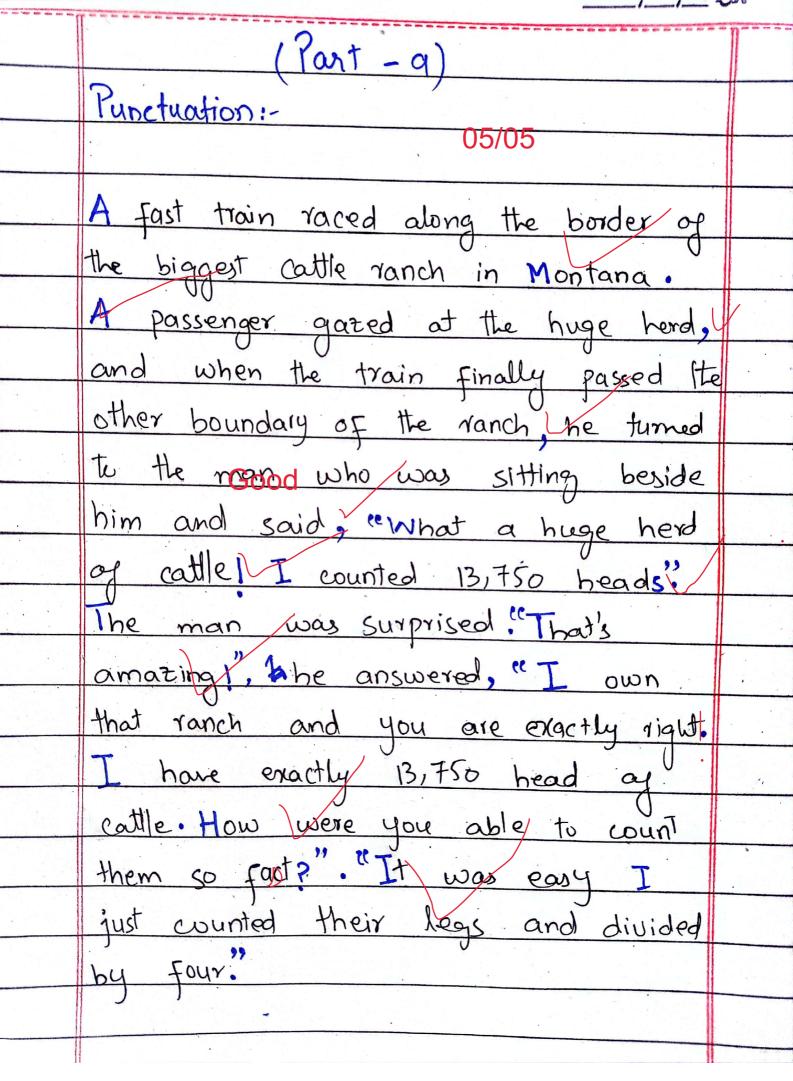
	MOCK-I =/	
*	Englis Precis & Composition	
	20/00	
	TALHA SARFRAZ 30/00	
	08-59	
8	Question # 02:- 06/20	
	Title:- Human Values: The Bedrock of Society	-
	Values First: The True Defense of Civilization	_
Idea is o		_
litle nee	ds improvement built the great Great Wall of	_
	China to live in peace but were invaded	_
	multiple times on three ocasions in the century. Enemy	_
	bribed the wall quards to get in : China	_
	utilized their capital on making the wall	
	but forgot to build the character of the	
	quards. Three ways to destroy a nation	_
	according to an orientalist. Degrade the	_
	motherhood to destroy the family Reduce the	
	value of teachers to deminish the education	-
	system and depreciate youth's role models.	
- 11	When all three are lost, nobody can	
11	teach human values. A nation that	
		-

	prioritizes entertainment over education	6.3
	is doomed to fail bess in the end.	
		- ,
	Total words in Passage = 287	7.
	No. of words in Precis = 99	A
	· ·	
	Question # 04:- 03/10	
(X)	I had better called my parents to let	
	them know I'm running late-	
•	I better call my parents to let them	
<b>b</b>	know that 9 am running late.	
p 464	V	
(Vi)	She speaks as though she has been	
	an expert on the subject.	7. 2.04
Sh	e speaks as though she were an expert on the subject.	
	on the subject.	
-		
(iv)	She was cooking dinner while he watches	
	Ty.	
	She was cooking dinner while he watched	
Design	watched was watching TV.	

(VII)	Many a travelers have gotten lost in	
	this mazelike city.	
v	Many travelers had got lost in this	
	travelers has gotten lost in this maze like city.	
	·	
ii	.The movie was too interesting	
	The movies was very interesting-	
	••	
	Westion # 05:-	
	(Part - B) 02/05	
(viii)	We will have to answer for our sins	
	at the last day-	
(Vii)	Your principal will preside iat the annual	
	function-	
(11)	He prevented his younger brother form	1
	going to cien cinema.	
Thy	Would you like to otherd.	
e ilij	She did not qualify herself in	
	English-	
(Vi)	You are not polite in your conduct	
	to me-	



		the fire gar die fire des son des fi
-		
	Vuestion # 06:- 05/05	
	(part A)	
(V)	To drop in	
	I decided to drop in on my	
	friend for a quick visit after he told	
	me he is sick-	
-		
<u>(iv)</u>	To bring to book	
	Corrupt politicians were brought to	
	book for their crimes	
_(Viii)	Elephent in the room	
- X	Nobody addressed the elephant in the room	
	during the meeting, which was company's	
	financial troubles -	
_ <del>(ii)</del> )	The writing on the wall	-
	Company's bankruptay was the clear	
Dlocos we	writing on the wall. te proper sentence, which must convey the meanings of idior	
Please wr	te propev sentence, which must convey the meanings of idior	11
_ ŭ	on the anuil	
	A new policy is on the amil and will be announted	
	Soon -	

