

**ROYAL CIVIL SERVICE COMMISSION
BCSE-B.ED GRADUATES EXAMINATION 2015**

PAPER I: ENGLISH FOR B.ED GENERAL GRADUATES

Date : January 11, 2016
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 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 09 pages including this Instruction page.

Section A: Writing

Given below are three topics. Write an essay in about 1000 words in response to any **one** of the questions. **(30 marks)**

1. What is plagiarism? Make sure to define it and explain what the consequences should be if a student is caught cheating.
2. Abraham Lincoln said, "I do not think much of a man who is not wiser today than he was yesterday."
Lifelong learning hinges on the premise that learning does not stop when school stops. As young teacher graduates it is important to make a commitment to learn something new everyday, you may not enjoy what you discover but you may be able to apply that knowledge.
How does this apply to your own learning philosophy?
3. Education is recognized as vital to the development of any country yet discussions around the world center on how school/university education does not cater to the social and economic needs of society? Discuss.

Section B: Comprehension

Direction: Read the extract from Malcolm Gladwell's The Tipping Point- How Little Things Can Make A Big Difference and answer the questions that follow according to the directions given below.

On the afternoon of April 18, 1775, a young boy who worked at a *livery stable* in Boston overheard one British army officer say to another something about "hell to pay tomorrow." The stable boy ran with the news to Boston's North End, to the home of a silversmith named Paul Revere. Revere listened gravely; this was not the first rumor to come his way that day. Earlier, he had been told of an unusual number of British officers gathered on Boston's Long Wharf, talking in low tones. British crewmen had been spotted scurrying about in the boats tethered beneath the *HMS Somerset* and the *HMS Hoyne* in Boston Harbor. Several other sailors were seen on shore

that morning, running what appeared to be last-minute errands. As the afternoon wore on, Revere and his close friend Joseph Warren became more and more convinced that the British were about to make the major move that had long been rumored — to march to the town of Lexington, northwest of Boston, to arrest the colonial leaders John Hancock and Samuel Adams, and then on to the town of Concord to seize the stores of guns and ammunition that some of the local colonial militia had stored there.

What happened next has become part of historical legend, a tale told to every American schoolchild. At ten o'clock that night, Warren and Revere met. They decided they had to warn the communities surrounding Boston that the British were on their way, so that local militia could be roused to meet them. Revere was spirited across Boston Harbor to the ferry landing at Charlestown. He jumped on a horse and began his "midnight ride" to Lexington. In two hours, he covered thirteen miles. In every town he passed through along the way — Charlestown, Medford, North Cambridge, Menotomy — he knocked on doors and spread the word, telling local colonial leaders of the oncoming British, and telling them to spread the word to others. Church bells started ringing. Drums started beating. The news spread like a virus, as those informed by Paul Revere sent out riders of their own, until alarms were going off throughout the entire region. The word was in Lincoln, Massachusetts, by one A.M., in Sudbury by three, in Andover, forty miles northwest of Boston, by five A.M., and by nine in the morning had reached as far west as Ashby, near Worcester. When the British finally began their march toward Lexington on the morning of the nineteenth, their *foray* into the countryside was met — to their utter astonishment—with organized and fierce resistance. In Concord that day, the British were confronted and soundly beaten by the colonial militia, and from that exchange came the war known as the American Revolution

Paul Revere's ride is perhaps the most famous historical example of a word-of-mouth epidemic. A piece of extraordinary news traveled a long distance in a very short time, mobilizing an entire region to arms. Not all word-of-mouth epidemics are this sensational, of course. But it is safe to say that word of mouth is — even in this age of mass communications and multimillion-dollar advertising campaigns — still the most important form of human communication. Think, for a moment, about the last expensive restaurant you went to, the last expensive piece of clothing you bought, and the last movie you saw. In how many of those cases was your decision about where to

spend your money heavily influenced by the recommendation of a friend? There are plenty of advertising executives who think that precisely because of the sheer ubiquity of marketing efforts these days, word-of-mouth appeals have become the only kind of persuasion that most of us respond to anymore.

But for all that, word of mouth remains very mysterious. People pass on all kinds of information to each other all the time. But it's only in the rare instance that such an exchange ignites a word-of-mouth epidemic. There is a small restaurant in my neighborhood that I love and that I've been telling my friends about for six months. But it's still half empty. My endorsement clearly isn't enough to start a word-of-mouth epidemic, yet there are restaurants that to my mind aren't any better than the one in my neighborhood that open and within a matter of weeks are turning customers away. Why is it that some ideas and trends and messages "tip" and others don't?

Question 1

(1x5 = 5 marks)

For each of the following question, choose the correct answer and number it. E.g. 6 (c)

1. A livery stable is a place where
 - a. uniforms are kept
 - b. owners pay to keep their horses
 - c. people keep their horses
 - d. war horses are trained

2. HMS Somerset and the HMS Hoyne are examples of
 - a. boats
 - b. submarines
 - c. galleons
 - d. ships

3. *He knocked on doors and spread the word, telling local colonial leaders of the oncoming British, and telling them to spread the word to others.* This is an example of
- word of mouth communication
 - communication
 - gossip
 - recommendation
4. *Revere was spirited across Boston Harbor to the ferry landing at Charlestown.* Choose the most likely synonym for the word *spirited*.
- rowed slowly
 - taken away quietly
 - rowed quickly
 - moved quickly
5. Choose the most apt antonym for the word *foray*
- pillage
 - away
 - abstention
 - entry

Question 2

(30 marks)

