



FEDERAL PUBLIC SERVICE COMMISSION  
COMPETITIVE EXAMINATION – 2020 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)

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'.

## Precis (2020)

Title: Manto's view on human behaviour

Manto was accused ~~for~~<sup>of having</sup> a ~~kind~~<sup>kind</sup> of social ~~uncertain~~<sup>vulgar</sup> traits. His opponents called him ~~as~~<sup>writings</sup> odd and criticized his writings from ethical perspective. However, he ~~at~~<sup>remained</sup> steady and disclosed the realities of life. According to Freud, he resolved the utopian ideas of sex in a tangible manner which shows his sympathy for oppressed classes of society. Manto said, a human possesses both virtue and vice. He was able to understand the dual nature of human behaviour at multiple levels. He was abreast of the devil nature of humans. He ~~challenged~~<sup>challenged</sup> out the vivid ~~picture~~<sup>picture</sup> of vulgar behaviour. Humans find ~~ambiguity~~<sup>reliability</sup> about their behaviours from ~~writings~~<sup>writings</sup>.

Mistakes identified.



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۔

\*\*\*\*\*

The education system of any nation is in line with its thinking and feelings which chalks out the national and collective objectives of the nation. The nation remains proactive for achieving the collective interests. Perhaps, the education system of a nation develops improves the mental abilities of its individuals and develops improves their character and values. It is because individuals can change the future of their nations.

Avoid cutting.