



FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION – 2019
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) 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)

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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

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 pulsed 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 پڑوسی برادر اسلامی ملک ہونے کے ناتے تاریخی، ثقافتی، لسانی رشتوں میں جڑے ہوئے ہیں۔ یہ رشتے اٹوٹ 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 اسٹریٹجک شراکت

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

Preci, Comprehension and translation 2019

1. Preci = Title → Interaction with children.

The importance of amiable interaction with children is of high value, either at home or at school. The author argues that the modern theorists are biased towards the negative impacts of adults interacting with children rather than on positive aspects. Moreover, he suggests that children should not be loved as pets and the interaction must not be for personal benefits. Instead, one must enjoy the company with little ones, and such type of ~~the~~ teachers should be there. The author strongly refuses the ideas of strict behavior of teachers and theories related to it. The author prefers that overworking teachers should ~~be also~~ be replaced, and no rules should be implied. Thus

the children should be treated with love and affection instead of strictness and anger.

117 words.

2. Translation.

Pakistan is ~~determined~~ ^{keen} for peace in Afghanistan because it is very important for Pakistan. In historical context, both Afghanistan and Pakistan as being Muslim neighbours are bonded historically, culturally and socially. These bonds are unbreakable. Both countries rely on each other and cannot survive separately. Pakistan's stance has always been that Afghan issue should be politically solved. China has also supported this opinion. In this scenario, China stated that Afghan issue can only be solved through peace talks lead by Afghan leadership. Pakistan and China will ~~take part in~~ play their roles by taking part in these

peace talks.

3. Comprehension.

1) Situation described in this passage is not realistic. It is the product of pure imagination. "Thing" is a creature which is not of this world ~~which~~ ^{and} has unusual features. This shows that this passage is from a science fiction story.

2) The crowd was excited and curious to know what was inside the pit. They were pushing each other around the pit because of unbearable suspense.

3) When ^{crowd} ~~they~~ had the first glimps glimpses of the creature, they got horrified because of the appearance of the "thing". They feared that the thing may attack them. This changed their mood and they ran away from the pit.

Date: _____

4.) The initial reaction of the narrator was that, seeing the pit and fearing the presence of some horrible creature in it. He was imagining strange things. After seeing the creature, he was also horrified but he stood there alone.

5. The writer felt disgusted when he saw the "thing" creature's face. Its features were extremely strange, ugly and horrifying.



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PART-I(MCQS): MAXIMUM 30 MINUTES	PART-II	MAXIMUM MARKS = 80
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PART-II

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

(20) - 20
✓ 13
260

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 unjaudiced 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)

- Define globalization.
- What is electronic mass communication?
- What does the term Third World denote?
- What is privatization?
- 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 حوالے سے ہم آہنگ ہوتا ہے جو قومی اور ملی مقاصد کی تکمیل و تکمیل کرتا ہے۔ اور قوم مطلوبہ مقاصد کے لیے سرگرم عمل رہتی ہے۔ چنانچہ کسی قوم کا نظام تعلیم وہ ہر گزیر نظام تعلیم ہے جس کے تحت قوم کے افراد کی ذہنی صلاحیتوں کو پرورانہ چھلانگ دے اور ان کی سیرت و کردار کی تعمیر میں مدد دیتی ہے۔ نظام تعلیم افراد کی تربیت اس انداز سے کرتا ہے کہ افراد قوم کی ترقی بدل رہے ہیں۔

Title: Manto versus Society

Manto faced various societal critiques because of his writings. He was accused of being vulgar and was dragged into the court by his opponents. He stood firm on his stance and views about harsh realities of society. He discussed in his writings the life style and issues related to sex workers. According to Manto, humans contain both good and bad attributes, at the same time. He criticized dual standards of humans which they display on ~~at~~ different situations. His writings on socio-moral issues had huge impact on his readers. Due to his expressions in his writing the way in which he presents the social and moral picture of society, without ~~be~~ using vulgar language, Manto has been named among the great names in the ~~field~~ of literature.