	(Part-B) 03/05	
	Sarah asked Mark if he had heard	
	about competitive exams to which	
	Mark replied that he was thinking	
	about it and asked its importance.	
-	Sarah explained its significance and	
	told him about how competitive exams can	
	enhance their certain abilities. Mark was	
:	worried about the stress this can bring	
•	and how he would perform under pressure.	
She expla and bring	ned that competitive exams push individuals to strive for excellen on the set, additional the sense of some nement after clearing	ce them
is unpara	relaxed as its normal to feel such heat.	
	Sarah highlighted the achivements these	
	exams can bring after clearing them.	
	Mark agreed to this and thanked Sonah	
	for helping him understand the value of	
	these exams. He assured her that	
	he would give his best.	

	The state and th
	Vuestion # 07:-05/10
	Translation:
	A violinist played the tune for
	Fourty five minutes in New York Subway.
	A handful of people stopped, a
	couple applauded and the violinist
	collected about Thirty dollars-Non one
	Kerknew that the violinist was Joshua
•	Bell, one of the best musicians in
	the world. In that subway, Joshua
	played one of the most complex
	tunes ever written on a violin worth
	3.5 million dollars. Two days before
	the subway situation, Joshua Bell;
	Performed in Boston and earned
	thousands of dollars. The experiment settings
T <u>ranslati</u>	phoved that in an ordinary environment
-Ache-An	n' idiomatic and proverbial the prov
Do not at	tempt wood by anderdund evalued - Everywhere,
	there are extexceptionally talented receiving
	people who are not recieving the recognition and rewards that they deserve.
	recognition and recours

Therefore, go where you are valued	
and appheciated.	
00/20	
Vuestion # 03:-	
Q1) The role of courts is shaped by	
judger, judge's Perception, societal	
expectations and governmental regularist.	
While judges views influence their	
02 decisions, public, executive and	
legislative body also play a significant	
role. These factors create a	
dynamic judicial rde, constantly	
evolving with societal changes and	
influenced by broader political and	
social institutions.	
(Q2) Changing conditions and conceptions	
have a profound impact on the role	
of courts. As societal, political and	
economic landscapes evolve, so do	
the demands on the gudiciary.	

Please	New social norms, technological be relevant to the original passage advancements and shift in Public	
	opinion can after the types of cases	,
01	brought before count and the way Judges interpret and implement the law	,
	Furthermore, evolving conceptions of justice & and equality may lead	
,	to judicial activism or calls for reforms So, Changing conditions and conventions	
	continually shape and redefine The	
	Scope and boundaries of courts role.	
(Q 3)	Public criticism of the judiciary agten stems from perceived disconnects between	
	judicial decisions and societal	
	expectation. Contrological cases, driven by emotional or political factors, attrad	
_01	atten when they diverge from publice sentiments. Judges may also force	
	critique perciend timidity, lack	
	of innovation. Critics accuse the judicious of consenatism and argue	
	for a broader judicial role in society	)

1(24)	Academic and professional critics	
	often describe the judiciary as	
,	conservative, lack of innovation and	
1	overly reliant on precedent. They critisi	<u> </u>
_02	the judiciary for being timed and	
ı   <del></del>	For exercising excession self-restraint-	
	These critics sometimes bestow	
	Hes upon jedges sich as	
1	socially reactionary or the high	
	priest of rigid storre decisis and	
	the limited note for gudiciary.	
		× , }
100	Contain a disease of the	
195)	Certain quartrain, ruings migw.	
-(95)	Certain qualicial, rulings might.  become controversial due to variou	r.
-(95)	become controversial due to variou	
<u>(45)</u>	reasons - Firstly, If the ruling appears	
<u> </u>	become controversial due to various reasons - Firstly, If the ruling appears to contradict widely held socital	
	become controversial due to various reasons - Firstly, If the ruling appears to contradict widely held socital values, it can provoke public outery.	
03	become controversial due to various reasons - Firstly, It the ruling appears to contradict widely held socital values, it can provoke public outery. Moreover, controversial redings a may	
	become controversal due to various reasons. Firstly, If the ruling appears to contradict widely held socital values, it can provoke public outery. Moreover, controversial rulings a may arise when judges interpred laws	
	become controversal due to various reasons. Firstly, If the ruling appears to contradict widely held socital values, it can provoke public outcry. Moreover, controversial rulings a may arise when judges interpred laws in ways that diverge from public	
	become controversal due to various reasons. Firstly, If the ruling appears to contradict widely held socital values, it can provoke public outery. Moreover, controversial rulings a may arise when judges interpred laws	

justice-However, controversial rulings after occurse When there is a gap between the law as written and the principles fairner and equity that society en peets the legal system to upl Do not be irrelevant in your answer Please enhance length of each answer Read the passage carefully Scanned with CamScanner