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

1. A young boy who worked at a livery stable in Boston overheard one British army officer say to another something about "hell to pay tomorrow." What do you think the quoted phrase means? **(3 marks)**
2. Explain what Revere did at night to mobilise the entire region to arms. **(4 marks)**
3. What did Revere's midnight run and subsequent events result in? **(3 marks)**

4. Explain in your own words what a word of mouth epidemic is. **(3 marks)**
 5. Why has the story of Paul Revere become a historical legend in America? **(3 marks)**
 6. What is the most successful form of marketing according to the narrator? **(2 marks)**
 7. “Why is it that some ideas and trends and messages “tip” and others don’t?” What does the word “tip” mean? Explain the point the author is trying to make in the last paragraph. **(2+3 marks)**
 8. Choose a suitable title for the extract. **(2 marks)**
 9. Summarise the chief idea in 100 words. **(5marks)**
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Section C: Grammar and Language

Question 1

(15 marks)

From each pair in parentheses, chose the word that will make the sentence correct (5 marks)

1. My summer (cloths, clothes) are loose and light.
2. Each of the newcomers (was, were) welcomed to the city.
3. Most of the essays (was, were) graded.
4. Sonam was happy to (accept, except) his invitation to the party.
5. Does anybody on the bus (speak, speaks) Chinese?

Question 2

For each of the following questions, choose the correct answer (s) and number it correctly (5 marks)

1. A remarkably _____ plant, the soybean yields not only dairy like products, but also flour, cooking oil, and sprouts.
 - a. imperishable
 - b. resistant
 - c. incessant
 - d. versatile

2. Often, politics along communal lines prove to be _____ and in the long term _____ to the unity of the country.
 - a. divisive ... detrimental
 - b. diverse ... dangerous
 - c. interesting ... positive
 - d. effective ... strengthening

3. Because King Philip's desire to make Spain the dominant power in sixteenth-century Europe ran counter to Queen Elizabeth's insistence on autonomy for England, _____ was _____.
 - a. reconciliation ... assured
 - b. warfare ... avoidable
 - c. ruination ... impossible
 - d. conflict ... inevitable

4. Sita's radical ideas were frowned on by most of her co-workers, who found them too _____ for their conservative tastes.
 - a. unorthodox
 - b. meticulous
 - c. precise
 - d. incoherent

5. _____ helps separate the chaff from the grain.
 - a. Whistling
 - b. Fanning
 - c. Winnowing
 - d. Whipping

Question 3

(5 marks)

Identify the correct form of the pronoun in parentheses in each of the following sentence.

1. Don't worry; my stepmother will take you and (I, me) home.
 2. It's a shame that the boys hurt (themselves, theirselves) last night.
 3. Sonam asked my mother and (she, her) to help
 4. Peggy the dog will bring the ball to (him, he).
 5. To (who, whom) is the letter addressed?
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Section D: Précis Writing

Given below is an extract from *Bill Bryson's A Short History of Nearly Everything* of approximately 500 words. Read the extract carefully and write a précis in not more than 150 words, keeping in mind the following: **(20 marks)**

- *The précis shall be written in one paragraph*
- *The précis must include the main points*
- *Provide a short title*
- *The précis must not exceed 150 words*

ASTRONOMERS THESE DAYS can do the most amazing things. If someone struck a match on the Moon, they could spot the flare. From the tiniest throbs and wobbles of distant stars they can infer the size and character and even potential habitability of planets much too remote to be seen—planets so distant that it would take us half a million years in a spaceship to get there. With their radio telescopes they can capture wisps of radiation so preposterously faint that the *total* amount of energy collected from outside the solar system by all of them together since collecting began (in 1951) is “less than the energy of a single snowflake striking the ground,” in the words of Carl Sagan.

In short, there isn't a great deal that goes on in the universe that astronomers can't find when they have a mind to. Which is why it is all the more remarkable to reflect that until 1978 no one had ever noticed that Pluto has a moon. In the summer of that year, a young astronomer named James Christy at the U.S. Naval Observatory in Flagstaff, Arizona, was making a routine examination of photographic images of Pluto when he saw that there was something there—something blurry and uncertain but definitely other than Pluto. Consulting a colleague named Robert Harrington, he concluded that what he was looking at was a moon. And it wasn't just any moon. Relative to the planet, it was the biggest moon in the solar system.

This was actually something of a blow to Pluto's status as a planet, which had never been terribly robust anyway. Since previously the space occupied by the moon and the space occupied by Pluto were thought to be one and the same, it meant that Pluto was much smaller than anyone had supposed—smaller even than Mercury. Indeed, seven moons in the solar system, including our own, are larger.

Now a natural question is why it took so long for anyone to find a moon in our own solar system. The answer is that it is partly a matter of where astronomers point their instruments and partly a matter of what their instruments are designed to detect, and partly it's just Pluto. Mostly it's where they point their instruments. In the words of the astronomer Clark Chapman: "Most people think that astronomers get out at night in observatories and scan the skies. That's not true. Almost all the telescopes we have in the world are designed to peer at very tiny little pieces of the sky, way off in the distance to see a quasar or hunt for black holes or look at a distant galaxy. The only real network of telescopes that scans the skies has been designed and built by the military."

We have been spoiled by artists' renderings into imagining a clarity of resolution that doesn't exist in actual astronomy. Pluto in Christy's photograph is faint and fuzzy—a piece of cosmic lint—and its moon is not the romantically backlit, crisply delineated companion orb you would get in a *National Geographic* painting, but rather just a tiny and extremely indistinct hint of additional fuzziness. Such was the fuzziness, in fact, that it took seven years for anyone to spot the moon again and thus independently confirm its existence.