

**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.		

353

111

8d

171

2

19 x 18

380

135

PART-II

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

(20)

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

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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 pulsated 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 پوچھا ہے کوئک افغانستان میں امن، پاکستان کے لیے انتہائی اہم ہے۔ تاریخی تناظر میں دیکھا جائے تو پاکستان اور افغانستان پڑوی برادر اسلامی ملک ہونے کے نتے تاریخی، ثقافتی، سماںی رشتہوں میں جے ہوئے ہیں۔ یہ رشتے اٹوٹ ہیں، دوںوں کا امداد ایک دوسرے پر ہے اور دوںوں الگ الگ رہ بھی نہیں سکتے۔ پاکستان کا موقف روز اول سے بھی رہا ہے کہ افغان ملکے کا یہی حل کھلا جائے۔ اس موقف کی حمایت چین بھی کرتا ہے۔ اس چین میں چین نے کہا ہے کہ افغان تاریخ کا افغان قیادت میں ہونے والے امن مذاکرات سے یہ حل ممکن ہے۔ پاکستان اور چین اسٹریکٹ شرکت

داری کے لیے افغان تاریخ کو مذاکرات کے ذریعے حل کرنے میں لپاکر دارا رکریں گے

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Part - II

Q. No. 2

Precis

Teachers' Intervention with Children

The author urges that educationalists have failed to give importance to intervening with kids. A person's attraction towards children plays a key role to influence them. Teachers' likeness is an essential social skill to accompany kids across the classroom. Sadly, it is hard for overburdened teacher to take interest in genuine behaviour of teachers in each child separately in class. Moreover,

teachers spend limited time with students. This ^{is} how teachers ^{to} interference remains limited with kids. However, teachers may approach students in accordance ^{with} to their personalities. Teachers can achieve their objectives, if the students feel ^{is} attraction.

Therefore, no particular rules are needed without ~~happiness~~ towards childrens in classrooms.

Total words in precis - 353

Idea not comprehended thoroughly. Subject very
disagreement found.

Q. NO. 3

Passage

(1)

There are numerous descriptions of

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

the environment, people and the bear that lead us to believe that this passage is from a science fiction story.

Firstly, the passage describes the environment such as sun setting and crowd of people across the pit. Secondly, the passage projects unimaginable creature with V-shaped mouth, dangerous eyes and black hairs of a bear. Therefore, these all entities make us believable that the passage is from science fiction story.

(2)

The entire situation described in the passage was chaotic. The crowd of the people was in stress. The people standing across the pit were pushing one another to see the happenings. Hence, the situation was dreadful and individuals were stressful across the pit.

(3)

The mood of the crowd altered when they saw horrible creature in

the pit. Before observing a dreadful bear, the people were pushing one another. When a scary bear appeared in the pit, the people's mood changed. Thus, they run here and there across the pit.

(4)

The narrator was uncertain about the entire situation. When he faced horrible bear with red eyes, lipless brim and V-shaped mouth. The narrator became scary. Hence, the creature's horrible appearance made the narrator dreadful in the pit.

(5)

The writer felt disgust due to the horrible appearance of the creature. The writer described that the bear had oily brown skin, V-shaped mouth and red eyes. When the creature approached the

narrator felt disgusted.

Q. No. 4

Correction of sentences

(viii)

He cried as if he were mad.

(vi)

I have been and will always be your friend.

(iv)

I regret the delay.

(ii)

None of the boys had learnt their lessons.