



**FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION-2024 FOR RECRUITMENT
TO POSTS IN BS-17 UNDER THE FEDERAL GOVERNMENT
ENGLISH (PRECIS & COMPOSITION)**

Roll Number

Roll Number

TIME ALLOWED: THREE HOURS	(PART-I MCQs)	MAXIMUM MARKS: 20
PART-I (MCQs) : MAXIMUM 30 MINUTES	(PART-II)	MAXIMUM MARKS: 80
NOTE: (i) First attempt PART-I (MCQs) on separate OMR Answer Sheet which shall be taken back after 30 minutes.		
(ii) Overwriting/cutting of the options/answers will not be given credit.		
(iii) There is no negative marking. All MCQs must be attempted.		

PART-I (MCQs)(COMPULSORY)

Q.1. (i) Select the best option/answer and fill in the appropriate Box on the OMR Answer Sheet. (20x1=20)
(ii) Answers given anywhere else, other than OMR Answer Sheet, will not be considered.

(a) Choose the word that is nearly most similar in meaning to the capitalized words.

1. **UBIQUITOUS:**
(A) Scarce (B) Present everywhere (C) Unique (D) Limited
2. **PERNICIOUS:**
(A) Beneficial (B) Harmful (C) Lucid (D) Fervent
3. **MELLIFLUOUS:**
(A) Grating (B) Smooth and sweet-sounding (C) Dissonant (D) Discordant
4. **EPHEMERAL:**
(A) Enduring (B) Eternal (C) Short-lived (D) Persistent
5. **ASTUTE:**
(A) Indifferent (B) Pensive (C) Stupid (D) Insightful
6. **ENTHRALL:**
(A) Bore (B) Captivate (C) Fascinate (D) Disinterest
7. **SYCOPHANT:**
(A) Admirer (B) Advocate (C) Critic (D) Flatterer
8. **ASSUAGE:**
(A) Aggravate (B) Intensify (C) Soothe (D) Alleviate
9. **RETICENT:**
(A) Talkative (B) Loquacious (C) Vocal (D) Reserved
10. **INCESSANT:**
(A) Sporadic (B) Intermittent (C) Persistent (D) Halted

(b) Choose the word that is nearly most opposite in meaning to the capitalized words.

11. **ESOTERIC:**
(A) Obvious (B) Understood by few (C) Extraneous (D) Common
12. **SQUALID:**
(A) Dirty (B) Wretched (C) Lavish (D) Clean
13. **TACITURN:**
(A) Loquacious (B) Voluble (C) Reticent (D) Silent
14. **CONSTRUCT:**
(A) Tighten (B) Contract (C) Expand (D) Release
15. **LOQUACIOUS:**
(A) Talkative (B) Silent (C) Reticent (D) Reserved
16. **INDOLENT:**
(A) Lazy (B) Active (C) Lethargic (D) Energetic
17. **COALESCE:**
(A) Merge (B) Combine (C) Disperse (D) Separate
18. **RANCOR:**
(A) Animosity (B) Bitterness (C) Hostility (D) Amicability
19. **ACQUIESCE:**
(A) Comply (B) Resist (C) Agree (D) Deny
20. **DEBILITATE:**
(A) Fortify (B) Weaken (C) Strengthen (D) Enervate

- NOTE:** (i) **Part-II** is to be attempted on the separate **Answer Book**.
(ii) Attempt **ALL** questions from **PART-II**.
(iii) All the parts (if any) of each Question must be attempted at one place instead of at different places.
(iv) Write Q. No. in the Answer Book in accordance with Q. No. in the Q.Paper.
(v) No Page/Space be left blank between the answers. All the blank pages of Answer Book must be crossed.
(vi) Extra attempt of any question or any part of the question will not be considered.

Q. 2. Write a précis of the following passage and suggest a suitable title: (20)

In the heart of bustling cities, urban green spaces stand as oases of tranquility, providing respite from the hustle and bustle. Parks, adorned with vibrant flora, become havens for relaxation and recreation. The greenery offers a sanctuary for diverse wildlife, creating a delicate balance between urban development and environmental preservation. Beyond their aesthetic appeal, city parks play a crucial role in fostering community bonds. Families gather for picnics, friends engage in sports, and individuals find solace amidst nature's embrace. These communal spaces serve as venues for cultural events, open-air concerts, and art installations, enriching the urban experience. The benefits of urban green spaces extend beyond leisure. They contribute to improved air quality, mitigate the urban heat island effect, and promote overall well-being. Access to nature within city limits becomes a vital aspect of mental health, offering a refuge for introspection and rejuvenation. However, the challenge lies in balancing the increasing urbanization with the preservation of green spaces. Sustainable urban planning becomes imperative to ensure the coexistence of concrete jungles and natural havens. Efforts to create and maintain parks, tree-lined avenues, and green rooftops become integral components of shaping cities that prioritize both human and environmental health. As cities evolve, the preservation and enhancement of urban green spaces become a shared responsibility. The vision is to cultivate urban landscapes that seamlessly integrate nature into the tapestry of city life, fostering a sustainable and harmonious cohabitation between human progress and the environment.

Q. 3. Read the following passage carefully and answer the questions given at the end. (20)

"In the heart of innovation, where creativity dances with technology, a new era of possibilities emerges. The digital landscape, once a distant horizon, now envelops every facet of our lives. From communication to commerce, the symbiotic relationship between humanity and technology shapes the contours of our modern existence.

In this age of rapid change, the role of education becomes pivotal. The traditional classroom, with its four walls, expands into the boundless realms of the internet. E-learning platforms and virtual classrooms redefine the notion of education, offering a dynamic space for collaboration and knowledge exchange. The democratization of information, facilitated by digital platforms, challenges traditional hierarchies and empowers learners across the globe.

However, as we navigate the seas of technological progress, questions of ethics and inclusivity arise. The digital divide, a chasm separating those with access to technology from those without, underscores the need for inclusive policies. In this context, the role of educators extends beyond imparting knowledge to fostering a sense of responsibility and ethical conduct in the digital realm.

The integration of artificial intelligence (AI) into various aspects of our lives further blurs the boundaries between human and machine. As AI algorithms make decisions that impact society, the importance of ethical considerations and transparency grows exponentially. The intersection of technology and ethics becomes a defining point in the evolution of our digital landscape.

As we stand at the crossroads of innovation, the challenge is not merely to embrace technological advancements but to do so with a mindful and ethical approach. The synergy between humanity and technology holds immense promise, but it is our collective responsibility to navigate this path with wisdom, ensuring that progress aligns with the principles of equity, inclusivity, and ethical awareness."

Questions: (4 marks each)

1. What is the main theme of the passage, and how does it emphasize the evolving relationship between humanity and technology?
2. According to the passage, how does education adapt to the digital landscape, and what challenges and opportunities does this transformation present?
3. Discuss the concept of the digital divide as presented in the passage. Why is inclusivity crucial in the context of technological advancements, and what role do educators play in addressing this divide?
4. Explore the role of ethics in the digital realm, especially concerning artificial intelligence. How does the passage highlight the intersection between technology and ethical considerations?
5. What is the message regarding the responsibility of individuals and society as a whole in navigating the intersection of humanity and technology? How can progress align with principles of equity, inclusivity, and ethical awareness?

ENGLISH (PRECIS & COMPOSITION)

Q. 4. Correct only FIVE of the following:

(10)

- (i) Chewing slowly, the pepperoni pizza tasted delicious
- (ii) Kicking and screaming, the exasperated father dragged his toddler out of the grocery store.
- (iii) A young girl in the corner, holding a red balloon.
- (iv) Whom do you like more?
- (v) He ordered a meal from the restaurant that was high in protein.
- (vi) My favorite pizza topping is mushrooms they are really tasty I also like pizza with olives.
- (vii) The group asked to hear the report that Shirley and me prepared.
- (viii) I managed finishing the painting.

Q. 5. Rewrite any FIVE of the following sentences with corrected punctuation, without splitting a sentence or adding/changing any word.

(05)

- (i) The cordless vacuum one of the least interesting of the household appliances got its start as a moon drill.
- (ii) Dr. Seuss books are famous for their delightful rhymes and nonsense words If I Ran a Zoo, however, likely gave us the real word nerd.
- (iii) There are many theories about Edgar Allan Poe's mysterious death, including rabies, alcoholism, and a truly strange possibility he may have been a victim of a voter fraud scheme.
- (iv) The film critic said, "One of the most misquoted lines in movie history is Play it again, Sam."
- (v) Poorly named animals include: the flying fox, which is really a bat the electric eel, which is really a knifefish and the honey badger, which is the only member of its genus and species!
- (vi) The Haskell Opera House sits right on the US Canadian border with the stage in Quebec and many of the seats in Vermont.
- (vii) Most carnivorous plants attract and digest insects and other invertebrates but some large pitcher plants have been known to digest frogs, rodents, and other vertebrates.
- (viii) Harvey is a good driver moreover he is a very friendly one.

(b) Re-write the following sentences (ONLY FIVE) after filling in the blanks with appropriate Prepositions.

(05)

- (i) His research is characterized _____ a deep understanding of genetic mutations.
- (ii) The solution is contingent _____ various factors.
- (iii) The experiment is predicated _____ the assumption of uniform conditions.
- (iv) The project is commensurate _____ the skills of the research team.
- (v) The methodology is impervious _____ external influences.
- (vi) The discussion oscillated _____ two main points.
- (vii) His proposal hinges _____ securing adequate funding.
- (viii) The model is contingent _____ accurate data inputs.

Q. 6. Use only FIVE pairs of words in sentences clearly illustrating their meanings.

(10)

- | | |
|-----------------------|----------------------|
| (i) Creak, Creek | (ii) Palate, Palette |
| (iii) Elicit, Illicit | (iv) Peel, Peal |
| (v) Taut, Taught | (vi) Faint, Feint |
| (vii) Rheum, Room | (viii) Wreak, Reek |

Q. 7. Translate the following into English by keeping in view figurative/idiomatic expressions.

(10)

جب فلسطین کا خود ساختہ تنازعہ تصفیہ کیلئے اقوام متحدہ کے روبرو پیش ہوا تو اس نمائندہ عالمی ادارے نے فلسطینی عوام کے حق خودارادیت کو تسلیم کرتے ہوئے ان مسائل کے حل کا فارمولا بھی خود طے کیا تنازعہ فلسطین کا دو ریاستی حل تجویز کیا گیا مگر اس کیلئے منظور ہونیوالی اقوام متحدہ کی قراردادوں پر گزشتہ سات دہائیوں میں عملدرآمد کی نوبت ہی نہیں آئی دی گئی اسکے برعکس امریکہ کی ایما پر اسرائیلی فوجیں آج کے دن تک نہتے اور بے گناہ معصوم فلسطینیوں کے خون سے بولی کھیل رہی ہیں اور غزہ کا علاقہ گزشتہ اڑھائی ماہ سے جاری جنگ میں مکمل طور پر برباد ہو چکا ہے۔ اس جنگ میں امریکی کمک کے ساتھ اسرائیلی فوجوں نے 20 ہزار سے زائد فلسطینیوں بشمول خواتین اور بچوں کو بے دردی سے شہید کیا ہے اور زندہ بچ جانے والے انسانوں کیلئے کوئی ٹھکانہ محفوظ نہیں رہنے دیا جو اب خوراک اور ادویات کی کمیابی کے باعث بھی زندگی سے ہاتھ دھو رہے ہیں



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ENGLISH (PRECIS & COMPOSITION)

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TIME ALLOWED: THREE HOURS

PART-I(MCQS): MAXIMUM 30 MINUTES

PART-I (MCQS)

PART-II

MAXIMUM MARKS = 20

MAXIMUM MARKS = 80

NOTE: (i) Part-II is to be attempted on the separate Answer Book.

(ii) Attempt ALL questions from PART-II.

(iii) All the parts (if any) of each Question must be attempted at one place instead of at different places.

(iv) Write Q. No. in the Answer Book in accordance with Q. No. in the Q.Paper.

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PART-II

Q. 2. Write a précis of the following passage and suggest a suitable title:

(20)

On the question of freedom in education there are at present three main schools of thought, deriving partly from differences as to ends and partly from differences in psychological theory. There are those who say that children should be completely free, however bad they may be; there are those who say they should be completely subject to authority, however good they may be; and there are those who say they should be free, but in spite of freedom they should be always good. This last party is larger than it has any logical right to be; children, like adults, will not all be virtuous if they are all free. The belief that liberty will ensure moral perfection is a relic of Rousseauism, and would not survive a study of animals and babies. Those who hold this belief think that education should have no positive purpose, but should merely offer an environment suitable for spontaneous development. I cannot agree with this school, which seems to me too individualistic, and unduly indifferent to the importance of knowledge. We live in communities which require co-operation, and it would be utopian to expect all the necessary co-operation to result from spontaneous impulse. The existence of a large population on a limited area is only possible owing to science and technique; education must, therefore, hand on the necessary minimum of these. The educators who allow most freedom are men whose success depends upon a degree of benevolence, self-control, and trained intelligence which can hardly be generated where every impulse is left unchecked; their merits, therefore, are not likely to be perpetuated if their methods are undiluted. Education, viewed from a social standpoint, must be something more positive than a mere opportunity for growth. It must, of course, provide this, but it must also provide a mental and moral equipment which children cannot acquire entirely for themselves.

Q. 3. Read the following passage carefully and answer the questions given at the end.

(20)

The majority of people have always lived simply, and most of humanity still struggles on a daily basis to eke out a meager existence under dire circumstances. Only in affluent industrialized countries do people have the luxury of more goods and services than they need to survive. On the basis of material wealth, North Americans and Europeans should be the happiest people on earth, but according to the 2012 Happy Planet Index (HPI), they are not. Surprisingly, what had begun as an experimental lifestyle evolved into a quiet revolution that spread the word through books such as Duane Elgin's best-selling *Voluntary Simplicity: Toward a Way of Life that is Outwardly Simple, Inwardly Rich* (1981), as well as numerous magazines, alternative communities of the like-minded, and, later, Internet websites. Combined with a growing awareness of the environmental consequences of consumerism, the voluntary simplicity movement sought to reduce the consumption of goods and energy and to minimize one's personal impact on the environment. "Voluntary" denotes a free and conscious choice to make appropriate changes that will enrich life in a deeper, spiritual sense. "Simplicity" refers to the lack of clutter, that is, eliminating all those things, patterns, habits, and ideas that take control of our lives and distract us from our inner selves. However, this is not to be confused with poverty, which is involuntary, degrading, and debilitating. Neither does it mean that people must live on a farm or reject progress or technology, or do without what is necessary for their comfort and welfare. To practice voluntary simplicity, one must differentiate between what one wants (psychological desires) and what one needs (basic requirements of life), and seek a healthy balance that is compatible with both. In a consumer society where advertising bombards us with the message that without this, that, and the other product, we are unsuccessful, undesirable, and unimportant, being clear on what you really need and resisting what you don't can be an ongoing struggle. The beauty of voluntary simplicity is that it is a philosophy, and not a dogma. How one goes about it depends on individual character, cultural background, and climate. For this, three Rs (i.e., Reduce, Recycle & Reuse) represent the best way to get a handle on rampant consumerism. In economies driven by the quest for ever more, living with less is erroneously equated with poverty and social inferiority. By conserving energy, for instance, you are actually ensuring that more resources are available for future use. By making a frugal budget and sticking to it, you can eliminate unnecessary expenses. Recycling paper, metal, plastic, and glass and reusing building materials and old clothing keep materials in the loop and out of landfills. Pooling skills and resources through barter networks not only saves money, but sharing with others establishes bonds and fosters a sense of community. With the glut of cheap goods that are usually designed for obsolescence, quality products that last are becoming progressively harder to find. In the long run, a more expensive but durable and repairable item or even an older used item that is still in good condition is a better investment than a brand new piece of junk that will only break down and end up in the trash. Thus, at the heart of voluntary simplicity is the conscious realization that less is really more. Less consumption means more resources for future generations. Less activity that brings little satisfaction or reward is more time for yourself and your loved ones. Less stuff is more space to move around in. Less stress means more relaxation and better health. Less worry provides more enjoyment and more fulfillment in life.

