

ROYAL CIVIL SERVICE COMMISSION  
BHUTAN CIVIL SERVICE EXAMINATION (BCSE) 2020  
EXAMINATION CATEGORY: B.ED. GRADUATES

PAPER I: ENGLISH FOR B.ED. GENERAL GRADUATES

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<b>Date</b>	: February 25, 2021
<b>Total Marks</b>	: 100
<b>Writing Time</b>	: 3 hours
<b>Reading Time</b>	: 15 minutes (prior to examination time)

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**READ THE FOLLOWING INSTRUCTIONS CAREFULLY:**

1. Write your Registration Number clearly and correctly on the Answer Booklet.
2. The first 15 minutes is to check the number of pages of the Question Paper, printing errors, clarify doubts and to read the instructions. You are NOT permitted to write during this time.
3. This paper is divided into four 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 skillsAll sections are compulsory.
4. All answers should be written on the Answer Booklet provided to you. Candidates are not allowed to write anything on the question paper. If required, ask for additional Answer Booklet.
5. All answers should be written with the correct numbering of the Section and Question Number in the Answer Booklet provided to you. Note that any answer written without indicating the correct Section and Question Number will NOT be evaluated and no marks will be awarded.
6. Begin each Section on a fresh page of the Answer Booklet.
7. You are not permitted to tear off any sheet(s) of the Answer Booklet as well as the Question Paper.
8. Use of any other paper including paper for rough work is not permitted.
- 9. You must hand over the Answer Booklet to the Invigilator before leaving the examination hall.**
10. This paper has **9 printed pages**, including this instruction page.

**GOOD LUCK!**

**SECTION A: Writing [30 marks]**

**Given below are three topics. Write an essay in about 1000 words in response to any ONE of the questions.**

*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. A major change in the education scenario has been the introduction of e-learning and google classroom as the schools remained closed due to the Covid-19 pandemic. Could it be argued that this introduction has been a more effective way of teaching-learning compared to the traditional way of classroom teaching?
2. Discipline is an ever-increasing problem in the 21<sup>st</sup> century. Some people think that discipline should be the responsibility of teachers, while others think that this is the role of parents. Discuss.
3. Across the world, the Covid-19 pandemic has exposed weaknesses and strength of countries. Has the people of Bhutan been able to show the strength of unity and cooperation in this Challenging time?

**Section B: Comprehension [35 marks]**

**Direction: Read the passage given below and answer the questions that follow according to the instructions given:**

**What makes a good life? Lessons from the longest study on happiness.**

What keeps us healthy and *happy* as we go through life? If you were going to invest now in your future best self, where would you put your time and your energy? There was a recent survey of millennials asking them what their most important life goals were, and over 80 percent said that a major life goal for them was to get rich. And another 50 percent of those same young adults said that another major life goal was to become famous.

And we're constantly told to lean in to work, to push harder and achieve more. We're given the impression that these are the things that we need to go after in order to have a good life. Pictures of entire lives, of the choices that people make and how those choices work out for them, those pictures are almost impossible to get. Most of what we know about human life we know from asking people to remember the past, and as we know, hindsight is anything but 20/20. We forget vast amounts of what happens to us in life, and sometimes memory is downright creative.

But what if we could watch entire lives as they unfold through time? What if we could study people from the time that they were teenagers all the way into old age to see what really keeps people happy and healthy?

We did that. The Harvard Study of Adult Development may be the longest study of adult life that's ever been done. For 75 years, we've tracked the lives of 724 men, year after year, asking about their work, their home

lives, their health, and of course asking all along the way without knowing how their life stories were going to turn out.

Studies like this are exceedingly rare. Almost all projects of this kind fall apart within a decade because too many people drop out of the study, or funding for the research dries up, or the researchers get distracted, or they die, and nobody moves the ball further down the field. But through a combination of luck and the persistence of several generations of researchers, this study has survived. About 60 of our original 724 men are still alive, still participating in the study, most of them in their 90s. And we are now beginning to study the more than 2,000 children of these men. And I'm the fourth director of the study.

