

# MIZORAM PUBLIC SERVICE COMMISSION

## TECHNICAL COMPETITIVE EXAMINATIONS FOR RECRUITMENT TO THE POST OF GRADE-V OF MIZORAM HORTICULTURE SERVICE UNDER GOVERNMENT OF MIZORAM. MAY, 2014

### GENERAL ENGLISH PAPER - I

Time Allowed : 3 hours

Full Marks : 100

*Marks for each question are indicated against it.*

*Attempt all questions.*

1. Write an essay on any one of the topics given below: (25)

- (a) MLTP Act
- (b) Horticulture - a blessing to a country's economy.
- (c) Transparency in administration.

2. Write a précis of the following passage. (15)

One of our most difficult problems is what we call discipline and it is really very complex. You see, society feels that it must control or discipline the citizen, shape his mind according to certain religious, social, moral and economic patterns.

Now, is discipline necessary at all? Please listen carefully. Don't immediately say 'YES' or 'NO'. Most of us feel, especially while we are young, that there should be no discipline, that we should be allowed to do whatever we like and we think, that is 'freedom'. But merely to say that we should be free and so on has very little meaning without understanding the whole problem of discipline.

The keen athlete is disciplining himself the whole time, isn't he? His joy in playing games and the very necessity to keep fit makes him go to bed early, refrain from smoking, eat the right food and generally observe the rules of good health. His discipline and punctuality is not an imposition but a natural outcome of his enjoyment of athletics.

3. Write a letter to the Director, Department of Horticulture, Government of Mizoram, requesting him for supply of five computer sets for your establishment. (15)

4. Make meaningful sentences with the following idioms and phrases: (10×1½=15)

- |                            |                       |
|----------------------------|-----------------------|
| (a) To beat about the bush | (b) A bed of roses    |
| (c) A child's play         | (d) Fair and square   |
| (e) Helter skelter         | (f) Rhyme or reason   |
| (g) Bear the brunt of      | (h) Follow suit       |
| (i) Call a spade a spade   | (j) In a tight corner |

5. Expand the following passage into 200-250 words paragraph: (15)

The ultimate end of education is to help man lead a good, useful and decent life – The aim is not just to learn to be a teacher, a doctor, a lawyer or a scientist – these are the skills that help you learn a living – knowledge of one particular subject does not mean that a man educated – object is the proper development of the various faculties – one should widen one's experience – one should develop a broad outlook.

6. Read the following passage carefully and answer the questions that follow:

A young English teacher saved the lives of 30 students when he took control of a bus after its driver suffered a fatal heart attack. Guy Harvold, 24, had collected the students and three course leaders from Gatwick airport and they were travelling to Bournemouth to meet their host families. They were going to start a course at the International Language Academy in Bournemouth where Harvold works as a teacher.

Harvold, who has not passed his driving test, said, 'I realized the bus was out of control when I was speaking to the students on the microphone.' The bus collided with trees at the side of the road and he noticed the driver was slumped over the wheel. The driver didn't move. He was unconscious.

'We hit a barrier and swerved to the other side of the road and I grabbed the wheel,' Harvold explained. 'The driver's legs were over the pedals and I had difficulty reaching the brake. We hit a lamp post and it shattered the glass on the front door before I managed to bring the bus to a halt.' Police praised the young teacher's quick thinking. If he hadn't reacted quickly, there could have been a terrible accident.

The bus driver never regained consciousness. He was later pronounced dead at East Surrey hospital. He had worked regularly with the school and was very well regarded by the staff. Harvold said, 'I was so relieved that no one else was hurt, but I hoped the driver would survive. It was only later I heard he had died. That's a terrible tragedy.'

The Language Academy's principal told the Gazette that the school is going to send Harvold on a weekend trip to Dublin with a friend, as a gesture of thanks for his bravery. A local driving school has also offered him six free driving lessons.

(a) Fill in the blanks with suitable verbs and conjunctions: (10)

English teacher Guy Harvold, 24 saved the lives of 30 students on a bus from Gatwick to Bournemouth \_\_\_\_\_ the driver \_\_\_\_\_ a heart attack. The bus went out of control. It \_\_\_\_\_ the trees, a barrier and a lamp post \_\_\_\_\_ Harvold could stop it. The Driver \_\_\_\_\_, \_\_\_\_\_ no one else \_\_\_\_\_ hurt. Harvold, who has'n passed his driving test, was \_\_\_\_\_ by police \_\_\_\_\_ was \_\_\_\_\_ free driving lessons by a local driving school.

(b) Answer the following questions. (5×1=5)

- (i) Why didn't the bus driver move at all?
- (ii) Why had Harvold difficulty in reaching the brake?
- (iii) How did the school reward Harvold for his bravery?
- (iv) When did Harvold realize that the bus was out of control?
- (v) What kind of sickness the driver was suffering from?