ENGLISH (PRECIS & COMPOSITION)

Questions:

(4 marks each)

1. How important is happiness to most people, and what is the relationship between material wealth and happiness?
2. How does the author characterize the concept of 'Voluntary Simplicity' as a movement and as a philosophy?
3. What impact is feared by the growing consumerism of modern society?
4. What influences make it difficult for people to reduce their consumption patterns?
5. What are the challenges and rewards of voluntary simplicity?

Q. 4. Correct only FIVE of the following:

(10)

- (i) His knowledge of languages and international relations aid him in his work.
- (ii) The ambassador, with his family and staff, invite you to a reception at the embassy on Tuesday afternoon.
- (iii) This year, he will sit in the CSS examination.
- (iv) The Chief Executive will let us know whether or not he can attend the meeting.
- (v) When he came back from vacation, Aslam and me plan to look for another apartment.
- (vi) If some of you make a noise, they shall be punished.
- (vii) He came to me to enquire what is the salary attached to the appointment.
- (viii) I am too tired that I do not hunt words and idioms in my English book.

Q. 5. (a) Punctuate the following text, where necessary.

(05)

while taking a nap on the porch one hot summer day hodga dreamed that a stranger promised to give him ten pieces of gold the stranger placed them in hodgas hand one by one until he reached the tenth piece which he hesitated to give him come on what are you waiting for said hodga you promised me ten just then he woke up he immediately looked at his hand and saw that it was empty he quickly shut his eyes again stretched out his hand and said all right i ll settle for nine.

(b) Re-write the following sentences (ONLY FIVE) after filling in the blanks with appropriate Prepositions. (05)

- (i) The neighbours came _____ my house to see what's going on in the house.
- (ii) She sat _____ the shade of the tree.
- (iii) The moon does not shine _____ its own light.
- (iv) The burglar jumped _____ the compound wall.
- (v) She entered _____ an agreement with them.
- (vi) I have been working hard _____ arithmetic.
- (vii) He got _____ his bicycle.
- (viii) It cannot be done _____ offence.

Q. 6. Use only FIVE pairs of words in sentences clearly illustrating their meanings.

(10)

- | | |
|----------------------------|----------------------------|
| (i) Antic, Antique | (ii) Draught, Drought |
| (iii) Quaint, Queer | (iv) Momentary, Momentous |
| (v) Compliment, Complement | (vi) Eminent, Imminent |
| (vii) Faint, Feint | (viii) Immigrant, Emigrant |

Q. 7. Translate the following into English by keeping in view figurative/idiomatic expressions. (10)

بزرگ نے بتایا کہ جنگل کے پار ایک پہاڑ ہے جہاں وہ پھول اگتا ہے جس کی خوشبو سے آنکھوں کی کھوئی ہوئی روشنی لوٹ آتی ہے، مگر پہاڑ بہت بلند ہے اور اس پر بے شمار چٹانیں ہیں، کانٹے دار جھاڑیاں ہیں اور بڑے بڑے پتھر ہیں جو راستہ روک لیتے ہیں۔ اس پہاڑ پر جانے کے لیے کئی لوگ آئے اور چلے گئے مگر ایسا کوئی شخص نہیں آیا جو پھول تک پہنچا ہو۔ شاید اسی لیے دنیا میں دکھ اور تکلیف ہے اور انسان روشنی کی تلاش میں ہے۔



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PART-I (MCQS)

PART-II

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PART-II

Q. 2. Write a précis of the following and suggest a suitable title:

(20)

The fear of human beings when faced with the mysteries of life and their weakness by comparison with the vastness of nature created in them a need to communicate with the divine, with the superior powers which they believed regulated the universe and determined their own fates. Knowledge of wishes of the gods was always a sure guide for human behavior. In ancient Greece, the precise nature of these wishes was 'decoded' by the art of giving oracles, practiced by soothsayers who had the gift of understanding the signs or signals sent by the gods.

The soothsayers uttered their oracles by interpreting flashes of lightning, rolls of thunder or the flights of certain birds of prey (omens); alternatively, they might observe the direction in which the fire burned when a sacrifice was made, examine the entrails of animals which had just been sacrificed, or base judgments on the sacrificial beast's willingness to approach the altar. The interpretation of dreams was popular too, and so was palmistry. The most notable soothsayers of ancient Greece were Tiresias, Calchas, Helenus, Amphiaraus and Cassandra.

However, there were abundant instances in which the gods did not manifest themselves to the faithful in the forms of signs but spoke directly to an intermediate who for a short time was overcome by a 'divine mania' and transcended his own human essence. Here the prophet- or more usually the prophetess- entered a state of ecstasy in which he or she delivered the message from the gods to the suppliants.

These practices for foreseeing the future were the basis on which the ancient Greek oracles operated. Each oracle was located within a properly-organized sanctuary and was directly associated with one or other of the gods. Apollo was the archetypal soothsayer for the Greeks, the god who was responsible for conveying to mortals the decisions pronounced by Zeus. The most important of all the oracles, that at the Delphi, delivered the messages with the intervention of Apollo, while the oldest that of Dodona, functioned with the assistance of Zeus.

Q. 3. Read the following passage carefully and answer the questions given at the end.

(20)

Civil society refers to all of the places where individuals gather together to have conversations, pursue common interests and, occasionally, try to influence public opinion or public policy. In many respects, civil society is where people spend their time when they are not at work or at home. For example, a group of people gather at a local park every Thursday afternoon for a game of football. Most of them arrive well before the game begins and stay for some time after it ends. Some of them go out for dinner or a drink after the game. In the course of their meetings they talk about a wide range of topics, including football but also extending to include issues such as work, family, relationships, community events, racial issues and politics. This kind of solidarity can be found in a variety of other places in civil society – such as sports clubs, bowling leagues, reading groups and social movements – where individuals get together to associate on the basis of some shared interest fostering more effective forms of citizenship. Even though people may come together on the basis of an interest they all share in common, they eventually have to develop productive strategies for dealing with conflicts and differences that emerge within the association. Team mates in a bowling league discover, on certain issues, significant differences of opinion. And yet, because they value the association and look forward to participating in its activities, they do not respond to these differences by exiting the scene. Instead, they search for the ways of interacting that will not threaten the solidarity of the group. In the process, they learn to appreciate and to tolerate social differences, a valuable skill to have in an increasingly multicultural nation. They also develop a general sense of social trust and mutual obligation, which makes society function more efficiently (this is what political scientists and sociologists are talking about when they refer to the importance of social capital). Gathering together in an association, people begin to think about their shared private interest as a collective public interest, and they try to make sure that this public interest is safe and secured. For example, the group that gets together for a weekly football game begins to talk about the park as an important community resource; if feel that the park is being mistreated or mismanaged, will organize a 'save the park' campaign to try to influence their local politicians and the other residents of the community. Recently, there has been growing concern that civil society is weaker than it used to be, because people are losing interest in joining associations. As citizens become increasingly disconnected from voluntary associations, they will experience less trust and less social connection, and as a result political institutions will function less efficiently. However, some scholars opine that many people are simply choosing to participate in different kinds of associations with fewer face-to-face meetings but supplemented with 'virtual' interactions facilitated by resources.

ENGLISH (PRECIS & COMPOSITION)

Questions:

(4 marks each)

1. How does the author characterize the concept of civil society?
2. Why does civil society strive towards better socialization driven by tolerance?
3. What do you understand by the term 'Social Capital' used in this passage?
4. Why does a civil society assume the role of a public stake holder?
5. What impact is feared by the weakening state of civil society?

Q. 4. Correct only FIVE of the following:

(10)

- (i) I must walk two miles to school every morning when I was a child.
- (ii) After the storm, we had got to pick up some fallen branches..
- (iii) Guitar is most popular instrument among teen age boys, but not girls.
- (iv) You are not well and I wish you feel better soon.
- (v) The grass not looking green now because it is not raining since last month.
- (vi) The cold air made me shiver a little when I was waiting for him.
- (vii) I offered my seat to an older woman who just smiled me.
- (viii) She packed her bags, carried downstairs and put the back seat of her car.

Q. 5. (a) Punctuate the following text, where necessary.

(05)

unfortunately we often miss a basic school lesson every big task consists of several small ones done precisely and perfectly as a nation we acutely need to learn the art of breaking down our moonlit goals into small accomplishable tasks it will reduce frustration anxiety depression in society and embarrassment for the government machinery too as they dont have to defend their unkept promises.

(b) Re-write the following sentences (ONLY FIVE) after filling in the blanks with appropriate Prepositions.

(05)

- (i) Despite regular practice he never seems to win ----- tennis.
- (ii) ----- luck, we should be in Islamabad by 5 p.m.
- (iii) He went ----- his own accord: nobody forced him to go.
- (iv) My husband brought me some flowers today. He must be ----- something!
- (v) My younger son tripped ----- the cat and fell downstairs.
- (vi) You look really ----- the weather. Are you ill?
- (vii) The car went ----- the brow of the hill and was soon out of sight.
- (viii) He told that his career was ----- ruins because of pandemic.

Q. 6. Use only FIVE pairs of words in sentences clearly illustrating their meanings.

(10)

- | | |
|-----------------------|-------------------|
| (i) Annalist, Analyst | (ii) Gest, Jest |
| (iii) Sleigh, Slay | (iv) Shoot, Chute |
| (v) Coign, Coin | (vi) Key, Quay |
| (vii) Wile, While | (viii) Leek, Leak |

Q. 7. Translate the following into English by keeping in view figurative/idiomatic expressions.

(10)

ہر دور اپنے ساتھ بہت سے ایسے معاملات بھی لے کر آتا ہے جو کسی کی پسند کے نہیں ہوتے مگر انہیں قبول کرنا ہی پڑتا ہے۔ بعض اوقات ایسا بھی ہوتا ہے کہ قدرت شاید ہمیں آزمانے کی خاطر ایسا بہت کچھ ہمارے سامنے رکھتی ہے جو ہمارے مطلب کا نہیں ہوتا بلکہ اس سے ہمارا کوئی تعلق ہی نہیں ہوتا مگر پھر بھی اسے زندگی کا حصہ بناتے ہوئے چلنا پڑتا ہے۔ آج بھی ایسا ہی چل رہا ہے۔ ہر صدی اپنے ساتھ ایسی تبدیلیاں لاتی رہی ہے جو گزشتہ صدیوں کے مقابلے میں بالکل نئی تھیں۔ فطری علوم و فنون کی ترقی نے انسان کو ایسا بہت کچھ دیا ہے جسے علمی و معاشی عمل کا کچرا قرار دیا جاسکتا ہے۔ قدرت ہمیں پھل دیتی ہے تو ساتھ ہی ساتھ اس بات کا بھی پابند کرتی ہے کہ اس کے چھلکوں کو ڈھنگ سے ٹھکانے لگائیں۔ اگر ایسا نہ کیا جائے تو ماحول کی غلاظت بڑھتی ہے



FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION – 2021 FOR RECRUITMENT TO
POSTS IN BS-17 UNDER THE FEDERAL GOVERNMENT
ENGLISH (PRECIS & COMPOSITION)

Roll Number

TIME ALLOWED: THREE HOURS

PART-I(MCQS): MAXIMUM 30 MINUTES

PART-I (MCQS)

PART-II

MAXIMUM MARKS = 20

MAXIMUM MARKS = 80

- NOTE:** (i) **Part-II** is to be attempted on the separate **Answer Book**.
(ii) Attempt **ALL** questions from **PART-II**.
(iii) All the parts (if any) of each Question must be attempted at one place instead of at different places.
(iv) Write Q. No. in the Answer Book in accordance with Q. No. in the Q.Paper.
(v) No Page/Space be left blank between the answers. All the blank pages of Answer Book must be crossed.
(vi) Extra attempt of any question or any part of the question will not be considered.

PART-II

Q. 2. Write a précis of the following and suggest a suitable title:

(20)

Nizar Hassan was born in 1960 and raised in the village of Mashhad, near Nazareth, where he has lived with his family. He studied anthropology at Haifa University and after graduating worked in TV. Starting in 1990, he turned to cinema. In 1994, he produced Independence, in which he pokes his Palestinian interlocutors about what they think of the bizarre Israeli notion of their “independence”. They have stolen another people’s homeland and call the act “independence”! Hassan dwells on that absurdity.

As the world’s attention was captured by the news of Israel planning to “annex” yet a bit more of Palestine and add it to what they have already stolen, I received an email from Nizar Hassan, the pre-eminent Palestinian documentary filmmaker. He wrote to me about his latest film, My Grandfather’s Path, and included a link to the director’s cut. It was a blessing. They say choose your enemies carefully for you would end up like them. The same goes for those opposing Zionist settler colonialists. If you are too incensed and angered by their daily dose of claptrap, the vulgarity of their armed robbery of Palestine, you would soon become like them and forget yourself and what beautiful ideas, ideals, and aspirations once animated your highest dreams. Never fall into that trap. For decades, aspects of Palestinian and world cinema, art, poetry, fiction, and drama have done for me precisely that: saved me from that trap. They have constantly reminded me what all our politics are about – a moment of poetic salvation from it all.

Nizar Hassan’s new documentary is one such work – in a moment of dejection over Israel’s encroachment on Palestinian rights and the world’s complicity, it has put Palestine in perspective. The film is mercifully long, beautifully paced and patient, a masterfully crafted work of art – a Palestinian’s epic ode to his homeland. A shorter version of My Grandfather’s Path has been broadcast on Al Jazeera Arabic in three parts, but it must be seen in its entirety, in one go. It is a pilgrimage that must not be interrupted.

Q. 3. Read the following passage carefully and answer the questions given at the end.

(20)

In its response to 9/11, America has shown itself to be not only a hyperpower but increasingly assertive and ready to use its dominance as a hyperpower. After declaring a War on Terrorism, America has led two conventional wars, in Afghanistan and Iraq, demonstrating its overwhelmingly awesome military might. But these campaigns reveal something more: America’s willingness to have recourse to arms as appropriate and legitimate means to secure its interests and bolster its security. It has set forth a new doctrine: the right of pre-emptive strike when it considers its security, and therefore its national interests, to be at risk. The essence of this doctrine is the real meaning of hyperpower.

Prime Minister Tony Blair has consistently argued that the only option in the face of hyperpower is to offer wise counsel. But increasingly this is a course that governments and people across the world have refused. The mobilisation for war against Iraq split the United Nations and provoked the largest anti-war demonstrations the world has ever seen. And through it all, America maintained its determination to wage war alone if necessary and not to be counselled by the concerns of supposedly allied governments when they faithfully represented the wishes of their electorates. Rather than engaging in debate, the American government expressed its exasperation. The influential new breed of neoconservative radio and television hosts went much further. They acted as ringmasters for outpourings of public scorn that saw French fries renamed ‘freedom fries’ and moves to boycott French and German produce across America. If one sound-bite can capture a mood, then perhaps it would be Fox News’ Bill O’Reilly. At the height of the tension over a second Security Council resolution to legitimate war in Iraq, Mr O’Reilly told his viewers that the bottom line was security, the security of his family, and in that matter ‘There’s no moral equivalence between the US and Belgium’. It is, in effect, the ethos of hyperpower articulated and made manifest in the public domain of 24-hour talk. And America’s willingness to prosecute war has raised innumerable questions about how it engages with other countries. Afghanistan has seen the removal of the Taliban. But there are no official statistics on the number of innocent civilians dead and injured to achieve that security objective. The people of Afghanistan have witnessed a descent into the chaos that preceded the arrival of the Taliban, a country administered not by a new era of democracy under the tutelage of the hyperpower, but merely by the return of the warlords. Beyond Kabul, much of the country remains too insecure for any meaningful efforts at reconstruction and there is enormous difficulty in bringing relief aid to the rural population.

