

07-01-2025

Translation

Translation 2024

'When the self-introduced Palestine issue was presented to the United Nations, the representatives international organization of nations universally adopted a two state solution for the issue while acknowledging self-determination rights of Palestinians. However, the adopted resolutions were never ^{implemented} materialized. On the contrary, with American backing, the Israeli military is carrying out killings of unarmed innocent Palestinians. In the last two months, the Gaza strip has been devastated by the war. With American aid, the Israeli forces ^{have} martyred over twenty thousand Palestinians including women and children. Presently, there remains no safe place for the Palestinians who are now facing death also from the shortages of food and medicines.'

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You are allowed to submit only one question in one pdf. The remaining questions may be submitted in separate pdfs.

Precis Assignment Precis 2014

03-01-2025

Title:- Importance To Teach Morality in Education

Precis:- People should be taught to use their intelligence for collective well-being of society. Education should impart morality and ethics to learners. It remains a challenge for educators to produce moral intellects. Failure on their part as well as their own involvement in accumulating wealth and power has alienated people's belief in morality and ethics. Now, people pursue a realist nature of interaction, which makes mankind prone to nuclear devastation. It is hoped that educators and institutions have the willingness and time to educate generations to follow love, kindness and integrity.

(Total Words = 91)



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.

Precis Assignment

06-01-2024

Precis 2013

Title:- Class Divisions: Catalysts of Cultural Problems

Precis:- Culture of a human society depends upon social, artistic and ideological aspects of the society. Cultural problems of under developed countries have roots in social aspects especially economic and political relations. Persistent stunted growth in these countries is one result of ^{such} cultural problems. Before colonial era, societies in these countries comprised of feudal systems and orthodox tribal system which fostered class division based on economic and political factors. Furthermore, these societies harbored animosities rooted in racial, tribal and religious differences. Colonial powers exploited these divisions to their advantage. Even after gaining independence, such societal divisions persisted, continuing to hinder social and cultural progress in these countries.

(Total Words - 107).

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)

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|-------------------------|------------------------|--------------------------------|---------------------|-------------------|-------------------|
| (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:

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|--------------------------|-----------------|------------------------|------------------|-----------------|-------------------|
| (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".
