

Q. 2 Strike a precept of the following passage and suggest a suitable title.

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Technology has impacted almost every aspect of life today, and education is no exception. Or is it? In

seems much the same as it has been for many years. A cynic would say that technology has done nothing to ch

However, in many ways, technology has profoundly changed education. For one, technology has great, to education. In medieval times, books were rare and only an elite few had access to educational opportunities. Individuals had to travel to centers of learning to get an education. Today, massive amounts of information (books, audio, images, videos) are available at one's fingertips through the Internet, and opportunities for formal learning are available online. Access to learning opportunities today is unprecedented in scope thanks to technology.

Opportunities for communication and collaboration have also been expanded by technology. Traditionally, classrooms have been relatively isolated, and collaboration has been limited to other students in the same classroom or building. Today, technology enables forms of communication and collaboration undreamt of in the past. Students in a classroom in the rural U.S., for example, can learn about the Arctic by following the expedition of a team of scientists in the region, read scientists' blog posting, view photos, e-mail questions to the scientists, and even talk live with the scientists via a videoconference. Students can share what they are learning with students in other classrooms in other states who are tracking the same expedition. Students can collaborate on group projects using technology-based tools such as wikis and Google docs. The walls of the classrooms are no longer a barrier as technology enables new ways of learning, communicating, and working collaboratively.

Technology has also begun to change the roles of teachers and learners. In the traditional classroom, the teacher is the primary source of information, and the learners passively receive it. This model of the teacher as the "sage on the stage" has been in education for a long time, and it is still very much in evidence today. However, because of the access to information and educational opportunity that technology has enabled, in many classrooms today we see the teacher's role shifting to the "guide on the side" as students take more responsibility for their own learning using technology to gather relevant information. Schools and universities across the country are beginning to redesign learning spaces to enable this new model of education, foster more interaction and small group work, and use technology as an enabler.

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

What is the relation between history, memory, and narrative? We might put these concepts into a crude map by saying that "history" is an organized and evidence-based presentation of the processes, actions, and events that have occurred for a people over an extended period of time; "memory" is the personal recollections and representations of individuals who lived through a series of events and processes; and "narratives" are the stories that ordinary people and historians weave together to make sense of the events and happenings through which a people and a person have lived. Collective memory, the idea that groups such as Welsh miners, Serbian villagers, or black Alabama farmers possess a collective representation of the past that binds them together, can be understood as a shared set of narratives and stories about the past events of the given group or community. We use narratives to make sense of things that have happened; to identify meanings and causes within this series of events; and to select the "important" events and processes out from the ordinary and inconsequential.

What is a narrative? Most generally, it is an account of how and why a situation or event came to be. A narrative is intended to provide an account of how a complex historical event unfolded and why. We want to understand the event in time. A crucial and unavoidable feature of narrative history is the fact of selectivity. The narrative historian is forced to make choices and selections at every stage: between "significant" and "insignificant", between "sideshow" and "main event", and between levels of description.

It is evident that there are often multiple truthful, unbiased, and inconsistent narratives that can be told for a single complex event. Exactly because many things happened at once, actors' motives were ambiguous, and the causal connections among events debatable, it is possible to construct inconsistent narratives that are equally well supported by the evidence. Further, the intellectual interest that different historians bring to the happening can lead to differences in the narrative. One historian may be primarily interested in the role that different views of social justice played in the actions of the participants; another may be primarily interested in the role that social networks played; and a third may be especially interested in the role of charismatic personalities, with a consequent structuring to the narrative around the actions and speeches of the charismatic leader. Each of these may be truthful, objective, and unbiased—and inconsistent in important ways with the others. So narratives are underdetermined by the facts, and there

is no such thing as an exhaustive and comprehensive telling of the story—only various tellings that emphasize one set of themes or another.

Questions

- Why does a historian have to be cautious in writing a narrative?
- According to this passage, how are history and memory different from each other?
- How may different historians differ from each other in recording an event?
- What may be an 'inconsistent narrative'?
- What is the role of collective memory in writing history?