Questions: (4 marks each)

1. Why does the doctrine of power set by neo-imperial America deny space to counselling?
2. What is the essence of 'moral equivalence' whereas War has no moral justification?
3. Why do countries occupied and under the tutelage of hyperpower have no peace?
4. Arguably Europe and hyperpower US are at cross purposes over the concept of war. Are they? Why?
5. What Tony Blair's meant by 'wise counsel', and did it prevail?

Q. 4. Correct only FIVE of the following: (10)

- (i) They were lying in the sun.
- (ii) He will not come without he is asked.
- (iii) John as well as Harry bear witness to it.
- (iv) The crew was now on board and they soon busied themselves in preparing to meet the coming storm.
- (v) Could I have piece of please?
- (vi) Is there a sport club near by?
- (vii) The coat is quite big.
- (viii) It's only a short travel by train.

Q. 5. (a) Punctuate the following text, where necessary. (05)

That familiarity produces neglect has been long observed the effect of all external objects however great or splendid ceases with their novelty the courtier stands without emotion in the royal presence the music tramples under his foot the beauties of the spring with little attention to their fragrance and the inhabitant of the coast darts his eye upon the immense diffusion of waters without awe wonder or terror.

(b) Re-write the following sentences (ONLY FIVE) after filling in the blanks with appropriate Prepositions. (05)

- (i) The knavish wolf was able _____ convince the pig to let him _____ his home.
- (ii) I looked this word _____ in the dictionary, but I still don't understand it.
- (iii) I need to learn these verbs _____ heart _____ tomorrow.
- (iv) The morgue is redolent _____ the odor of deceased individuals.
- (v) He is cogitating _____ some means of revenge.
- (vi) He was reticent _____ do anything about the problem.
- (vii) His body is impervious _____ moisture.
- (viii) Ahmad applied _____ the bank for a loan.

Q. 6. Use only FIVE of the pairs of words in sentences clearly illustrating their meanings. (10)

- | | |
|------------------------------|-----------------------------|
| (i) Gibe, Jibe | (ii) Epigram, Epigraph |
| (iii) Brawl, Bawl | (iv) Crib, Crypt |
| (v) Barmy, Balmy | (vi) Peat, Petite |
| (vii) Monogamous, Monogenous | (viii) Postilion, Posterior |

Q. 7. Translate the following into English by keeping in view figurative/idiomatic expressions. (10)

استعماریت پسند انگریزی اقدار کے سامنے خوش آمدانہ اور فرما نبردارانہ طرز عمل کے برخلاف، جسے برطانوی حکمرانوں نے فروغ دیا تھا اور جسے اہل ہند نے اُس دور میں اختیار کر رکھا تھا۔ سید احمد خاں اور اُن کے اعلیٰ مرتبت اور روشن دماغ فرزند سید محمود دونوں نے ایسا رویہ اختیار کرنے کی کوشش کی گو یا وہ انگریزوں کے مساوی اور ہم مرتبہ ہوں۔ سن ۱۸۶۷ء کے آگرہ دربار کا واقعہ نہ صرف مسلمانوں کو بلکہ پوری ہندوستانی قوم کو بخوبی معلوم تھا۔ سید احمد خاں نے اس دربار سے اس لیے علیحدگی اختیار کی تھی کہ وہاں ہندوستانیوں کو انگریزوں کے مقابلے میں کم تر درجے کی نشست فراہم کی گئی تھی۔ اس دربار میں سید احمد خاں کو ایک تمغہ عطا کیا جانے والا تھا۔ بعد میں میرٹھ کے کمشنر ویلیمس کو یہ خدمت تفویض کی گئی کہ وہ علی گڑھ ریلوے اسٹیشن جا کر سید احمد خاں کو تمغہ پیش کریں۔



FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION – 2020 FOR RECRUITMENT TO
POSTS IN BS-17 UNDER THE FEDERAL GOVERNMENT
ENGLISH (PRECIS & COMPOSITION)

Roll Number

TIME ALLOWED: THREE HOURS

PART-I(MCQS): MAXIMUM 30 MINUTES

PART-I (MCQS)

PART-II

MAXIMUM MARKS = 20

MAXIMUM MARKS = 80

NOTE: (i) Part-II is to be attempted on the separate Answer Book.

(ii) Attempt ALL questions from PART-II.

(iii) All the parts (if any) of each Question must be attempted at one place instead of at different places.

(iv) Write Q. No. in the Answer Book in accordance with Q. No. in the Q.Paper.

(v) No Page/Space be left blank between the answers. All the blank pages of Answer Book must be crossed.

(vi) Extra attempt of any question or any part of the question will not be considered.

PART-II

Q. 2. Write a précis of the following passage and also suggest a suitable title: (20)

Manto was a victim of some kind of social ambivalence that converged on self-righteousness, hypocrisy, and mental obtuseness. His detractors branded him as vulgar and obscene and implicated him into a long-drawn legal battle questioning the moral validity of his writings. Without being deterred by their negative tactics, he remained firm in his commitment to exploring the stark realities of life offensive to the conservative taste of some self-styled purists. In the line of Freud, he sought to unravel the mysteries of sex not in an abstract, non-earthly manner but in a palpable, fleshy permutation signifying his deep concern for the socially disabled and depressed classes of society, like petty wage-earners, pimps, and prostitutes.

For Manto, man is neither an angel nor a devil, but a mix of both. His middle and lower middle class characters think, feel and act like human beings. Without feigning virtuosity, he was able to strike a rapport with his readers on some of the most vital socio-moral issues concerning them. As a realist, he was fully conscious of the yawning gap between appearance and reality; in fact, nothing vexed him more than a demonstrable duality in human behaviour at different levels of the social hierarchy. He had an unjaundiced view of man's faults and follies. As a literary artist, he treated vulgarity discreetly --- without ever sounding vulgar in the process. Like Joyce, Lawrence, and Caldwell, in Manto's work too, men and women of the age find their own restlessness accurately mirrored. And like them, Manto was also 'raised above his own self by his sombre enthusiasm'.

Q. 3. Read the following passage carefully and answer the questions given at the end. (20)

Globalization is viewed by its proponents as a process of cementing economic, cultural and political bonds between peoples of different countries of the world. One may regard it as a process by which they are welded into a single world society, to be termed as global society. It means internationalization of production and labour leading to integration of economies of developing and developed countries into global economy. To quote Rosabeth M.Kanter, "The world is becoming a global shopping mall in which ideas and products are available everywhere at the same time."

Globalization is a natural outcome of computer networking and electronic mass communication. Information technology has made it possible for nations of the world to contact one another beyond their national borders. Besides, globalization is also promoted through the growth and proliferation of multinational companies and corporations that operate as transporter networks. Anyhow the flow of capital technology and labour across the borders of countries has accentuated the process of globalization.

Deregulation, liberalism and privatization being assiduously pursued in the developing countries are some other manifestations of globalization. These countries are opening their economies to follow these trends. The size of the public sector is shrinking for the private sector to assume an increasingly important role in the economic development of the Third World countries. The downsizing of the public sector is in line with the spirit of market economy. This is suggested as a measure to cover up their fiscal deficit.

Questions: (4 marks each)

1. Define globalization.
2. What is electronic mass communication?
3. What does the term Third World denote?
4. What is privatization?
5. Explain 'liberalism' in the above context.

Q. 4. Correct only FIVE of the following: (10)

- (i) I won him in the race.
- (ii) He said that I am playing chess.
- (iii) Unless you do not try, you will never succeed.
- (iv) He wrote with ink.
- (v) What country he belongs to?
- (vi) When he reaches to manhood, he will visit to England.
- (vii) The new session commences from February 1st, 2020.
- (viii) Please send this letter on my address.

Q. 5. (a) Punctuate the following text, where necessary. (5)

Letters between relatives and friends are called personal letters the most important thing in such letters is the content don't begin with a hackneyed phrase like I was delighted to get your letter received your letter or I have often thought of writing to you use a vigorous clear chatty style

(b) Re-write the following sentences (ONLY FIVE) after filling in the blanks with appropriate Prepositions.(5)

- (i) I was annoyed ----- him.
- (ii) This train is bound ----- Gujrat.
- (iii) The pistol went ----- by accident.
- (iv) He kept ----- asking silly questions.
- (v) He was knocked ----- by the bus.
- (vi) Do not meddle ----- my affairs.
- (vii) The meeting was put ----- by the Chairman.
- (viii) He rounded ----- his speech with a quote from Ghalib.

Q. 6. Use ONLY FIVE of the following in sentences which illustrate their meanings (10)

- (i) To break the ice
- (ii) Nip in the bud
- (iii) See eye to eye with
- (iv) For good
- (v) Tamper with
- (vi) The small hours
- (vii) Keep up appearances
- (viii) Prima facie

Q. 7. Translate the following into English by keeping in view figurative/idiomatic expressions. (10)

دنیا کی ہر قوم کا نظام تعلیم اپنی قوم کے مزاج سے ہم آہنگ ہوتا ہے جو قومی اور ملی مقاصد کی تشکیل و تکمیل کرتا ہے۔ اور قوم مطلوبہ مقاصد کے لیے سرگرم عمل رہتی ہے۔ چنانچہ کسی قوم کا نظام تعلیم وہ ہمہ گیر نظام تربیت ہے جس کے تحت قوم کے افراد کی ذہنی صلاحیتوں کو پروان چڑھانے اور ان کی سیرت و کردار کی تعمیر میں مدد ملتی ہے۔ نظام تعلیم افراد کی تربیت اس انداز سے کرتا ہے کہ افراد قوم کی تقدیر بدل دیتے ہیں۔



FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION – 2019
FOR RECRUITMENT TO POSTS IN BS-17
UNDER THE FEDERAL GOVERNMENT
ENGLISH (PRECIS & COMPOSITION)

Roll Number

TIME ALLOWED: THREE HOURS
PART-I(MCQS): MAXIMUM 30 MINUTES

PART-I (MCQS)
PART-II

MAXIMUM MARKS = 20
MAXIMUM MARKS = 80

- NOTE: (i) Part-II** is to be attempted on the separate **Answer Book**.
(ii) Attempt **ALL** questions from **PART-II**.
(iii) All the parts (if any) of each Question must be attempted at one place instead of at different places.
(iv) Write Q. No. in the Answer Book in accordance with Q. No. in the Q.Paper.
(v) No Page/Space be left blank between the answers. All the blank pages of Answer Book must be crossed.
(vi) Extra attempt of any question or any part of the question will not be considered.

PART-II

Q. 2. Write a précis of the following passage and also suggest a suitable title: (20)

I think modern educational theorists are inclined to attach too much importance to the negative virtue of not interfering with children, and too little to the positive merit of enjoying their company. If you have the sort of liking for children that many people have for horses or dogs, they will be apt to respond to your suggestions, and to accept prohibitions, perhaps with some good-humoured grumbling, but without resentment. It is no use to have the sort of liking that consists in regarding them as a field for valuable social endeavour, or what amounts to the same thing as an outlet for power-impulses. No child will be grateful for an interest in him that springs from the thought that he will have a vote to be secured for your party or a body to be sacrificed to king and country. The desirable sort of interest is that which consists in spontaneous pleasure in the presence of children, without any ulterior purpose. Teachers who have this quality will seldom need to interfere with children's freedom, but will be able to do so, when necessary, without causing psychological damage.

Unfortunately, it is utterly impossible for over-worked teachers to preserve an instinctive liking for children; they are bound to come to feel towards them as the proverbial confectioner's apprentice does towards macaroons. I do not think that education ought to be anyone's whole profession: it should be undertaken for at most two hours a day by people whose remaining hours are spent away from children. The society of the young is fatiguing, especially when strict discipline is avoided. Fatigue, in the end, produces irritation, which is likely to express itself somehow, whatever theories the harassed teacher may have taught himself or herself to believe. The necessary friendliness cannot be preserved by self-control alone. But where it exists, it should be unnecessary to have rules in advance as to how "naughty" children are to be treated, since impulse is likely to lead to the right decision, and almost any decision will be right if the child feels that you like him. No rules, however wise, are a substitute for affection and tact.

Q. 3. Read the following passage carefully and answer the questions that follow: (20)

When I returned to the common the sun was setting. The crowd about the pit had increased, and stood out black against the lemon yellow of the sky—a couple of hundred people, perhaps. There were raised voices, and some sort of struggle appeared to be going on about the pit. Strange imaginings passed through my mind. As I drew nearer I heard Stent's voice: "Keep back! Keep back!" A boy came running towards me. "It's movin'," he said to me as he passed; "it's screwin' and screwin' out. I don't like it. I'm goin' home, I am." I went on to the crowd. There were really, I should think, two or three hundred people elbowing and jostling one another, the one or two ladies there being by no means the least active. "He's fallen in the pit!" cried someone. "Keep back!" said several. The crowd swayed a little, and I elbowed my way through. Everyone seemed greatly excited. I heard a peculiar humming sound from the pit. "I say!" said Ogilvy. "Help keep these idiots back. We don't know what's in the confounded thing, you know!" I saw a young man, a shop assistant in Woking I believe he was, standing on the cylinder and trying to scramble out of the hole again. The crowd had pushed him in. The end of the cylinder was being screwed out from within. Nearly two feet of shining screw projected. Somebody blundered against me, and I narrowly missed being pitched onto the top of the screw. I turned, and as I did so the screw must have come out, for the lid of the cylinder fell upon the gravel with a ringing concussion. I stuck my elbow into the person behind me, and turned my head towards the Thing again. For a moment that circular cavity seemed perfectly black. I had the sunset in my eyes. I think everyone expected to see a man emerge—possibly something a little unlike us terrestrial men, but in all essentials a man. I know I did. But, looking, I presently saw something stirring within the shadow: greyish billowy movements, one above another, and then two luminous disks-like eyes. Then something resembling a little grey snake, about the thickness of a walking stick, coiled up out of the writhing middle, and wriggled in the air towards me—and then another. A sudden chill came over me. There was a loud shriek from a woman behind. I half turned, keeping my eyes fixed upon the cylinder still, from which other tentacles were now projecting, and began pushing my way back from the edge of the pit. I saw astonishment giving place to horror on the faces of the people about me. I heard inarticulate exclamations on all sides. There was a general movement backwards. I saw the shopman struggling still on the edge of the pit. I found myself alone, and saw the people on the other side of the pit running off, Stent among them. I looked again at the cylinder and ungovernable terror gripped me. I stood petrified and staring. A big greyish rounded bulk, the size, perhaps, of a bear, was rising slowly and painfully out of the cylinder. As it bulged up and caught the light, it glistened like wet leather. Two large dark-coloured eyes were regarding me steadfastly. The mass that framed them, the head of the thing, was rounded, and had, one might

ENGLISH (PRECIS & COMPOSITION)

say, a face. There was a mouth under the eyes, the lipless brim of which quivered and panted, and dropped saliva. The whole creature heaved and pulsated convulsively. A lank tentacular appendage gripped the edge of the cylinder, another swayed in the air. Those who have never seen a living Martian can scarcely imagine the strange horror of its appearance. The peculiar V-shaped mouth with its pointed upper lip, the absence of brow ridges, the absence of a chin beneath the wedge like lower lip, the incessant quivering of this mouth, the Gorgon groups of tentacles, the tumultuous breathing of the lungs in a strange atmosphere, the evident heaviness and painfulness of movement due to the greater gravitational energy of the earth above all, the extraordinary intensity of the immense eyes—were at once vital, intense, inhuman, crippled and monstrous. There was something fungoid in the oily brown skin, something in the clumsy deliberation of the tedious movements unspeakably nasty. Even at this first encounter, this first glimpse, I was overcome with disgust and dread.

- Questions:**
1. What leads us to believe that this passage is from a science fiction story? (4)
 2. How was the crowd behaving? (4)
 3. Why did the mood of the crowd alter? (4)
 4. What was the narrator's initial reaction to the "Thing"? (4)
 5. Why did the writer feel disgusted? (4)

Q. 4. Correct only FIVE of the following: (10)

- (i) He enjoyed during the holidays.
- (ii) None of the boys had learnt their lesson.
- (iii) He is abusing the money of his father.
- (iv) I regret at the delay.
- (v) I could not help but laugh.
- (vi) I always have and always shall be your friend.
- (vii) I was out walking when I saw the new moon in the garden.
- (viii) He cried as if he was mad.