Since 1938, we've tracked the lives of two groups of men. The first group started in the study when they were *sophomores* at Harvard College. They all finished college during World War II, and then most went off to serve in the war. And the second group that we've followed was a group of boys from Boston's poorest neighborhoods, boys who were chosen for the study specifically because they were from some of the most troubled and disadvantaged families in the Boston of the 1930s. Most lived in tenements, many without hot and cold running water.

When they entered the study, all of these teenagers were interviewed. They were given medical exams. We went to their homes and we interviewed their parents. And then these teenagers grew up into adults who entered all walks of life. They became factory workers and lawyers and bricklayers and doctors, one President of the United States. Some developed alcoholism. A few developed schizophrenia. Some climbed the **social ladder** from the bottom all the way to the very top, and some made that journey in the opposite direction.

The founders of this study would never in their wildest dreams have imagined that I would be standing here today, 75 years later, telling you that the study still continues. Every two years, our patient and dedicated research staff calls up our men and asks them if we can send them yet one more set of questions about their lives.

Many of the inner-city Boston men ask us, "Why do you keep wanting to study me? My life just isn't that interesting." The Harvard men never ask that question.

To get the clearest picture of these lives, we don't just send them questionnaires. We interview them in their living rooms. We get their medical records from their doctors. We draw their blood, we scan their brains, we talk to their children. We videotape them talking with their wives about their deepest concerns. And when, about a decade ago, we finally asked the wives if they would join us as members of the study, many of the women said, "You know, it's about time."

So, what have we learned? What are the lessons that come from the tens of thousands of pages of information that we've generated on these lives? Well, the lessons aren't about wealth or fame or working harder and harder. The clearest message that we get from this 75-year study is this: Good relationships keep us happier and healthier.

We've learned three big lessons about relationships. The first is that social connections are really good for us, and that loneliness kills. It turns out that people who are more socially connected to family, to friends, to community, are happier, they're physically healthier, and they live longer than people who are less well connected. And the experience of loneliness turns out to be toxic. People who are more isolated than they want to be from others find that they are less happy, their health declines earlier in midlife, their brain

functioning declines sooner and they live shorter lives than people who are not lonely. And the sad fact is that at any given time, more than one in five Americans will report that they're lonely.

And we know that you can be lonely in a crowd and you can be lonely in a marriage, so the second big lesson that we learned is that it's not just the number of friends you have, and it's not whether or not you're in a committed relationship, but it's the quality of your close relationships that matters. It turns out that living in the midst of conflict is really bad for our health. High-conflict marriages, for example, without much affection, turn out to be very bad for our health, perhaps worse than getting divorced. And living in the midst of good, warm relationships is protective.

Once we had followed our men all the way into their 80s, we wanted to look back at them at midlife and to see if we could predict who was going to grow into a happy, healthy octogenarian and who wasn't. And when we gathered together everything we knew about them at age 50, it wasn't their middle age cholesterol levels that predicted how they were going to grow old. It was how satisfied they were in their relationships. The people who were the most satisfied in their relationships at age 50 were the healthiest at age 80. And good, close relationships seem to buffer us from some of the slings and arrows of getting old. Our most happily partnered men and women reported, in their 80s, that on the days when they had more physical pain, their mood stayed just as happy. But the people who were in unhappy relationships, on the days when they reported more physical pain, it was magnified by more emotional pain.

And the third big lesson that we learned about relationships and our health is that good relationships don't just protect our bodies, they protect our brains. It turns out that being in a securely attached relationship to another person in your 80s is protective, that the people who are in relationships where they really feel they can count on the other person in times of need, those people's memories stay sharper longer. And the people in relationships where they feel they really can't count on the other one, those are the people who experience earlier memory decline. And those good relationships, they don't have to be smooth all the time. Some of our octogenarian couples could bicker with each other day in and day out, but as long as they felt that they could really count on the other when the going got tough, those arguments didn't take a toll on their memories.

