



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

Despite complaints from viewers, television commercials are not getting any more realistic. Their makers continue to present idealized people in unreal situations. The wide gaps between their fanciful depiction and the mundane realities of life in most cases make them appear funny as well as repulsive. A footballer suddenly starts scoring goals after consuming a particular energy-drink. A would-be groom avoids hugging his father-in-law because he recalls not having used a particular shampoo that morning. A busy manager leaves an important meeting to grab a dozen packets of his favourite cookies, and so on. The advertisers also persist in showing a version of male-female relationships that can hardly exist in two households in an entire city. A wife panics simply because a meddling neighbor points out that her husband's shirt is dirty, while another fears for her marriage because her finicky husband doesn't like her coffee. What do the advertisers know about us, or how we see ourselves, that make them continue to plunge millions of dollars into these kinds of commercials? They probably don't know that these glamorous and noisy clips in no way promote the product for which they are aired. The reported number of viewers may be heartening and tempting for the manufacturers of the products. It might also be the main reason for them to keep on hiring the advertisers for promoting these products. In fact, however, these advertisements are mostly watched either to laugh at, or because the viewers are unable to skip them by changing the channel as soon as they start.

(20)

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

During the past two decades, there has been a mushroom growth of universities and other degree-awarding institutions in Pakistan, which our policy makers consider a source of pride and prestige. This increase in the number of universities and the students enrolled therein has been recurrently projected as a major parameter for quantifying national development. No one can deny the pivotal importance of education for the progress and prosperity of a nation. In the contemporary world human resource has emerged as the greatest asset of unequivocal primacy, and education aims at creating and enhancing that resource. But can it be done through higher education only, or even primarily through higher education? Looking at the developed countries of the world—almost all having progressed by virtue of better human resource—one can easily explore that they don't encourage massive enrolment in universities. In other words, they don't want the domain of higher education open to every member of the population. After completing the 12-year school education (which is both compulsory and free for everyone), students are counseled and assessed for choice of further studies according to interest and aptitude. Those with true interest in academics and research, along with the requisite scholarly aptitude, are encouraged to undertake long-term academic pursuits in universities, while the rest—an overwhelming majority—opt for short-term courses leading to certificates and diplomas in colleges and training institutes. The admission criteria and fee structure of these colleges and institutes vary according to a number of factors. The latter class acquire practical skills in their chosen areas of utilitarian nature, without any undue burden of theoretical discourses. Consequently, due to these marketable skills and practical training, they easily get employed, earn for themselves and contribute to national economy. On the other hand, we produce an unskilled lot of university graduates without even a basic understanding of their subject. They consider themselves highly qualified, but have no meaningful knowledge. Hence, instead of becoming an asset, they become a social and economic liability. We need to realize that, unlike the fundamental right of basic education, higher education should be treated as a privilege of the deserving ones. This realization is imperative for enabling our universities to produce scholars, scientists and researchers as done by the developed world.

(4 marks each)

Questions:

1. What can be inferred from the passage as the main goal of education?
2. What is the benefit of guiding students in the choice of careers?
3. Is the only direct question in the paragraph answered affirmatively or negatively?
4. Which sentence do you think to be the topic sentence of this paragraph, capturing its central point?
5. Which sentence looks redundant and out of place in the context of the paragraph, seeming a later addition rather than part of the original?

Q #03

(1.)

The passage implies that education is a whetstone that harnesses the otherwise blunt (read: ignorant and unskilled) human resource. Education is to masses as the learned mass of people is to the development of a country: an essential pre-requisite. Therefore, viewed in national parlance, main goal of education is to aid in progress, prosperity and prestige of a nation.

(2.)

Since interests and aptitude varies from one student to another, it is beneficial to counsel them. The most significant benefit of career counseling is to improve, even ensure, utility of unique talents and abilities of a student. Since elephant cannot climb a tree, it does not make it less capable than monkey for the same can bring that tree down. Similarly, guiding students in making right career choices can amplify their innate talents. In broader perspective, it dramatically enhances output of human resource.

this ans is correct but too long reduce 2 3 lines

(3.)

To the direct question that the writer has posed, the writer answers in negative - and rightly so. ~~Asking~~ Wondering about centrality of ~~the~~ higher education in enhancing human resource, the author states that higher education should be a privilege rather than a fundamental right. It is only one of many paths aimed at the said enhancement. For, the same ends of improving human resource can be achieved through utilitarian courses that inculcate useful and marketable skills in the learners. Thus, the writer is right in denouncing centrality of higher education as the sole means of national fortune.

(4.)

The paragraph, in its unity and coherence, explores the relationship between human resource and higher education and both contribute collectively to national well-being. To this end, the topic sentence should be: "In the contemporary world human resource has emerged as the greatest asset of unequivocal primacy, and education aims at ~~creating~~ and enhancing that resource." While it best captures quantum of the idea presented, it fails to capture one tone: Pakistani context.

(S.)

The one superfluous sentence that seems like a fish out of the water reads: "The admission criteria and fee structure ... number of factors." It felt like an distraction and out of place in the general discourse of the paragraph, breaking the unity of idea.

the first sentence about pakistan that sentence

over all ans are ok but too long

ans are correct and relevant

be brief in ans

9.20