Q. 5. (a) Punctuate the following text, where necessary. (5)

a hungry lion slipped out of the forest into a barnyard one evening when he saw a plump donkey his mouth began to water but just as he was ready to jump on the donkey a rooster crowed he was frightened and so turned away into the forest again hey look at that cowardly lion the donkey brayed to the rooster i am going to chase him and the donkey ran after the lion wait the rooster shouted you dont know that but it was too late the lion had turned and killed the donkey ah my poor stupid friend the rooster said as he watched the lion eating the donkey the lion wasnt afraid of you but of my crowing

(b) Re-write the following sentences (ONLY FIVE) after filling in the blanks with appropriate prepositions. (5)

- (i) What time do we arrive _____ our destination?
- (ii) We are flying _____ some rough weather; please fasten your seat belts.
- (iii) It is warming up; _____ noon we should be able to go swimming.
- (iv) My parents are not responsible _____ my actions.
- (v) This pan is _____ cooking omelettes.
- (vi) _____ poor attendance, this course is being cancelled.
- (vii) The police took the men in _____ questioning.
- (viii) The woman you gave the book _____ is my aunt.

Q. 6. Use ONLY FIVE of the following in sentences which illustrate their meanings (10)

- | | |
|---------------------------------|-------------------------------|
| (i) To cast pearls before swine | (ii) To step into one's shoes |
| (iii) Stuff and nonsense | (iv) A wild goose chase |
| (v) To be ill at ease | (vi) Sit on the fence |
| (vii) In a jiffy | (viii) To preen oneself |

Q. 7. Translate the following into English by keeping in view figurative/idiomatic expressions. (10)

پاکستان، افغانستان میں امن کے لیے پُر عزم ہے کیونکہ افغانستان میں امن، پاکستان کے لیے انتہائی اہم ہے۔ تاریخی تناظر میں دیکھا جائے تو پاکستان اور افغانستان پر دوسری برادر اسلامی ملک ہونے کے ناتے تاریخی، ثقافتی، لسانی رشتوں میں جڑے ہوئے ہیں۔ یہ رشتے ٹوٹ ہیں، دونوں کا انحصار ایک دوسرے پر ہے اور دونوں الگ الگ رہ بھی نہیں سکتے۔ پاکستان کا موقف روز اول سے یہی رہا ہے کہ افغان مسئلے کا سیاسی حل نکالا جائے۔ اس موقف کی حمایت چین بھی کرتا ہے۔ اس ضمن میں چین نے کہا ہے کہ افغان تنازع کا افغان قیادت میں ہونے والے امن مذاکرات سے ہی حل ممکن ہے۔ پاکستان اور چین اسٹیبلشمنٹ

داری کے لیے افغان تنازع کو مذاکرات کے ذریعے حل کرنے میں اپنا کردار ادا کریں گے۔



**FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION – 2018
FOR RECRUITMENT TO POSTS IN BS-17
UNDER THE FEDERAL GOVERNMENT
ENGLISH (PRECIS & COMPOSITION)**

Roll Number

TIME ALLOWED: THREE HOURS

PART-I(MCQS): MAXIMUM 30 MINUTES

PART-I (MCQS)

PART-II

MAXIMUM MARKS = 20

MAXIMUM MARKS = 80

NOTE: (i) Part-II is to be attempted on the separate Answer Book.

(ii) Attempt ALL questions from PART-II.

(iii) All the parts (if any) of each Question must be attempted at one place instead of at different places.

(iv) Candidate must write Q. No. in the Answer Book in accordance with Q. No. in the Q.Paper.

(v) No Page/Space be left blank between the answers. All the blank pages of Answer Book must be crossed.

(vi) Extra attempt of any question or any part of the attempted question will not be considered.

PART-II

Q. 2. Write a précis of the following passage in about 120 words and also suggest a suitable title: (20)

It is in the temperate countries of northern Europe that the beneficial effects of cold are most manifest. A cold climate seems to stimulate energy by acting as an obstacle. In the face of an insuperable obstacle our energies are numbed by despair; the total absence of obstacles, on the other hand leaves no room for the exercise and training of energy; but a struggle against difficulties that we have a fair hope of over-coming, calls into active operation all our powers. In like manner, while intense cold numbs human energies, and a hot climate affords little motive for exertion, moderate cold seems to have a bracing effect on the human race. In a moderately cold climate man is engaged in an arduous, but no hopeless struggles and with the inclemency of the weather. He has to build strong houses and procure thick clothes to keep himself warm. To supply fuel for his fires, he must hew down trees and dig coal out of the earth. In the open air, unless he moves quickly, he will suffer pain from the biting wind. Finally, in order to replenish the expenditure of bodily tissue caused by his necessary exertions, he has to procure for himself plenty of nourishing food.

Quite different is the lot of man in the tropics. In the neighbourhood of the equator there is little need of clothes or fire, and it is possible with perfect comfort and no danger to health, to pass the livelong day stretched out on the bare ground beneath the shade of a tree. A very little fruit or vegetable food is required to sustain life under such circumstances, and that little can be obtained without much exertion from the bounteous earth.

We may recognize must the same difference between ourselves at different seasons of the year, as there is between human nature in the tropics and in temperate climes. In hot weather we are generally languid and inclined to take life easily; but when the cold season comes, we find that we are more inclined to vigorous exertion of our minds and bodies.

Q. 3. Read the following passage carefully and answer the questions that follow: (20)

The third great defect of our civilization is that it does not know what to do with its knowledge. Science has given us powers fit for the gods, yet we use them like small children. For example, we do not know how to manage our machines. Machines were made to be man's servants; yet he has grown so dependent on them that they are in a fair way to become his master. Already most men spend most of their lives looking after and waiting upon machines. And the machines are very stern masters. They must be fed with coal, and given petrol to drink, and oil to wash with, and they must be kept at the right temperature. And if they do not get their meals when they expect them, they grow sulky and refuse to work, or burst with rage, and blow up, and spread ruin and destruction all around them. So we have to wait upon them very attentively and do all that we can to keep them in a good temper. Already we find it difficult either to work or play without the machines, and a time may come when they will rule us altogether, just as we rule the animals.

And this brings me to the point at which I asked, "What do we do with all the time which the machines have saved for us, and the new energy they have given us?" On the whole, it must be admitted, we do very little. For the most part we use our time and energy to make more and better machines; but more and better machines will only give us still more time and still more energy, and what are we to do with them? The answer, I think, is that we should try to become mere civilized. For the machines themselves, and the power which the machines have given us, are not civilization but aids to civilization. But you will remember that we agreed at the beginning that being civilized meant making and linking beautiful things. Thinking freely, and living rightly and maintaining justice equally between man and man. Man has a better chance today to do these things than he ever had before; he has more time, more energy, less to fear and less to fight against. If he will give his time and energy which his machines have won for him to making more beautiful things, to finding out more and more about the universe, to removing the causes of quarrels between nations, to discovering how to prevent poverty, then I think our civilization would undoubtedly be the greater, as it would be the most lasting that there has ever been.

- Questions:**
1. Instead of making machines our servants the author says they have become our masters. In what sense has this come about? (4)
 2. The use of machines has brought us more leisure and more energy. But the author says that this has been a curse rather than a blessing. Why? (4)
 3. What exactly is the meaning of 'civilization'? Do you agree with the author's views? (4)
 4. 'Making more beautiful things' – what does this expression mean? Make a list of the beautiful things that you would like to make and how you would make them. (4)
 5. Mention some plans you may have to prevent poverty in the world. Who would receive your most particular attention, and why? (4)

ENGLISH (PRECIS & COMPOSITION)

Q. 4. (a) Correct only FIVE of the following: (5)

- (i) They only work when they have no money.
- (ii) They left the hotel here they had been staying in a motor-car.
- (iii) I cannot by no means allow you to do so.
- (iv) My friend said he never remembered having read a more enjoyable book.
- (v) Going up the hill, an old temple was seen.
- (vi) One day the bird did not perform certain tricks which had thought it to his satisfaction.
- (vii) I was rather impressed by the manner of the orator than by his matter.
- (viii) What an awful weather!

(b) Use punctuation marks where needed in the following sentences: (5)

- (i) There is a slavery that no legislation can abolish the slavery of caste
- (ii) All that I am all that I hope to be I owe to my angel mother.
- (iii) Take away that bauble said Cromwell pointing to the mace which lay upon the table.
- (iv) There is only one cure for the evils which newly acquired freedom produces and that cure is freedom
- (v) History it has been said is the essence of innumerable biographies.

Q. 5. (a) Fill the following blanks (any FIVE) appropriate preposition. (5)

- (i) _____ a Ford he has a Fiat car
(a) in (b) before (c) besides (d) despite
- (ii) I saw him felling a big tree _____ a hatchet.
(a) with (b) through (c) by (d) at
- (iii) I must start _____ dawn to reach the station in time.
(a) on (b) at (c) by (d) after
- (iv) I have known him _____ a long time.
(a) since (b) from (c) for (d) over
- (v) "Will you walk _____ my parlour?"
(a) in (b) to (c) by (d) into
- (vi) The public are cautioned _____ pickpockets.
(a) against (b) about (c) of (d) for

(b) Rewrite the following dialogue, written in direct speech, in a paragraph form. (5)

Jack: Hello, Swarup! Swatting away as usual. Come out, man; shut up your old books, and come and have a game of tennis.

Swarup: I am sorry I cannot do that, Jack. The examination is drawing near, and I want every hour I can get for study.

Jack: Oh! Hang all examinations! I do not worry about mine. What is the use of them, any way?

Swarup: Well, you can't get a degree if you don't pass the examination; and I have set my heart on being a graduate.

Jack: And pray what good will graduation do you? You may get a clerkship in a government office; but that's all, and there are hundreds of fellows who have got their degrees, and are no nearer getting jobs of any sort.

Swarup: That may be so; but I am not studying so much to pass my examination and obtain my degree, as to store my mind with knowledge and develop my intellectual faculties.

Q. 6. (a) Explain the difference between the following word pairs (Any FIVE) by using each word in your own sentences: (5)

- | | | | |
|---------------------|--------------------|--------------------|---------------------------|
| (i) Callous, Callus | (ii) Born, Borne | (iii) Faint, Feint | (iv) Dinghy, Dinky |
| (v) Lose, Loose | (vi) Waiver, Waver | (vii) Shear, Sheer | (viii) Resister, Resistor |

(b) Use ONLY FIVE of the following in sentences which illustrate their meaning: (5)

- | | | | |
|-------------------|----------------------------|-----------------------|------------------------|
| (i) Show and tell | (ii) Helter-skelter | (iii) To the death | (iv) Tilt at windmills |
| (v) Het up | (vi) The whole ball of wax | (vii) It's about time | (viii) Punch-up |

Q. 7. Translate the following Urdu paragraph into English by keeping in view figurative/idiomatic expressions. (10)

لاہور شہر سیاست ہی نہیں ثقافت کا بھی قدیم مرکز ہے۔ مغلوں کی ثقافت نے عروج کا زمانہ اس شہر میں دیکھا۔ سکھ ثقافت کا بھی یہی مرکز تھا۔ علم و ادب کی ثقافت بھی اسی شہر کے حصہ میں آئی۔ اہل تصوف کا بھی یہی مرکز تھا۔ تصوف کی مشہور کتاب کشف المحجوب کے مصنف حضرت علی بجویری المشہور حضرت داتا گنج بخش بھی اسی شہر میں مدفون ہیں۔ انگریزوں کے دور میں بھی لاہور کا فیشن پورے ہندوستان میں رائج ہوتا تھا۔ قیام پاکستان کے بعد بھی اس شہر کی اہمیت کم نہیں ہوئی۔

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FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION – 2017 FOR RECRUITMENT TO
POSTS IN BS-17 UNDER THE FEDERAL GOVERNMENT

Roll Number

ENGLISH (PRECIS & COMPOSITION)

TIME ALLOWED: THREE HOURS

PART-I(MCQS): MAXIMUM 30 MINUTES

PART-I (MCQS)

PART-II

MAXIMUM MARKS = 20

MAXIMUM MARKS = 80

NOTE:(i) Part-II is to be attempted on the separate Answer Book.

(ii) Attempt ALL questions from PART-II.

(iii) All the parts (if any) of each Question must be attempted at one place instead of at different places.

(iv) Candidate must write Q. No. in the Answer Book in accordance with Q. No. in the Q.Paper.

(v) No Page/Space be left blank between the answers. All the blank pages of Answer Book must be crossed.

(vi) Extra attempt of any question or any part of the attempted question will not be considered.

PART-II

Q. 2. Write a précis of the following passage and also suggest a suitable title:

(20)

All the evils in this world are brought about by the persons who are always up and doing, but do not know when they ought to be up nor what they ought to be doing. The devil, I take it, is still the busiest creature in the universe, and I can quite imagine him denouncing laziness and becoming angry at the smallest waste of time. In his kingdom, I will wager, nobody is allowed to do nothing, not even for a single afternoon. The world, we all freely admit, is in a muddle but I for one do not think that it is laziness that has brought it to such a pass. It is not the active virtues that it lacks but the passive ones; it is capable of anything but kindness and a little steady thought. There is still plenty of energy in the world (there never were more fussy people about), but most of it is simply misdirected. If, for example, in July 1914, when there was some capital idling weather, everybody, emperors, Kings, arch dukes, statesmen, generals, journalists, had been suddenly smitten with an intense desire to do nothing, just to hang about in the sunshine and consume tobacco, then we should all have been much better off than we are now. But no, the doctrine of the strenuous life still went unchallenged; there must be no time wasted; something must be done. Again, suppose our statesmen, instead of rushing off to Versailles with a bundle of ill-digested notions and great deal of energy to dissipate had all taken a fortnight off, away from all correspondence and interviews and what not, and had simply lounged about on some hillside or other apparently doing nothing for the first time in their energetic lives, then they might have gone to their so-called peace conference and come away again with their reputations still unsoiled and the affairs of the world in good trim. Even at the present time, if half of the politicians in Europe would relinquish the notion that laziness is crime and go away and do nothing for a little space, we should certainly gain by it. Other examples come crowding into mind. Thus, every now and then, certain religious sects hold conferences; but though there are evils abroad that are mountains high, though the fate of civilization is still doubtful, the members who attend these conferences spend their time condemning the length of ladies' skirts and the noisiness of dance bands. They would all be better employed lying flat on their backs somewhere, staring at the sky and recovering their mental health.

Q. 3. Read the following passage carefully and answer the questions that follow:

(20)

Education ought to teach us how to be in love and what to be in love with. The great things of history have been done by the great lovers, by the saints and men of science, and artists, and the problem of civilization is to give every man a chance of being a saint, a man of science, or an artist. But this problem cannot be attempted, much less solved, unless men desire to be saints, men of science, and artists. And if they are to desire that continuously and consciously they must be taught what it means to be these. We think of the man of science or the artist, if not of the saint, as a being with peculiar gifts, not as one who exercises, more precisely and incessantly perhaps, activities which we all ought to exercise. It is a commonplace now that art has ebbed away out of our ordinary life, out of all the things which we use, and that it is practiced no longer by workmen but only by a few painters and sculptors. That has happened because we no longer recognize the aesthetic activity of the spirit, so common to all men. We do not know that when a man makes anything he ought to make it beautiful for the sake of doing so, and that when a man buys anything he ought to demand beauty in it, for the sake of beauty. We think of beauty if we think of it at all as a mere source of pleasure, and therefore it means to us ornament, added to things for which we can pay extra as we choose. But beauty is not an ornament to life, or to the things made by man. It is an essential part of both. The aesthetic activity, when it reveals itself in things made by men, reveals itself in design, just as it reveals itself in the design of all natural things. It shapes objects as the moral activity shapes actions, and we ought to recognize it in the objects and value it, as we recognize and value moral activity in actions. And as actions empty of the moral activity are distasteful to us, so should objects be that are empty of the aesthetic activity. But this is not so with most of us. We do not value it; do not even recognize it, or the lack of it, in the work of others. The artist, of whatever kind, is a man so much aware of the beauty of the universe that he must impart the same beauty to whatever he makes. He has exercised his aesthetic activity in the discovery of the beauty in the universe before he exercises it in imparting beauty to that which he makes. He has seen things in that relation in his own work, whatever it may be. And just as he sees that relation for its own sake, so he produces it for its own sake and satisfies the desire of his spirit in doing so. And we should value his work; we should desire that relation in all things made by man, if we too have the habit of seeing that relation in the universe, and if we knew that, when we see it, we are exercising an activity of the spirit and satisfying a spiritual desire. And we should also know that work without beauty means unsatisfied spiritual desire in the worker; that it is waste of life and common evil and danger, like thought without truth, or action without righteousness.

