetoric
 - Descriptive
 - Narrative
8. The concept of a queue *has yet to take hold (1)* where the writer means
- People don't know what a queue means.
 - The practice of standing in a queue is still not followed.
 - The practice of standing in a queue is well observed.
 - People hold each other to balance themselves in the crowd.
9. The word *glumly (2)* is
- a noun
 - an adverb
 - an adjective
 - a verb
10. The closest meaning to *Dickensian (3)* in the passage would be
- thick
 - heavy

- c) worn- out
d) stylish
11. The electric signboard tune playing *at tempos right off the metronome (4)* suggests
- The tune was energetic
 - The tune was melodious
 - The tune was off-key
 - The tune was irritating
12. The writer puts the words "that side" within inverted commas because
- The bank staff does not know the area
 - The instruction is vague with no particular direction
 - The bank staff is pointing to the area
 - It is the name of the designated area
13. *After 15 minutes, the tourist sits down beside me, huffing and puffing in exasperation (5).*
The tourist is feeling
- Breathless
 - Frustrated
 - Confused
 - Tired
14. *Why is everyone cutting in front of me? (6)* This supports an observation earlier made in the passage, which is
- People always crowd at the counters
 - People don't follow the rules of queuing
 - People are pushing each other
 - People are trying to see what the tellers are doing
15. *You may get a lot done, but in the end, what does it matter? (7)* Here *in the end* implies to
- Completion of a task
 - End of a phase in life
 - Death
 - Impermanence of life on earth

Question 2

[20 marks]

Read the following questions carefully and answer.

- (i) In the third paragraph, which particular signpost/ word indicates that the writer is happy that the sign board tunes have stopped working? (1 mark)
- (ii) *if there were a high horse anywhere in sight, I'd certainly be on it.* (second last paragraph)
Explain what the writer means by this? (3 marks)
- (iii) What context clue does the writer give the reader to understand what the barter system is? (2 marks)
- (iv) On this particular visit, what does the writer find different and yet the same about the bank? (6 marks)
- (v) In your opinion, why and how is time valued differently in Bhutan? (8 marks)

Section C: (Language and Grammar)

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 Booklet against the question number. E.g. 6(c)

1. The healing properties of hot springs have _____ for years.
 - a) known
 - b) been known
 - c) was known
 - d) knew

2. _____ illiterate, the villagers have to rely on the oral translation of official documents.
 - a) Having been
 - b) As being
 - c) Since being
 - d) Being

3. _____ was debated, the more people became involved.
 - a) The longer issue
 - b) The long issue
 - c) The longer the issue
 - d) The longest the issue

4. By far _____ of Bhutan is rice.
 - a) it is the most important food
 - b) the most important food
 - c) the most important food is
 - d) that is the most important food

5. _____ part of teaching is marking exam papers.
 - a) A most tedious
 - b) The most tedious
 - c) Tedious
 - d) Very tedious

Question 2

(1x5 = 5 Marks)

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

1. Please (turn out, turn off) the tap after washing your clothes.
2. Kezang was (put off, put away) by his friend's rude remarks.
3. I was not (cut in, cut out) for a job like that.
4. She was (won up, won over) by his impeccable manners.
5. The loan interest kept (mounting up, mounting on) so I decided to sell my car to pay back my loan.

Question 3

(1x5 = 5 Marks)

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

- i. Better (in the verb form)
- ii. Contact (in the verb form)
- iii. Discipline (in the verb form)
- iv. Practice (in the noun form)
- v. Sink (in the noun form)

Section D (Précis writing)

Given below is an extract of approximately 470 words. Read the extract carefully and write a summary in not more than 150 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 150 words or one third of the length of the extract.*

I can still remember the day I left home for the university. I had packed and repacked a hundred times the night before. Mother had bought me a new flask and a bottle of Tiger Balm. For headaches, she said. She really thought of everything.

My boyfriend came to send me off at the train station. A neighbor had kindly volunteered to bring me to the station in her car. I felt like an adult for the first time in my life. I was going to embark on a journey, both physical as well as mental. I was afraid but I kept telling myself that this was the dream I'd had all my life and it was coming true. I could see the sadness in my boyfriend's eyes but somehow, I did not feel affected. I was anxious to get over the goodbyes that I had rehearsed for so many nights. When it finally came, I felt strangely relieved. It was a year later that I discovered that the parting was also the beginning of the end of our relationship.

On the train, I quickly settled down. Halfway through the journey, I made friends with an elderly man who was also on his way to Kuala Lumpur. He asked about my destination and he told me he was a teacher. Then the train was delayed for three hours. It felt like eternity. I kept worrying about my brother who was waiting to pick me up. What if he gave up and decided to go home? What was I to do? A thousand worries raced through my mind. My friend in the train made me feel uncomfortable as I was unable to concentrate on his attempts to engage in an intelligent conversation. I wanted to shout 'hooray' when the train started off and continued its journey. The night seemed so cool and exciting again.

When we reached Kuala Lumpur, my teacher friend helped me with my luggage. I was really grateful to him as I would not have been able to manage it alone. The train was hurrying, on its journey again. I felt so small and alone in the city. We parted and my heart leapt when I spotted my brother. I could have run over and hugged him but we never did that. In fact, I hardly knew him. We managed to exchange a few words instead. I was so tired that I slept like a baby on the way to his house. When I awoke, I found myself in the midst of a party. I had forgotten that it was my brother's birthday. Poor thing, he must have cursed while waiting for me.

I could not sleep that night. I was too excited and apprehensive. I did not really know what to expect. When I finally slept, it was already 5 a.m.