So this message, that good, close relationships are good for our health and well-being, this is wisdom that's as old as the hills. Why is this so hard to get and so easy to ignore? Well, we're human. What we'd really like is a quick fix, something we can get that'll make our lives good and keep them that way. Relationships are messy and they're complicated and the hard work of tending to family and friends, it's not sexy or glamorous. It's also lifelong. It never ends. The people in our 75-year study who were the happiest in retirement were the people who had actively worked to replace workmates with new playmates. Just like the millennials in that recent survey, many of our men when they were starting out as young adults really believed that fame and wealth and high achievement were what they needed to go after to have a good life. But over and over, over these 75 years, our study has shown that the people who fared the best were the people who leaned in to relationships, with family, with friends, with community.

So what about you? Let's say you're 25, or you're 40, or you're 60. What might leaning in to relationships even look like?

Well, the possibilities are practically endless. It might be something as simple as replacing screen time with people time or livening up a stale relationship by doing something new together, long walks or date nights, or reaching out to that family member who you haven't spoken to in years, because those all-too-common family feuds take a terrible toll on the people who hold the grudges.

I'd like to close with a quote from Mark Twain. More than a century ago, he was looking back on his life, and he wrote this: "There isn't time, so brief is life, for bickerings, apologies, heartburnings, callings to account. There is only time for loving, and but an instant, so to speak, for that."

The good life is built with good relationships.

(Source: 'What makes a good life? Lessons from the longest study on happiness by Robert Waldinger' - <http://TED.com>)

**Question I**

**(5X1 = 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 (a)**

1. The word *happy* in the first paragraph is used as
  - a) a noun.
  - b) a verb.
  - c) an adverb.
  - d) an adjective.
  
2. The first group started in the study when they were *sophomores* at Harvard College. The study started when these men were in their
  - a) first year of college.
  - b) second year of college.
  - c) third year of college.
  - d) final year of college.
  
3. The study was conducted so as to make people understand that
  - a) good relationship expedites happiness and health.
  - b) happiness and health is determined by hard work.
  - c) only famous can accomplish happiness and health.
  - d) good relationship impedes happiness and health.
  
4. The clearest pictures of these men wouldn't have been possible if
  - a) the study was done just through questionnaire.
  - b) these men were interviewed in their living rooms.
  - c) the medical records were collected from their doctors.
  - d) the researchers talked to these men's children.
  
5. "Some climbed the *social ladder* from the bottom all the way to the very top..." The *social ladder* as used in the above line is
  - a) the social stratum.
  - b) a twin step ladder.
  - c) an extension ladder.
  - d) the social anarchy.

**Question II**

**(6X5 = 30 marks)**

**Read the following questions carefully and answer them briefly in your own words.**

1. What according to the author is the main cause of good health and happiness? Justify your stand on this?
2. While these kinds of studies seem extremely important and necessary to find out the truth, this is exceedingly rare. Why?
3. Discuss the authenticity of the findings from the study.
4. Based on the text, critically analyze how loneliness kills.
5. How is the life led by Bhutanese in general same or different from what you have read in the text? What conclusion do you draw about the life status of the octogenarian Bhutanese?
6. "Many of the inner-city Boston men ask us, "Why do you keep wanting to study me? My life just isn't that interesting." The Harvard men never ask that question". Why do you think there is a difference in the response between the two groups?

**Section C: Grammar and Language [15 marks]**

**Read the directions to the following questions carefully and answer them.**

**Question I**

**(5X1 = 5 marks)**

**From each pair in parentheses, choose the word that will make the sentence correct.**

1. If they keep (quiet, quite) they can hear it in the distance.
2. The city (counsel, council) erected a sign beside the road at the entrance to the town.
3. He lost the next page of his speech and (floundered about, foundered) for a few seconds.
4. The President continues to be engulfed by claims that his senior (aide, aid) breached the rule.
5. You cannot afford to be (complaisant, complacent) about any of our products.