Questions: 1. What has been lamented in the text?

(4)

2. What is the difference between ordinary man and an artist?

(4)

3. How can we make our lives beautiful and charming?

(4)

4. What does the writer actually mean when he says, "Beauty is not an ornament to life"?

(4)

5. Do art and beauty affect our practical life and morals? Justify whether you agree or disagree. **(4)**

ENGLISH (PRECIS & COMPOSITION)

- Q. 4. (a) Correct only FIVE of the following: (5)**
- In the accident one of my arms was broken and my legs bruised.
 - The people who had been raising slogans against the government for many hours they wanted increase in their salaries.
 - You have been working very hard for the last two years. Isn't it?
 - John could hardly do no better than to have caught a bass of such dimensions.
 - I who have no chance to meet him would rather go with you instead of sitting at home.
 - He not only comes there for swimming but also for coaching new swimmers.
 - When he visited the fair last time, he bought no less than twenty school bags.
 - Ten cattles were grazing in the field.
- (b) Re-write the following sentences (Only FIVE) after filling in the blanks appropriately: (5)**
- I cannot buy this car _____ this price.
(a) for (b) in (c) at (d) on
 - Send these books _____ my home address.
(a) on (b) at (c) in (d) to
 - Monkeys live _____ trees.
(a) in (b) at (c) upon (d) on
 - I said it _____ his face.
(a) at (b) on (c) to (d) upon
 - The manager _____ the receipt of my letter promptly.
(a) accepted (b) realized (c) recognized (d) acknowledged
 - Most foreign students don't like American coffee, and _____ .
(a) I don't too (b) either don't (c) neither don't I (d) neither do I
 - We _____ take care of our parents when they are old.
(a) could (b) would (c) might (d) ought to
 - Yousaf _____ in the garden the whole of yesterday.
(a) has dug (b) was digging (c) dug (d) had dug
- Q. 5. (a) Choose the ANALOGY of words written in capital letters. Attempt any FIVE. (5)**
- LION: ROAR
(a) Snake : Slither (b) Goat: Bleat
(c) Lizard : Crawl (d) Elephant : Tusk
 - SHADOW : LIGHT
(a) Flood : Rain (b) Image : Object
(c) Reaction : Action (d) House : Bricks
 - CLOT : BLOOD
(a) Ink: Water (b) Curdle : Milk
(c) Vaporize : Camphor (d) Brew : Coffee
 - FEARFUL: COWER
(a) Humble: Boast (b) Weak : Exercise
(c) Arrogant : Strut (d) Wise : Dispute
 - EXPEDITE : HASTEN
(a) Conscript : Write down
(b) Diver : Make harder
(c) Facilitate : Make easiest
(d) Satirize : Praise
 - WOOD: FURNITURE
(a) Father : Child (b) Tree : Seedling
(c) Soil : Clay (d) Stone : Sculpture
 - LECHER : LUST
(a) Pith : Herb (b) Glutton : Greed
(c) Business : Profit (d) Showbiz : Fame
 - SURGEON : DEXTEROUS
(a) Clown : Fat (b) Actress : Beautiful
(c) Athlete : Tall (d) Acrobat : Agile
- (b) Punctuate the following text, where necessary. (5)**
- a quaker was one day walking on country road he was suddenly met by a highwayman pointing a pistol the man exclaimed your money or your life my friend said the quaker I cannot deliver my money for i should be helping thee in evildoing however exchange is lawful and i will give thee my purse for the pistol the robber agree on receiving the purse the quaker at once held the pistol at the robbers head and said now friend my purse back or the weapon may go off fire said the robber there is no powder in the pistol
- Q. 6. (a) Explain the difference between the following word pairs (Any FIVE) by using each word in your own sentences: (5)**
- Wrath, Wroth
 - Veracity, Voracity
 - Subtler, Sutler
 - Retenue, Retinue
 - Minute, Minuet
 - Furor, Furore
 - Dinghy, dingy
 - Bony, Bonny
- (b) Use ONLY FIVE of the following in sentences which illustrate their meaning: (5)**
- Spirit away
 - Plough back
 - Eager beaver
 - Ring a bell
 - Be left holding the baby
 - Cap in hand
 - Hold out a carrot
 - Over the moon
- Q. 7. Translate the following into English by keeping in view figurative/idiomatic expression. (10)**
- اپنے پوشیدہ عیبوں کو معلوم کرنے کے لیے یہ دیکھنا ضروری ہے کہ ہمارے دشمن ہم کو کیا کہتے ہیں۔ ہمارے دوست اکثر ہمارے دل کے موافق ہماری تعریف کرتے ہیں۔ اول ہمارے عیب ان کو عیب ہی نہیں لگتے یا پھر ہماری خاطر کو ایسا عزیز رکھتے ہیں کہ اس کو رنجیدہ نہ کرنے کے خیال سے ان کو چھپاتے ہیں۔ یا پھر ان سے چشم پوشی کرتے ہیں۔ ہر خلاف اس کے ہمارا دشمن ہم کو خوب ٹٹولتا ہے اور کونے کونے سے ڈھونڈ کر ہمارے عیب نکالتا ہے، گو وہ دشمنی سے چھوٹی بات کو بڑا بنا دیتا ہے۔ مگر اس میں کچھ نہ کچھ اصلیت ہوتی ہے۔ دوست ہمیشہ اپنے دوست کی نیکیوں کو بڑھاتا ہے اور دشمن عیبوں کو۔ اس لیے ہمیں اپنے دشمن کا زیادہ احسان مند ہونا چاہیے کہ وہ ہمیں ہمارے عیبوں سے مطلع کرتا ہے۔ اس تناظر میں دیکھا جائے تو دشمن دوست سے بہتر ثابت ہوتا ہے۔



FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION – 2016 FOR RECRUITMENT TO
POSTS IN BS-17 UNDER THE FEDERAL GOVERNMENT

Roll Number

ENGLISH (PRECIS & COMPOSITION)

TIME ALLOWED: THREE HOURS	PART-I (MCQS)	MAXIMUM MARKS = 20
PART-I(MCQS): MAXIMUM 30 MINUTES	PART-II	MAXIMUM MARKS = 80
NOTE:(i) Part-II is to be attempted on the separate Answer Book. (ii) Attempt ALL questions from PART-II. (iii) All the parts (if any) of each Question must be attempted at one place instead of at different places. (iv) Candidate must write Q. No. in the Answer Book in accordance with Q. No. in the Q.Paper. (v) No Page/Space be left blank between the answers. All the blank pages of Answer Book must be crossed. (vi) Extra attempt of any question or any part of the attempted question will not be considered.		

PART-II

Q. 2. Write a précis of the following passage in about 120 words and suggest a suitable title: (20)

During my vacation last May, I had a hard time choosing a tour. Flights to Japan, Hong Kong and Australia are just too common. What I wanted was somewhere exciting and exotic, a place where I could be spared from the holiday tour crowds. I was so happy when John called up, suggesting a trip to Cherokee, a county in the state of Oklahoma. I agreed and went off with the preparation immediately.

We took a flight to Cherokee and visited a town called Qualla Boundary surrounded by magnificent mountain scenery, the town painted a paradise before us. With its Oconaluftee Indian Village reproducing tribal crafts and lifestyles of the 18th century and the outdoor historical pageant *Unto These Hills* playing six times weekly in the summer nights, Qualla Boundary tries to present a brief image of the Cherokee past to the tourists.

Despite the language barrier, we managed to find our way to the souvenir shops with the help of the natives. The shops were filled with rubber tomahawks and colorful traditional war bonnets, made of dyed turkey feathers. Tepees, cone-shaped tents made from animal skin, were also pitched near the shops. "Welcome! Want to get anything?" We looked up and saw a middle-aged man smiling at us. We were very surprised by his fluent English. He introduced himself as George and we ended up chatting till lunch time when he invited us for lunch at a nearby coffee shop.

"Sometimes, I've to work from morning to sunset during the tour season. Anyway, this is still better off than being a woodcutter ..." Remembrance weighed heavy on George's mind and he went on to tell us that he used to cut firewood for a living but could hardly make ends meet. We learnt from him that the Cherokees do not depend solely on trade for survival. During the tour off-peak period, the tribe would have to try out other means for income. One of the successful ways is the "Bingo Weekend". On the Friday afternoons of the Bingo weekends, a large bingo hall was opened, attracting huge crowds of people to the various kinds of games like the Super Jackpot and the Warrior Game Special. According to George, these forms of entertainment fetch them great returns.

Our final stop in Qualla Boundary was at the museum where arts, ranging from the simple hand-woven oak baskets to wood and stone carvings of wolves, ravens and other symbols of Cherokee cosmology are displayed.

Back at home, I really missed the place and I would of course look forward to the next trip to another exotic place.

Q. 3. Read the following passage carefully and answer the questions that follow: (20)

The New Year is the time for resolution. Mentally, at least most of us could compile formidable lists of 'do's and 'don'ts'. The same old favorites recur year in and year out with the children, do a thousand and one job about the house, be nice to people we don't like, drive carefully, and take the dog for a walk every day. Past experience has taught us that certain accomplishments are beyond attainment. If we remain deep rooted liars, it is only because we have so often experienced the frustration that results from failure.

Most of us fail in our efforts at self-improvement because our schemes are too ambitious and we never have time to carry them out. We also make the fundamental error of announcing our resolution to everybody so that we look even more foolish when we slip back into our bad old ways. Aware of these pitfalls, this year I attempted to keep my resolution to myself. I limited myself to two modest ambitions, to do physical exercise every morning and to read more in the evening. An overnight party on New Year's Eve provided me with a good excuse for not carrying out either of these new resolutions on the first day of the year, but on the second, I applied myself assiduously to the task.

The daily exercise lasted only eleven minutes and I proposed to do them early in the morning before anyone had got up.

The self-discipline required to drag myself out of bed eleven minutes earlier than usual was considerable. Nevertheless, I managed to creep down into the living room for two days before anyone found me out. After jumping about in the carpet and twisted the human frame into uncomfortable positions. I sat down at the breakfast table in an exhausted condition. It was this that betrayed me. The next morning the whole family trooped into watch the performance. That was really unsettling but I fended off the taunts and jibes of the family good humoredly and soon everybody got used to the idea. However, my enthusiasm waned, the time I spent at exercises gradually diminished. Little by little the eleven minutes fell to zero. By January 10th I was back to where I had started from. I argued that if I spent less time exhausting myself at exercises in the morning, I would keep my mind fresh for reading when I got home from work. Resisting the hypnotizing effect of television, I sat in my room for a few evenings with my eyes glued to a book. One night, however, feeling cold and lonely, I went downstairs and sat in front of the television pretending to read. That proved to be my undoing, for I soon got back to the old bad habit of dozing off in front of the screen. I still haven't given up my resolution to do more reading. In fact, I have just bought a book entitled 'How to Read a Thousand Words a Minute'. Perhaps it will solve my problem, but I just have not had time to read it.

- Questions:**
1. Why most of us fail in our efforts for self-improvement? (5)
 2. Why is it a basic mistake to announce our resolution to everybody? (5)
 3. Why did the writer not carry out his resolution on New Year's Day? (5)
 4. Find out the words in the above passage which convey the similar meaning to the following:
(1) intimidating (2) peril (3) dwindle (4) repel (5) barb (5)

ENGLISH (PRECIS & COMPOSITION)

- Q. 4. (a) Correct only FIVE of the following:** (5)
- We were staying at my sister's cape's code vacation home.
 - She recommended me that I take a few days off from work.
 - I tried to explain him the problem, but he had difficulty understanding me.
 - I'll do the grocery shopping for you grandma, Lucy said.
 - We took a tent, a cooler, and a sleeping bag.
 - I don't know why you didn't go. If I were you, I should have gone.
 - Kevin says he stopped to travel internationally because of his family.
 - Don't run! Mr. Salman shouted.
- (b) Choose the punctuation mark that is needed in each of the following sentences:** (5)
- "It isn't fair!" shouted Martin. Coach Lewis never lets me start the game!"
 - Maureen's three sisters, Molly, Shannon, and Patricia are all spending the summer at their grandmother's beach house.
 - For the centrepieces, the florist recommended the following flowers daisies, tulips, daffodils, and hyacinths.
 - Lily is an accomplished gymnast she won three medals in her last competition.
 - Everyone was shocked when Max Smithfield – a studious, extremely bright high school senior decided that college was not for him.
- Q. 5. (a) Choose the analogy of the words written in capital letters (Any five).** (5)
- | | |
|------------------------------------|------------------------------------|
| (i) SLAPSTICK : LAUGHTER | (ii) CONVICTION : INCARCERATION |
| (a) Fallacy : Dismay | (a) Reduction : Diminution |
| (b) Genre : Mystery | (b) Induction : Amelioration |
| (c) Satire : Anger | (c) Radicalization : Estimation |
| (d) Horror : Fear | (d) Marginalization : Intimidation |
| (iii) PROFESSOR : ERUDITE | (iv) METAPHOR : SYMBOL |
| (a) Aviator : Licensed | (a) Pentameter : Poem |
| (b) Inventor : Imaginative | (b) Rhythm : Melody |
| (c) Procrastinator : Conscientious | (c) Nuance : Song |
| (d) Overseer : Wealthy | (d) Analogy : Comparison |
| (v) SPY : CLANDESTINE | (vi) VERVE : ENTHUSIASM |
| (a) Accountant : Meticulous | (a) Loyalty : Duplicity |
| (b) Furrier : Rambunctious | (b) Devotion : Reverence |
| (c) Lawyer : Ironic | (c) Intensity : Colour |
| (d) Shepherd : Garrulous | (d) Eminence : Anonymity |
| (vii) DELTOID : MUSCLE | (viii) DEPENDABLE : CAPRICIOUS |
| (a) Radius : Bone | (a) Fallible : Cantankerous |
| (b) Brain : Nerve | (b) Erasable : Obtuse |
| (c) Tissue : Organ | (c) Malleable : Limpid |
| (d) Blood : Vein | (d) Capable : Inept |
- (b) Rewrite the following dialogue, written in indirect speech, in a paragraph form.** (5)
- Helen: Mr West, what's happened to John?
Mr West: He's left the company
Helen: Why has he done that?
Mr West: He asked me for a rise but I didn't give it to him.
Helen: Why didn't you give him a rise?
Mr West: Because he was lazy.
Helen: Has he found another job?
Mr West: Yes, he is working in a film company.
Helen: What is his salary like?
Mr West: I think he earns quite a lot.
Helen: Does he like the new job?
Mr West: I don't know.
- Q. 6. (a) Explain the difference between the following word pairs by using each word in your own sentences (Any five):** (5)
- | | | | |
|---------------------|-------------------------------|---------------------|--------------------|
| (i) Adverse, averse | (ii) altogether, all together | (iii) allude, elude | (iv) braise, braze |
| (v) curb, kerb | (vi) faze, phase | (vii) maybe, may be | (viii) moat, mote |
- (b) Use any FIVE of the following in sentences which illustrate their meaning:** (5)
- | | | | |
|----------------|--------------------------------|------------------------|--------------------|
| (i) Smash hit | (ii) Murphy's law | (iii) Place in the Sun | (iv) Wooden spoon |
| (v) Go bananas | (vi) Beard the Lion in his den | (vii) Groan inwardly | (viii) Chicken out |
- Q. 7. Translate the following Urdu paragraph into English by keeping in view figurative/ idiomatic expression.** (10)

عام لوگوں کا خیال ہے کہ ملک کے قانون اور فرد کی آزادی ایک دوسرے کی ضد ہوتے ہیں۔ بظاہر یہ بات غلط معلوم نہیں ہوتی۔ ہر قانون شہریوں پر کوئی نہ کوئی پابندی عائد کرتا ہے۔ اگر ملک میں قوانین کی تعداد زیادہ ہو تو مجموعی پابندیاں بھی زیادہ ہوتی ہیں۔ زیادہ پابندیوں سے فرد کی آزادی ان کے بوجھ تلے دب کر رہ جاتی ہے۔ اس کے برعکس قوانین کی تعداد کم ہو تو شہریوں کی آزادی کا دائرہ وسیع ہوتا ہے۔



FEDERAL PUBLIC SERVICE COMMISSION

COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS IN BS-17 UNDER THE FEDERAL GOVERNMENT, 2015

Roll Number

ENGLISH (Precis & Composition)

TIME ALLOWED: THREE HOURS	(PART-I MCQs):	MARKS: 20
PART-I(MCQs) : MAXIMUM 30 MINUTES	(PART-II):	MARKS: 80
NOTE:(i) Part-II is to be attempted on the separate Answer Book. (ii) Attempt ALL questions from PART-II . (iii) Candidate must write Q. No. in the Answer Book in accordance with Q. No. in the Q. Paper . (iv) All the parts(if any) of each question must be attempted at One Place instead of at different places. (v) No Page/Space be left blank between the answers. All the blank pages of Answer Book must be crossed. (vi) Extra attempt of any question or any part of the attempted question will not be considered.		