Q. 4 Correct any FIVE of the following sentences. (10)

- Gas in Alaska is the most cheapest gas in all the world.
- When I turn forty five I would have been a teacher for a twenty years.
- We going the supermarket later?
- Studying now if you want to be succeeded in the exam.
- Had he learnt not how to type, he would be not selected for this job.
- At the end of his many songs he sang most popular.
- He did not know towards where he was going.
- Waiting there when he reaches at the gate, he will find me.

Q. 5. A. Write the following dialogue in a paragraph form in Indirect Speech. (5)

Anne : I want to order a big pineapple cake for my birthday.
Confectioner : When is your birthday?
Anne : It is tomorrow.
Confectioner : You can collect it by noon.
Anne : Please make the prescribed design carefully.
Confectioner : Don't worry Ma'am.
Anne : And the writing on the cake too.
Confectioner : We are professionals, Ma'am.

B. Fill in the blanks with suitable prepositions. (5)

- "Most people agree that kindergarten contributes ---- the child's mental development.
- Since Jennifer was a year younger than her friends, she had a hard time keeping ---- with them.
- There are different sets of language learning sets available ---- all age groups.
- I will be busy ---- my homework and prepare for the exam tomorrow.
- Since our school was next to our house, I used to come home ---- lunch time.
- Keep the glass ---- from the books lest it spills over them.
- Children often look ---- their teachers as their role models.

Q.6. A. Make sentences to illustrate the meaning of any FIVE of the following. (5)

- Keep one's nose to the grindstone
- Throw someone for a loop
- Letter perfect
- Off the wall
- Out to lunch
- Salt something away
- Take someone to the cleaners
- Wear the pants in the family

B. Make sentences with any FIVE of the following pairs of words. (5)

- Council, counsel
- Distinct, distinctive
- Apposite, opposite
- Deprecate, depreciate
- Punctual, punctilious
- Judicial, judicious
- Salutary, salubrious
- Canvas, canvass

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

اخوت کا نام لیے ہی اردگرد ایک عجیب سے ساٹھان اور تھنڈی چھاؤں کا احساس ہونے لگتا ہے۔ کڑی دھوپ میں ایک ایسے سایہ دار شجر کی تصویر دکھائی دیتی ہے۔ جو مشکل میں سر پر سایہ بنا رہے گا۔ اپنی موجودگی کا احساس دلا کر ٹوٹے ہوئے حوصلوں کو نیا عزم دے گا۔ ڈاکٹر امجد لائق وہ قد اور سایہ اور درخت ہے جس نے مجسم ہو کر اخوت کا روپ دھارا ہے۔ انہوں نے زندگی سے بڑے مقصد کو اپنی ذات کا حصہ بنا رکھا ہے کیونکہ یہ مقصد ہمیشہ قائم رہنے والا ہے۔ یہ درخت ہمیشہ پھل، پھول، خوشبوئیں اور روشنی دینے والا ہے۔ یہ سفر رکھے والا نہیں ہے۔

Best of Luck for CSS-2023

Q4 Sent. Correction

- 1) Gas in Alaska is the cheapest gas in all the world.
- 2) When I ~~were~~ ^{turn} forty five I ~~would~~ ^{will} have been a teacher for a ~~twenty~~ fifteen years.
- 3) ~~We~~ ^{we} ~~will~~ ^{are} ~~we~~ ^{going to} the supermarket later?
- 4) If you want to be successful in the exam, study now.
- 5) If he had not learnt how to type, he would ~~be~~ ^{have been} not selected for this job.
- 6) (He ² sang the most popular song at the end) ^(of his many songs.)
- 7) He did not know ~~that~~ where he was ^{going}.
- 8) When he reaches at the gate. and he found me waiting there.

he will find me waiting, when he reaches at the gate

Q. Anne said that she wanted to order a big pineapple cake for her birthday. Confectioner asked her when her birthday was and Anne replied that it was the next day. The confectioner said her that she could collect it by noon. Anne requested to make the prescribed design carefully. Maram, no worries, said the confectioner. Anne further requested for the writing on the cake. The confectioner answered that they were professionals.