**Question II**

**(5X1 = 5 marks)**

**For each of the following questions, choose the most suitable answer and number it. e.g. 6 (d)**

1. She is a beautiful woman with sound financial \_\_\_\_\_.  
a) acumen  
b) ingenuous  
c) candidness  
d) credulity

2. I saw her at the party yesterday. She was looking relaxed and \_\_\_\_\_.
  - a) hostile
  - b) alluvial
  - c) convivial
  - d) stolid
  
3. He looked different, but I knew it was \_\_\_\_\_ Sam.
  - a) unlikely
  - b) dubiously
  - c) questionably
  - d) indubitably
  
4. Although my friend is wealthy, she is too \_\_\_\_\_ to heat the house properly even in winter.
  - a) parsimonious
  - b) penurious
  - c) impecunious
  - d) strapped
  
5. Driving a long distance with four \_\_\_\_\_ children is not exactly fun.
  - a) placid
  - b) demure
  - c) restrained
  - d) rambunctious

**Question III**

**(5X1 = 5 marks)**

**Identify the correct form of the verb in parentheses in each of the following sentences.**

1. The building you see there (don't, doesn't) look haunted.
2. Everyone hopes that when the team's fortunes (improves, improve) again, the rest of the town will get pulled up with it.
3. The herd of horses (gallop, gallops) wildly across the field.
4. One of my friends (are, is) leaving for her home town.
5. Man's happiness or misery (is, are) in a great measure in his own hands.

**Section D- Précis Writing [20 marks]**

**Given below is an article of approximately 450 words. Read the article carefully and write a summary in not more than 150 words, keeping in mind the following:**

- *The precis shall be written in one paragraph.*
- *The precis must include the main points.*
- *The precis must be provided with a short title.*
- *The precis must not exceed 150 words.*

Which would you rather have, a dessert or a mouthwatering warm chocolate chip cookie? Chances are, the specific description of the cookie sounds more appealing than the general category of dessert.

Because specific descriptions are more appealing than general ones, specific temptations are also harder to overcome than general ones. Research suggests that if you sit in front of a cookie and think about how wonderfully delicious it will be as it melts in your mouth, you will have a harder time keeping yourself from eating it than if you just think of it as a food. So, if you are trying to avoid snacks or want to save your appetite for dinner, it is better to think about foods *abstractly* than specifically.

The great thing about this difference between thinking about things specifically and thinking about things abstractly is under your control. That is, you can choose to think about the temptations in your life either as specific things you are trying to avoid or just as generic versions of a broad temptation.

The question is whether being good at shifting the way you think about the items in your world actually helps with your self-control. This was explored in a paper in the April, 2017 issue of the *Journal of Personality and Social Psychology* by Karen MacGregor, Jessica Carenevale, Nicole Dusthimer, and Kentaro Fujita.

In one study, they looked at people's judgments of how helpful various statements were in controlling the number of cookies they eat during a taste test. Some of those statements were abstract (I will be evaluating cookies conscientiously), while others were specific (I will be crunching on cookies). Participants differed in whether they recognized that specific statements are less helpful in self-control than abstract statements.

There was also variation within this group in how concerned people were with dieting. Dieters are people who are focused on their self-control related to food. The researchers asked participants to report their height and weight and used that to calculate body mass index (BMI). Then, they correlated BMI with the degree to which participants recognized that abstract statements are helpful for self-control. The more that participants who care about diet recognize that abstract statements are helpful, the lower their BMI.

That is, participants who understand how to use abstract statements to control temptation are better at controlling temptation than those who don't.

Across several other studies, the researchers used different measures of recognition of the value of abstract statements for self-control and looked both at dieting and studying as long-term goals. In each study, the people who know that abstract statements help with self-control were best at avoiding temptations.



Happily, this skill can be learned.

If you want to prevent short-term temptations from derailing important long-term goals, you can change the way you think about those temptations. Focusing on the specifics of those temptations - particularly their desirable characteristics - makes it harder to resist those temptations. Thinking about the temptations abstractly, though, makes them less likely to engage your motivation to act. And that helps you to continue to do things that will help you to achieve those long-term goals.

*(source: <https://www.psychologytoday.com/us/blog/ulterior-motives/201704/note-self-it-is-easiest-avoid-abstract-temptations>)*

**TASHI DELEK**