PART-II

Q. 2. Make a précis of the following text and suggest a suitable title. **(20)**

In studying the breakdowns of civilizations, the writer has subscribed to the conclusion – no new discovery! – that war has proved to have been the proximate cause of the breakdown of every civilization which is known for certain to have broken down, in so far as it has been possible to analyze the nature of these breakdowns and to account for their occurrence. Like other evils, war has an insidious way of appearing not intolerable until it has secured such a stranglehold upon the lives of its addicts that they no longer have the power to escape from its grip when its deadliness has become manifest. In the early stages of a civilization's growth, the cost of wars in suffering and destruction might seem to be exceeded by the benefits accruing from the winning of wealth and power and the cultivation of the "military virtues"; and, in this phase of history, states have often found themselves able to indulge in war with one another with something like impunity even for the defeated party. War does not begin to reveal its malignity till the war-making society has begun to increase its economic ability to exploit physical nature and its political ability to organize manpower; but, as soon as this happens, the god of war to which the growing society has long since been dedicated proves himself a Moloch by devouring an ever larger share of the increasing fruits of man's industry and intelligence in the process of taking an ever larger toll of life and happiness; and, when the society's growth in efficiency reaches a point at which it becomes capable of mobilizing a lethal quantum of its energies and resources for military use, then war reveals itself as being a cancer which is bound to prove fatal to its victim unless he can cut it out and cast it from him, since its malignant tissues have now learnt to grow faster than the healthy tissues on which they feed.

In the past, when this danger-point in the history of the relations between war and civilization has been reached and recognized, serious efforts have sometimes been made to get rid of war in time to save society, and these endeavours have been apt to take one or other of two alternative directions. Salvation cannot, of course, be sought anywhere except in the working of the consciences of individual human beings; but individuals have a choice between trying to achieve their aims through direct action as private citizens and trying to achieve them through indirect action as citizens of states. A personal refusal to lend himself in any way to any war waged by his state for any purpose and in any circumstances is a line of attack against the institution of war that is likely to appeal to an ardent and self-sacrificing nature; by comparison, the alternative peace strategy of seeking to persuade and accustom governments to combine in jointly resisting aggression when it comes and in trying to remove its stimuli before hand may seem a circuitous and unheroic line of attack on the problem. Yet experience up to date indicates unmistakably, in the present writer's opinion, that the second of these two hard roads is by far the more promising.

Q.3. Read the following text carefully and answer the questions below: **(20)**

Experience has quite definitely shown that some reasons for holding a belief are much more likely to be justified by the event than others. It might naturally be supposed, for instance, that the best of all reasons for a belief was a strong conviction of certainty accompanying the belief. Experience, however, shows that this is not so, and that as a matter of fact, conviction by itself is more likely to mislead than it is to guarantee truth. On the other hand, lack of assurance and persistent hesitation to come to any belief whatever are an equally poor guarantee that the few beliefs which are arrived at are sound. Experience also shows that assertion, however long continued, although it is unfortunately with many people an effective enough means of inducing belief, is not in any way a ground for holding it.

The method which has proved effective, as a matter of actual fact, in providing a firm foundation for belief wherever it has been capable of application, is what is usually called the scientific method. I firmly believe that the scientific method, although slow and never claiming to lead to complete truth, is the only method which in the long run will give satisfactory foundations for beliefs. It consists in demanding facts as the only basis for conclusions, and in consistently and continuously testing any conclusions which may have been reached, against the test of new facts and, wherever possible, by the crucial test of experiment. It consists also in full publication of the evidence on which conclusions are

based, so that other workers may be assisted in new researchers, or enabled to develop their own interpretations and arrive at possibly very different conclusions.

There are, however, all sorts of occasions on which the scientific method is not applicable. That method involves slow testing, frequent suspension of judgment, restricted conclusions. The exigencies of everyday life, on the other hand, often make it necessary to act on a hasty balancing of admittedly incomplete evidence, to take immediate action, and to draw conclusions in advance of the evidence. It is also true that such action will always be necessary, and necessary in respect of ever larger issues; and this in spite of the fact that one of the most important trends of civilization is to remove sphere after sphere of life out of the domain of such intuitive judgment into the domain of rigid calculation based on science. It is here that belief plays its most important role. When we cannot be certain, we must proceed in part by faith—faith not only in the validity of our own capacity of making judgments, but also in the existence of certain other realities, pre-eminently moral and spiritual realities. It has been said that faith consists in acting always on the nobler hypothesis; and though this definition is a trifle rhetorical, it embodies a seed of real truth.

Answer briefly in your own words the following questions:

1. Give the meaning of the underlined phrases as they are used in the passage. (04)
2. What justification does the author claim for his belief in the scientific method? (04)
3. Do you gather from the passage that conclusions reached by the scientific method should be considered final? Give reasons for your answer. (04)
4. In what circumstances, according to the author, is it necessary to abandon the scientific method? (04)
5. How does the basis of “intuitive judgment” differ from that of scientific decision? (04)

Q.4. Write a comprehensive note (250 – 300 words) on any **ONE** of the following topics: (20)

- | | |
|--|--|
| (i) Education should be for life, not for livelihood | (ii) The art of being tactful |
| (iii) Human nature is seen at its best adversity | (iv) Spare the rod and spoil the child |

Q.5. (a) Use only **Five** of the following in sentences which illustrate their meaning (Extra attempt shall not be considered). (05)

- (i) Itching palm (ii) The primrose path (iii) Break one’s fall (iv) Wash one’s hands of
(v) To become reconcile to (vi) To militate against (vii) To be cognizant of (viii) Wages of sin

(b) Explain the difference between the following word pairs by defining each word. (Do only Five) (05)

- (i) Plaintiff, plaintive (ii) valet, varlet (iii) monitor, mentor (iv) complacent, complaisant
(v) penitence, penance (vi) crevice, crevasse (vii) beneficent, beneficial

Q.6. (a) Correct only **Five** of the following sentences: (05)

- (i) Have either of you seen my pen?
- (ii) On attempting to restore the picture to its original condition, almost irreparable change was discovered.
- (iii) The child is the prettiest of the two.
- (iv) I was annoyed arriving late, also his rather insolent manner put me out of temper.
- (v) He is anxious not only to acquire knowledge, but also eager to display it.
- (vi) If he was here now, we should have no difficulty.
- (vii) Due to unforeseen environments, we shall have to leave early.
- (viii) People have and still do disagree on this matter.

(b) Rewrite **One** of the following passages, converting what is in direct speech into indirect, and what is in indirect speech into direct. (05)

- (i) Just as we came in sight of the valley Jamil met us,--“yes, the valley is all very fine, but do you know there is nothing to eat?”

“Nonsense; we can eat anything here.”

“Well, the brown bread’s two months old, and there’s nothing else but potatoes.”

“There must be milk anyhow.”

“Yes, there was milk”, he supposed.

- (ii) Miss Andleeb said she thought English food was lovely, and that she was preparing a questionnaire to be circulated to the students of the university, with a view to finding out their eating preferences.

“But the students won’t fill up questionnaires,” said Miriam.

“Won’t fill up questionnaire?” cried Miss Andleeb, taken aback.

“No”, said Miriam, “they won’t. As a nation we are not, questionnaire-conscious.”

“Well, that’s too bad,” said Miss Andaleeb.



FEDERAL PUBLIC SERVICE COMMISSION

COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS IN BS-17 UNDER THE FEDERAL GOVERNMENT, 2014

Roll Number

ENGLISH (Précis & Composition)

TIME ALLOWED:	(PART-I MCQs)	30 MINUTES	MAXIMUM MARKS: 20
THREE HOURS	(PART-II)	2 HOURS & 30 MINUTES	MAXIMUM MARKS: 80

PART-II

NOTE: (i) **PART-II is to be attempted on separate Answer Book.**
(ii) **Attempt all questions from PART-II.**
(iii) **Extra attempt of any question or any part of the attempted question will not be considered.**
(iv) **Candidate must write Q. No. in the Answer Book in accordance with Q. No. in the Question Paper.**
(v) **No page/space should be left blank between the answers. All the blank pages of Answer Book must be crossed.**

Q.2. Make a précis of the following passage and suggest a suitable heading. **(20+2=22)**

Probably the only protection for contemporary man is to discover how to use his intelligence in the service of love and kindness. The training of human intelligence must include the simultaneous development of the empathic capacity. Only in this way can intelligence be made an instrument of social morality and responsibility – and thereby increase the chances of survival.

The need to produce human beings with trained morally sensitive intelligence is essentially a challenge to educators and educational institutions. Traditionally, the realm of social morality was left to religion and the churches as guardians or custodians. But their failure to fulfil this responsibility and their yielding to the seductive lures of the men of wealth and pomp and power are documented by history of the last two thousand years and have now resulted in the irrelevant “God Is Dead” theological rhetoric. The more pragmatic men of power have had no time or inclination to deal with the fundamental problems of social morality. For them simplistic Machiavellianism must remain the guiding principle of their decisions – power is morality, morality is power. This over-simplification increases the chances of nuclear devastation. We must therefore hope that educators and educational institutions have the capacity, the commitment and the time to in-still moral sensitivity as an integral part of the complex pattern of functional human intelligence. Some way must be found in the training of human beings to give them the assurance to love, the security to be kind, and the integrity required for a functional empathy.

Q.3. Read the following passage and answer the questions that follow. Use your own language. **(20)**

In the height of the Enlightenment, men influenced by the new political theories of the era launched two of the largest revolutions in history. These two conflicts, on two separate continents, were both initially successful in forming new forms of government. And yet, the two conflicts, though merely a decade apart, had radically different conclusions. How do two wars inspired by more or less the same ideals end up so completely different? Why was the American Revolution largely a success and the French Revolution largely a failure?

Historians have pointed to myriad reasons—far too various to be listed here. However, the most frequently cited are worth mentioning. For one, the American Revolution was far removed from the Old World; that is, since it was on a different continent, other European nations did not attempt to interfere with it. However, in the French Revolution, there were immediate cries for war from neighboring nations. Early on, for instance, the ousted king attempted to flee to neighboring Austria and the army waiting there. The newly formed French Republic also warred with Belgium, and a conflict with Britain loomed. Thus, the French had the burden not only of winning a revolution but also defending it from outside. The Americans simply had to win a revolution.

ENGLISH (Précis & Composition):

Secondly, the American Revolution seemed to have a better chance for success from the get-go, due to the fact that Americans already saw themselves as something other than British subjects. Thus, there was already a uniquely American character, so, there was not as loud a cry to preserve the British way of life. In France, several thousands of people still supported the king, largely because the king was seen as an essential part of French life. And when the king was first ousted and then killed, some believed that character itself was corrupted. Remember, the Americans did not oust a king or kill him—they merely separated from him.

Finally, there is a general agreement that the French were not as unified as the Americans, who, for the most part, put aside their political differences until after they had already formed a new nation. The French, despite their Tennis Court Oath, could not do so. Infighting led to inner turmoil, civil war, and eventually the Reign of Terror, in which political dissidents were executed in large numbers. Additionally, the French people themselves were not unified. The nation had so much stratification that it was impossible to unite all of them—the workers, the peasants, the middle-class, the nobles, the clergy—into one cause. And the attempts to do so under a new religion, the Divine Cult of Reason, certainly did not help. The Americans, remember, never attempted to change the society at large; rather, they merely attempted to change the government.

- (1) Why and how did the Reign of Terror happen?
- (2) In what ways does the author suggest that the American Revolution was easier to complete than the French Revolution?
- (3) Of the challenges mentioned facing the French revolutionaries, which do you think had the greatest impact on their inability to complete a successful revolution? Why?
- (4) Of the strengths mentioned aiding the American revolutionaries, which do you think had the greatest impact on their ability to complete a successful revolution? Why?

Q.4. Write a comprehensive note (250 – 300 words) on any **ONE** of the following: **(20)**

- (i) Actions speak louder than words.
- (ii) Girls are more intelligent than boys.
- (iii) First deserve, then desire.
- (iv) Nothing is certain unless it is achieved.

Q.5. Use **ONLY FIVE** of the following in sentences which illustrate their meanings: (Extra attempt shall not be considered). **(10)**

- | | |
|--|--------------------------------------|
| (i) To bring grist to the mill | (ii) To keep one's fingers crossed |
| (iii) With one's tongue in one's cheek | (iv) A storm in the tea cup |
| (v) To talk through one's hat | (vi) Hum and Haw |
| (vii) To let the grass grow under one's feet | (viii) Penny wise and pound foolish. |

Q.6. Correct **ONLY FOUR** of the following: Extra attempt shall not be considered. **(08)**

- (i) Each furniture in this display is on sale for half price.
- (ii) He is abusing the money of his father.
- (iii) The duties of the new secretary are to answer the telephone, to type letters and bookkeeping.
- (iv) The new models are not only less expensive but more efficient also.
- (v) He complied with the requirement that all graduate students in education should write a thesis.
- (vi) No sooner we left the shop it began to rain.
- (vii) The population of Karachi is greater than any other city in Pakistan.

FEDERAL PUBLIC SERVICE COMMISSION



COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS IN BS-17 UNDER THE FEDERAL GOVERNMENT, 2013

Roll Number

ENGLISH (Précis & Composition)

TIME ALLOWED:	(PART-I MCQs)	30 MINUTES	MAXIMUM MARKS: 20
THREE HOURS	(PART-II)	2 HOURS & 30 MINUTES	MAXIMUM MARKS: 80

NOTE:(i) First attempt PART-I (MCQs) on separate OMR Answer Sheet which shall be taken back after 30 minutes.
(ii) Overwriting/cutting of the options/answers will not be given credit.

(PART-I MCQs) (COMPULSORY)

Q.1. Choose the word that is nearly most similar in meaning to the Capitalized words: (1 Mark each) (20)

- (1) **BRISTLE:** (a) Regulate (b) Flare up (c) Frail (d) Exhilarate (e) None of these
(2) **DELUGE:** (a) Immerse (b) Rescue (c) Drown (d) Overflow (e) None of these
(3) **TIRADE:** (a) Argument (b) Procession (c) Angry Speech (d) Torture (e) None of these
(4) **QUASI:** (a) Secret (b) Improper (c) Seeming (d) Whole (e) None of these
(5) **VILIFY:** (a) To Prove (b) Boast (c) Defraud (d) Defame (e) None of these
(6) **RIGMAROLE:** (a) Unnecessary (b) Disorder (c) Confused talk (d) Game (e) None of these
(7) **DEIGN:** (a) Condescend (b) Pretend (c) Disparage (d) Refuse (e) None of these
(8) **PROLETARIAT:** (a) Trade agreement (b) Government Secretariat (c) Labouring Class
(d) Wealthy Class (e) None of these
(9) **LUDICROUS:** (a) Liberal (b) Fearful (c) Comic (d) Praise Worthy (e) None of these
(10) **MALEFIC:** (a) Baleful (b) Belonging to a male person (c) Social
(d) Fighting by nature (e) None of these

Choose the word that is nearly most opposite in meaning to the Capitalized words:

- (11) **LANGUID:** (a) Feeble (b) Dull (c) Vigorous (d) Weak (e) None of these
(12) **HIGH-STRUNG:** (a) Nervous (b) Tense (c) Costly (d) Calm (e) None of these
(13) **METTLE:** (a) Courage (b) Boldness (c) Cowardice (d) Spirit (e) None of these
(14) **ABRIDGEMENT:** (a) Epitome (b) Dissect (c) Abstract (d) Synopsis (e) None of these
(15) **CAJOLE:** (a) Flaunt (b) Coax (c) Beguile (d) Flatter (e) None of these
(16) **CELIBACY:** (a) Virginity (b) Wedlock (c) Chastity (d) Single (e) None of these
(17) **INCLEMENT:** (a) Rough (b) Unpleasant (c) Unfavourable (d) Genial (e) None of these
(18) **IRRESOLUTE:** (a) Ineffective (b) Without resolution (c) Yielding (d) Sturdy (e) None of these
(19) **ANNEXATION:** (a) Supplement (b) Augmentation (c) Appendix (d) Contraction (e) None of these
(20) **INCUR:** (a) Shun (b) Run (c) Blame (d) Meet (e) None of these

PART-II

- NOTE:**(i) PART-II is to be attempted on separate Answer Book.
(ii) Attempt all questions from PART-II.
(iii) Extra attempt of any question or any part of the attempted question will not be considered.
(iv) Candidate must write Q.No. in the Answer Book in accordance with Q.No. in the Q. Paper.

Q.2. Make a précis of the following passage and suggest a suitable heading. (20+2=22)

Culture, in human societies, has two main aspects; an external, formal aspect and an inner, ideological aspect. The external forms of culture, social or artistic, are merely an organized expression of its inner ideological aspect, and both are an inherent component of a given social structure. They are changed or modified when this structure is changed or modified and because of this organic link they also help and influence such changes in their parent organism. Cultural Problems, therefore, cannot be studied or understood or solved in isolation from social problems, i.e. problems of political and economic relationships. The cultural problems of the underdeveloped countries, therefore, have to be understood and solved in the light of the larger perspective, in the context of underlying social problems. Very broadly speaking, these problems are primarily the problems of arrested growth; they originate primarily from long years of imperialist – Colonialist domination and the remnants of a backward outmoded social structure. This should not require much elaboration European Imperialism caught up with the countries of Asia, Africa or Latin America between the sixteenth and nineteenth centuries. Some of them were fairly developed feudal societies with ancient traditions of advanced feudal culture. Others had yet to progress beyond primitive pastoral tribalism. Social and cultural development of them all was frozen at the point of their political subjugation and remained frozen until the coming of political independence. The culture of these ancient feudal societies, in spite of much technical and intellectual excellence, was restricted to a small privileged class and rarely intermingled with the parallel unsophisticated folk culture of the general masses. Primitive tribal culture, in spite of its child like beauty, had little intellectual content. Both feudal and tribal societies living contagiously in the same homelands were constantly engaged in tribal, racial, and religious or other feuds with their tribal and feudal rivals. Colonialist – imperialist domination accentuated this dual

ENGLISH (Précis & Composition)

fragmentation, the vertical division among different tribal and national groups, the horizontal division among different classes within the same tribal or national group. This is the basic ground structure, social and cultural, bequeathed to the newly liberated countries by their former over lords.

Q.3. Read the following passage and answer the questions that follow. Use your own language. **(20)**

The civilization of China - as every one knows, is based upon the teaching of Confucius who flourished five hundred years before Christ. Like the Greeks and Romans, he did not think of human society as naturally progressive; on the contrary, he believed that in remote antiquity rulers had been wise and the people had been happy to a degree which the degenerate present could admire but hardly achieve. This, of course, was a delusion. But the practical result was the Confucius, like other teachers of antiquity, aimed at creating a stable society, maintaining a certain level of excellence, but not always striving after new successes. In this he was more successful than any other man who ever lived. His personality has been stamped on Chinese Civilization from his day to our own. During his life time, the Chinese occupied only a small part of present day China, and were divided into a number of warring states. During the next three hundred years they established themselves throughout what is now China proper, and founded an empire exceeding in territory and population any other that existed until the last fifty years. In spite of barbarian invasions, and occasional longer or shorter periods of Chaos and Civil War, the Confucian system survived bringing with it art and literature and a civilised way of life. A system which has had this extra ordinary power of survival must have great merits, and certainly deserves our respect and consideration. It is not a religion, as we understand the word, because it is not associated with the super natural or with mystical beliefs. It is purely ethical system, but its ethics, unlike those of Christianity, are not too exalted for ordinary men to practise. In essence what Confucius teaches is something is very like the old-fashioned ideal of a 'gentleman' as it existed in the eighteenth century. One of his sayings will illustrate this: 'The true gentleman is never contentious.....he courteously salutes his opponents before taking up his position,.....so that even when competing he remains a true gentleman'.

Questions:

- (1) Why do you think the author calls Confucius' belief about the progress of human society as a delusion? **(04)**
- (2) How did Confucius' thought affect China to develop into a stable and 'Proper' China? **(04)**
- (3) Why does the author think that Confucian system deserves respect and admiration? **(04)**
- (4) Why does the author call Confucian system a purely ethical system and not a religion? **(04)**
- (5) Briefly argue whether you agree or disagree to Confucius' ideal of a gentleman. **(04)**

Q.4. Write a comprehensive note (250 – 300 words) on any **ONE** of the following: **(20)**

- (i) Revolution versus Evolution. (ii) Let us agree to disagree in an agree-able way.
- (iii) Say not, the struggle not availth. (iv) Beneath every cloud there is always a silver lining.
- (v) In democracy an ideal form of government?

Q.5.(a) Use **ONLY FOUR** of the following in sentences which illustrate their meaning: (Extra attempt shall not be considered). **(04)**

- (i) The milk of human kindness (ii) A rule of thumb (iii) Out and out
- (iv) To wash one's dirty linen in public (v) To pay through the nose (vi) To lose face

(b) Use **ONLY FOUR** of the following pairs of words in sentences which illustrate their meanings. Extra attempt shall not be considered: **(04)**

- (i) Adjoin, Adjourn (ii) Allay, Ally (iii) Bases, Basis
- (iv) Click, Clique (v) Distract, Detract (vi) Liable, Libel

Q.6. (a) Correct **ONLY FIVE** of the following: Extra attempt shall not be considered. **(05)**

- (i) My boss agreed with my plan. (ii) If he was here, he would be as wise as he was during the war.
- (iii) We have amusements in form of music. (iv) You get hungry for all the work you have to do.
- (v) We were glad for being there. (vi) I prefer the fifth act of Shakespeare King Lear the best of all.
- (vii) After finishing my lecture, the bell rang. (viii) We needed not to be afraid.

(b) Change the narration from direct to indirect or indirect to direct speech. **(DO ONLY FIVE)** Extra attempt shall not be considered. **(05)**

- (i) "If I had spoken to my father as you speak to me he'd have beaten me," he said to me.
- (ii) "How far is it"? I said, "and how long will it take me to get there"?
- (iii) "Do you know any body in this area or could you get a reference from your landlady"? he asked me.
- (iv) She told me to look where I was going as the road was full of holes and very badly lit.
- (v) He wanted to know if I was going to the concert and suggested that we should make up a party and go together.
- (vi) He said, I must'nt mind if the first one wasn't any good.
- (vii) "What a nuisance! Now I'll have to do it all over again", he exclaimed.
- (viii) "I must go to the dentist tomorrow", he said. "I have an appointment".

FEDERAL PUBLIC SERVICE COMMISSION



COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS IN BS-17 UNDER THE FEDERAL GOVERNMENT, 2012

Roll Number

ENGLISH (Précis & Composition)

TIME ALLOWED:	(PART-I MCQs)	30 MINUTES	MAXIMUM MARKS: 20
THREE HOURS	(PART-II)	2 HOURS & 30 MINUTES	MAXIMUM MARKS: 80
NOTE:(i) Candidate must write Q.No. in the Answer Book in accordance with Q.No. in the Question Paper.			
(ii) Overwriting/cutting of the options/answers will not be given credit.			

PART-II

NOTE:(i) PART-II is to be attempted on separate Answer Book.
(ii) Attempt all questions from PART-II.
(iii) Extra attempt of any question or any part of the attempted question will not be considered.

Q.2. Write a précis of the following passage and suggest a suitable title.

(20+5=25)

One of the most ominous and discreditable symptoms of the want of candour in present-day sociology is the deliberate neglect of the population question. It is, or should be, transparently clear that, if the state is resolved, on humanitarian grounds, to inhibit the operation of natural selection, some rational regulation of population, both as regards quality and quantity, is imperatively necessary. There is no self-acting adjustment, apart from starvation, of numbers to the means of subsistence. If all natural checks are removed, a population in advance of the optimum number will be produced and maintained at the cost of a reduction in the standard of living. When this pressure begins to be felt, that section of the population which is capable of reflection and which has a standard of living which may be lost will voluntarily restrict its numbers, even to the point of failing to replace death by an equivalent number of new births; while the underworld, which always exists in every civilized society ____ The failure and misfits and derelicts, moral and physical ____ will exercise no restraint and will be a constantly increasing drain upon the national resources. The population will thus be recruited in a very undue proportion by those strata of society which do not possess the qualities of useful citizens.

The importance of the problem would seem to be sufficiently obvious. But politicians know that the subject is unpopular. The urban have no votes. Employers are like a surplus of labour, which can be drawn upon when trade is good. Militarists want as much food for powder as they can get. Revolutionists instinctively oppose any real remedy for social evils; they know that every unwanted child is a potential insurgent. All three can appeal to a Quasi-Religious prejudice, resting apparently on the ancient theory of natural rights which were supposed to include the right of unlimited procreation. This objection is now chiefly urged by celibate or childless priests; but it is held with such fanatical vehemence that the fear of losing the votes which they control is a welcome excuse for the baser sort of politicians to shelve the subject as inopportune. The socialist calculation is probably erroneous; for experience has shown that it is aspiration, not desperation, that makes revolutions.

Q.3. Read the following passage and answer the questions that follow. Use your own language. **(5x4 = 20)**

Human Beings feel afraid of death just as children feel afraid of darkness; and just as children's fear of darkness is increased by the stories which they have heard about ghosts and thieves, human beings' fear of death is increased by the stories which they have heard about the agony of the dying man. If a human being regards death as a kind of punishment for the sins he has committed and if he looks upon death as a means of making an entry into another world, he is certainly taking a religious and sacred view of death. But if a human being looks upon death as a law of nature and then feels afraid of it, his attitude is one of cowardice. However, even in religious meditation about death there is something a mixture of folly and superstition. Monks have written books in which they have described the painful experience which they underwent by inflicting physical tortures upon themselves as a form of self-purification. Such books may lead one to think that, if the pain of even a finger being squeezed or pressed is unbearable, the pains of death must be indescribably agonizing. Such books thus increase a Man's fear of death.

ENGLISH (Précis & Composition)

Seneca, a Roman Philosopher, expressed the view that the circumstances and ceremonies of death frighten people more than death itself would do. A dying man is heard uttering groans; his body is seen undergoing convulsions; his face appears to be absolutely bloodless and pale; at his death his friends begin to weep and his relations put on mourning clothes; various rituals are performed. All these facts make death appear more horrible than it would be otherwise.

Questions:

- (1) What is the difference between human beings' fear of death and children's fear of darkness?
- (2) What is a religious and sacred view of death?
- (3) What are the painful experiences described by the Monks in their books?
- (4) What are the views of Seneca about death?
- (5) What are the facts that make death appear more horrible than it would be otherwise?

Q.4. Write a comprehensive note (250 – 300 words) on any **ONE** of the following: **(20)**

- (i) Self done is Well done.
- (ii) The Bough that bears most bend most.
- (iii) Nearer the Church, farther from God.
- (iv) Rich men have no fault.
- (v) Cut your coat according to your cloth.

Q.5. Use **ONLY FIVE** of the following in sentences which illustrate their meaning: Extra attempt shall not be considered. **(05)**

- | | | |
|--------------------|-----------------------|----------------------|
| (i) Wool gathering | (ii) Under the harrow | (iii) Cold comfort |
| (iv) A gold digger | (v) Walk with God | (vi) On the thin ice |
| (vii) A queer fish | (viii) Unearthly hour | |

Q.6. (a) Correct **ONLY FIVE** of the following: Extra attempt shall not be considered. **(05)**

- (i) A ten-feet long snake made people run here and there.
- (ii) We are going to the concert, and so they are.
- (iii) Enclosed with this letter was a signed Affidavit and a carbon copy of his request to our main office.
- (iv) Fear from God.
- (v) Pakistan has and will support the Kashmiris.
- (vi) He has come yesterday.
- (vii) Arshad's down fall was due to nothing else than pride.
- (viii) Do not avoid to consult a doctor.

(b) Change the narration from direct to indirect or indirect to direct speech. **(DO ONLY FIVE)** Extra attempt shall not be considered. **(05)**

- (i) He said to us, "You cannot do this problem alone".
- (ii) The beggar asked the rich lady if she would not pity the sufferings of an old and miserable man and help him with a rupee or two.
- (iii) The Commander said to the soldiers, "March on".
- (iv) He entreated his master respectfully to pardon him as it was his first fault.
- (v) "Do you really come from America? How do you feel in Pakistan?" Said I to the stranger.
- (vi) The officer threatened the peon to come in time otherwise he would be turned out.
- (vii) People wished that the Quaid-i-Azam had been alive those days to see their fate.
- (viii) They said, " Bravo! Imran, what a shot".

FEDERAL PUBLIC SERVICE COMMISSION



COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS IN BS-17 UNDER THE FEDERAL GOVERNMENT, 2011

Roll Number

ENGLISH (Précis & Composition)

TIME ALLOWED:	(PART-I MCQs)	10 MINUTES	MAXIMUM MARKS: 10
THREE HOURS	(PART-II)	2 HOURS & 50 MINUTES	MAXIMUM MARKS: 90
NOTE: (i) First attempt PART-I (MCQs) on separate Answer Sheet which shall be taken back after 10 minutes.			
(ii) Overwriting/cutting of the options/answers will not be given credit.			

(PART-I MCQs) (COMPULSORY)

Q.1. (a) Choose the word that is **nearly similar** in meaning to the word in Capital letters. **(Do only FIVE)**
Extra attempt of any Part of the question shall not be considered. **(05)**

- (i) **CHRONICLE:**
(a) Daily ritual (b) Widely held belief (c) Account of events.
- (ii) **FLUME:**
(a) Sea bird with a wing span four times its body length
(b) Narrow gorge with a stream running through it
(c) Warm summer wind.
- (iii) **EPITAPH:**
(a) Editorial (b) Clever head line (c) Tomb stone inscription.
- (iv) **LACONIC:**
(a) Concise (b) Weekly (c) Circular.
- (v) **SHINGLE:**
(a) Gravelly beach (b) Exposed sand bar (c) Group of dolphins.
- (vi) **FILIAL:**
(a) Related by marriage (b) Of sons and daughters (c) Of brothers.
- (vii) **MISOPEDIA:**
(a) A hatred for children (b) Middle age (c) Family history.
- (viii) **MENAGE:**
(a) Marriage vow (b) Household (c) Golden years.

(b) Choose the word that is **nearly most opposite** in meaning to the Capitalized words. **(Do only FIVE)**
Extra attempt of any Part of the question shall not be considered. **(05)**

- (ix) **ANNIHILATE:**
(a) Supplement (b) Augment (c) Append (d) Contract.
- (x) **BRACE:**
(a) Prop (b) Knock (c) Invigorate (d) Refresh.
- (xi) **BRUSQUE:**
(a) Gruff (b) Curt (c) Smooth (d) Discourteous.
- (xii) **CONCORD:**
(a) Amity (b) Accord (c) Variance (d) Unity.
- (xiii) **CONSCIENTIOUS:**
(a) Uncorrupt (b) Honourable (c) Principled (d) Profligate.
- (xiv) **DIPLOMATIC:**
(a) Sagacious (b) Shrewd (c) Bungling (d) Prudent.
- (xv) **HYPOCRISY:**
(a) Uprightness (b) Pretence (c) Cant (d) Deceit.
- (xvi) **ONEROUS:**
(a) Burdensome (b) Wearing (c) Difficult (d) Fluent.

ENGLISH (Précis & Composition)

PART-II

NOTE: (i) **PART-II** is to be attempted on separate Answer Book.
(ii) **Attempt all questions from PART-II.**

Q.2. Make a précis of the given passage and suggest a suitable heading: **(20 + 5 = 25)**

The Psychological causes of unhappiness, it is clear, are many and various. But all have something in common. The typical unhappy man is one who having been deprived in youth of some normal satisfaction, has come to value this one kind of satisfaction more than any other, and has, therefore, given to his life a one-sided direction, together with a quite undue emphasis upon the achievement as opposed to the activities connected with it. There is, however, a further development which is very common in the present day. A man may feel so completely thwarted that he seeks no form of satisfaction, but only distraction and oblivion. He then becomes a devotee of "Pleasure". That is to say, he seeks to make life bearable by becoming less alive. Drunkenness, for example, is temporary suicide; the happiness that it brings is merely negative, a momentary cessation of unhappiness. The narcissist and the megalomaniac believe that happiness is possible, though they may adopt mistaken means of achieving it; but the man who seeks intoxication, in whatever form, has given up hope except in oblivion. In his case the first thing to be done is to persuade him that happiness is desirable. Men, who are unhappy, like men who sleep badly, are always proud of the fact. Perhaps their pride is like that of the fox who had lost his tail; if so, the way to cure it is to point out to them how they can grow a new tail. Very few men, I believe, will deliberately choose unhappiness if they see a way of being happy. I do not deny that such men exist, but they are not sufficiently numerous to be important. It is common in our day, as it has been in many other periods of the world's history, to suppose that those among us who are wise have seen through all the enthusiasms of earlier times and have become aware that there is nothing left to live for. The man who hold this view are genuinely unhappy, but they are proud of their unhappiness, which they attribute to the nature of the universe and consider to be the only rational attitude for an enlightened man. Their pride in their unhappiness makes less sophisticated people suspicious of its genuineness; they think that the man who enjoys being miserable is not miserable.

Q.3. Read the following passage and answer the questions that follow: **(5 x 4 = 20)**

Knowledge is acquired when we succeed in fitting a new experience in the system of concepts based upon our old experiences. Understanding comes when we liberate ourselves from the old and so make possible a direct, unmediated contact with the new, the mystery, moment by moment, of our existence. The new is the given on every level of experience – given perceptions, given emotions and thoughts, given states of unstructured awareness, given relationships with things and persons. The old is our home-made system of ideas and word patterns. It is the stock of finished articles fabricated out of the given mystery by memory and analytical reasoning, by habit and automatic associations of accepted notions. Knowledge is primarily a knowledge of these finished articles. Understanding is primarily direct awareness of the raw material.

Knowledge is always in terms of concepts and can be passed on by means of words or other symbols. Understanding is not conceptual and therefore cannot be passed on. It is an immediate experience, and immediate experience can only be talked about (very inadequately), never shared. Nobody can actually feel another's pain or grief, another's love or joy, or hunger. And similarly no body can experience another's understanding of a given event or situation. There can, of course, be knowledge of such an understanding, and this knowledge may be passed on in speech or writing, or by means of other symbols. Such communicable knowledge is useful as a reminder that there have been specific understandings in the past, and that understanding is at all times possible. But we must always remember that knowledge of understanding is not the same thing as the understanding which is the raw material of that knowledge. It is as different from understanding as the doctor's prescription for pencitin is different from penicillin.

Questions:

- (i) How is knowledge different from understanding?
- (ii) Explain why understanding cannot be passed on.
- (iii) Is the knowledge of understanding possible? If it is, how may it be passed on?
- (iv) How does the author explain that knowledge of understanding is not the same thing as the understanding?
- (v) How far do you agree with the author in his definitions of knowledge and understanding? Give reasons for your answer.

ENGLISH (Précis & Composition)

- Q.4.** Write a comprehensive note (250 – 300 words) on any **ONE** of the following: **(20)**
- (i) Child is the father of man.
 - (ii) Life succeeds in that it seems to fail.
 - (iii) Yellow Journalism.
 - (iv) The violence of war can be diluted with love.
 - (v) Love is a beautiful but baleful god.
- Q.5. (a)** Use **ONLY FIVE** of the following in sentences which illustrate their meaning: Extra attempt shall not be considered. **(05)**
- (i) To eat one's words.
 - (ii) Dog in the manger
 - (iii) A close shave
 - (iv) A Freudian Slip
 - (v) A Gordian knot
 - (vi) A cog in the machine
 - (vii) A sugar daddy
 - (viii) A wet blanket.
- (b)** Use **ONLY FIVE** of the following Pairs of words in sentences which illustrate their meaning: Extra attempt shall not be considered. **(10)**
- (i) Capital, Capitol
 - (ii) Assay, Essay
 - (iii) Envelop, envelope
 - (iv) Decree, Degree
 - (v) Desolate, Dissolute
 - (vi) Species, Specie
 - (vii) Tortuous, Torturous
 - (viii) Wet, Whet
- Q.6. (a)** Correct **ONLY FIVE** of the following: Extra attempt shall not be considered. **(05)**
- (i) Please speak to the concerned clerk.
 - (ii) You have got time too short for that.
 - (iii) Not only he was a thief, but he was also a murderer.
 - (iv) They thought that the plan would be succeeded.
 - (v) It is unlikely that he wins the race.
 - (vi) My uncle has told me something about it yesterday.
 - (vii) I hoped that by the time I would have got there it would have stopped raining.
 - (viii) They prevented the driver to stop.
- (b)** Change the narration from direct to indirect or indirect to direct speech. **(DO ONLY FIVE)** Extra attempt shall not be considered. **(05)**
- (i) "I couldn't get into the house because I had lost my key, so I had to break a window", he said.
 - (ii) "Would you like to see over the house or are you more interested in the garden"? She asked me.
 - (iii) "Please send whatever you can spare. All contributions will be acknowledged immediately", Said the Secretary of the disastrous fund.
 - (iv) She asked if he'd like to go to the concert and I said I was sure he would.
 - (v) I told her to stop making a fuss about nothing and said that she was lucky to have got a seat at all.
 - (vi) The teacher said, "You must not forget what I told you last lesson. I shall expect you to be able to repeat it next lesson by heart."
 - (vii) He asked me if he should leave it in the car.
 - (viii) He said, "May I open the window? It's rather hot in here."

ENGLISH (Precis & Composition)**FEDERAL PUBLIC SERVICE COMMISSION**
**COMPETITIVE EXAMINATION FOR
RECRUITMENT TO POSTS IN BPS-17 UNDER
THE FEDERAL GOVERNMENT, 2010**
ENGLISH (Precis & Composition)

<u>Roll Number</u>

TIME ALLOWED:	(PART-I) 10 MINUTES	MAXIMUM MARKS:10
	(PART-II) 2 HOURS & 50 MINUTES	MAXIMUM MARKS:90

- NOTE: (i) First attempt PART-I (MCQ) on separate Answer Sheet which shall be taken back after 10 minutes.**
- (ii) Overwriting/cutting of the options/answers will not be given credit.**

PART – I (MCQs)

Q.1.(a) Pick the word that is nearly similar in meaning to the capitalized word. (5)
(Do any **FIVE**). Extra attempt of any Part of the question will not be considered.

- | | | | | | |
|--------|-------------|---------------|-----------------|--------------------|-----------------|
| (i) | ACRIMONIOUS | (a) Bitter | (b) Provocative | (c) Cheap | (d) Volatile |
| (ii) | CALLIGRAPHY | (a) Computers | (b) Handwriting | (c) Blood pressure | (d) Brain waves |
| (iii) | UNEQUIVOCAL | (a) Variable | (b) Plain | (c) Unmistakable | (d) Negligent |
| (iv) | DEMISE | (a) Conclude | (b) End | (c) Affection | (d) Death |
| (v) | INCENDIARY | (a) Happy | (b) Sneer | (c) Causing fire | (d) Jolly |
| (vi) | TOUCHSTONE | (a) Remind | (b) A hall | (c) At rest | (d) Criterion |
| (vii) | VOID | (a) Emptiness | (b) Lea | (c) Anger | (d) Trick |
| (viii) | ESSAY | (a) Direct | (b) Compose | (c) Attempt | (d) Suppose |

(b) Indicate the most nearly opposite in meaning to the word in capital letters: (5)
(Do only **FIVE**). Extra attempt of any Part of the question will not be considered.

- | | | | | | |
|--------|---------------|----------------|------------------|----------------|----------------|
| (i) | IGNOBLE | (a) Lowly | (b) Vile | (c) Good | (d) Noble |
| (ii) | MELANCHOLY | (a) Sorrowful | (b) Happy | (c) Forbidden | (d) Brisk |
| (iii) | OBLITERATE | (a) Preserve | (b) Destroy | (c) Ravage | (d) Design |
| (iv) | ALLY | (a) Alloy | (b) Foe | (c) Partner | (d) Accessory |
| (v) | VULGAR | (a) Coarse | (b) Gross | (c) Exquisite | (d) Obscene |
| (vi) | PRETEND | (a) Sham | (b) Substantiate | (c) Feign | (d) Fabricate |
| (vii) | LIBERTY | (a) Permission | (b) Licence | (c) Serfdom | (d) Bound |
| (viii) | CONSCIENTIOUS | (a) Uncorrupt | (b) Honourable | (c) Principled | (d) Profligate |

ENGLISH (Precis & Composition)

PART – II

NOTE:	(i) PART-II is to be attempted on the separate Answer Book . (ii) Attempt ALL questions from PART-II .
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Q.2 Write a precis of the following passage in about 100 words and suggest a suitable title. (20+5)

Of all the characteristics of ordinary human nature envy is the most unfortunate; not only does the envious person wish to inflict misfortune and do so whenever he can with impunity, but he is also himself rendered unhappy by envy. Instead of deriving pleasure from what he has, he derives pain from what others have. If he can, he deprives others of their advantages, which to him is as desirable as it would be to secure the same advantages himself. If this passion is allowed to run riot it becomes fatal to all excellence, and even to the most useful exercise of exceptional skill. Why should a medical man go to see his patients in a car when the labourer has to walk to his work? Why should the scientific investigator be allowed to spend his time in a warm room when others have to face the inclemency of the elements? Why should a man who possesses some rare talent of great importance to the world be saved from the drudgery of his own housework? To such questions envy finds no answer. Fortunately, however, there is in human nature a compensating passion, namely that of admiration. Whoever wishes to increase human happiness must wish to increase admiration and to diminish envy.

What cure is there for envy? For the saint there is the cure of selflessness, though even in the case of saints envy of other saints is by no means impossible. But, leaving saints out of account, the only cure for envy in the case of ordinary men and women is happiness, and the difficulty is that envy is itself a terrible obstacle to happiness.

But the envious man may say: 'What is the good of telling me that the cure for envy is happiness? I cannot find happiness while I continue to feel envy, and you tell me that I cannot cease to be envious until I find happiness.' But real life is never so logical as this. Merely to realize the causes of one's own envious feeling is to take a long step towards curing them.

Q.3. Read the following passage and answers the questions that follow. (20)

And still it moves. The words of Galileo, murmured when the tortures of the **Inquisition** had driven him to recant the Truth he knew, apply in a new way to our world today. Sometimes, in the knowledge of all that has been discovered, all that has been done to make life on **the planet** happier and more worthy, we may be tempted to settle down to enjoy our heritage. That would, indeed, be the betrayal of our trust.

These men and women of the past have given everything --- comfort, time, treasure, peace of mind and body, life itself --- that we might live as we do. The challenge to each one of us is to carry on their work for the sake of future generations.

The adventurous human mind must not **falter**. Still must we question the old truths and work for the new ones. Still must we risk scorn, **cynicism**, neglect, loneliness, poverty, persecution, if need be. We must shut our ears to the easy voice which tells us that 'human nature will never alter' as an excuse for doing nothing to make life more worthy.

Thus will the course of the history of mankind go onward, and the world we know move into a new splendour for **those who are yet to be**.

Questions:

- (i) What made Galileo recant the Truth he knew?
- (ii) What is the heritage being alluded to in the first paragraph?
- (iii) What does the 'betrayal of our trust' imply?
- (iv) Why do we need to question the old truths and work for the new ones?
- (v) Explain the words or expressions as highlighted/underlined in the passage.

Q.4. Write a comprehensive note (250 – 300 words) on any **ONE** of the following: (20)

- (i) When flatterers get together, the devil goes to dinner.
- (ii) The impossible is often the untried.
- (iii) A civil servant is a public servant.

ENGLISH (Precis & Composition)

- (iv) Internet --- a blessing or a bane.
- (v) Hope is the buoy of life.

Q.5.(a) Use **ONLY FIVE** of the following in sentences which illustrate their meaning: (5)

Extra attempt of any Part of the question will not be considered.

- (i) Make for. (ii) Yeoman's service. (iii) Discretion is the better part of valour.
- (iv) A casting vote. (v) Look down upon. (vi) Iconoclast.
- (vii) Out of the wood. (viii) A swan song

(b) Use **ONLY FIVE** of the following pairs of words in sentences which illustrate their meaning: (10)

Extra attempt of any Part of the question will not be considered.

- (i) Adverse, Averse (ii) Maize, Maze (iii) Medal, Meddle
- (iv) Imperious, Imperial (v) Veracity, Voracity (vi) Allusion, Illusion
- (vii) Ordnance, Ordinance (viii) Willing, Wilful

Q.6.(a) Correct **ONLY FIVE** of the following: (5)

Extra attempt of any Part of the question will not be considered.

- (i) This house is built of bricks and stones.
- (ii) The climate of Pakistan is better than England?
- (iii) He swore by God.
- (iv) You ought to have regarded him your benefactor.
- (v) My friend is very ill, I hope he will soon die.
- (vi) He is waiting for better and promising opportunity.
- (vii) When I shall see her I will deliver her your gift.
- (viii) Many a sleepless nights she spent.

(b) Change the narration from direct to indirect or indirect to direct speech. (Do only **FIVE**) Extra attempt of any Part of the question will not be considered. (5)

- (i) On Monday he said, "My son is coming today."
- (ii) They wanted to know where he was going the following week.
- (iii) He said, "Did she go yesterday?"
- (iv) 'By God', he said, "I do not know her nickname."
- (v) He says that we are to meet him at the station.
- (vi) He said, "I don't know the way. Ask the old man sitting on the gate."
- (vii) My father prayed that I would recover from my illness.
- (viii) He said, "How will you manage it?"
