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FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
IN B.P.S. -17, UNDER THE FEDERAL GOVERNMENT, 1990

ENGLISH ESSAY

Time Allowed: 2 Hours

Maximum Marks: 50

Note: Write an Essay on one of the following topics:

1. 'Man proposes and God disposes'.
2. Work – the Way to Happiness.
3. Sense of Humour.
4. Disadvantages of Being a Gentleman.
5. Popular Superstitions.
6. Overcrowded Professions.
7. Weather Forecasting.
8. 'Science without conscience is the ruin of a people'.
9. Table Manners.
10. Sports for Women – Suitable and Unsuitable.
11. Is Democracy Out of Date?
12. Can we abolish Gambling?

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FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
IN B.P.S. -17, UNDER THE FEDERAL GOVERNMENT, 1991

ENGLISH ESSAY

Time Allowed: 2 Hours

Maximum Marks: 50

Note: Write an Essay on any one of the following topics, first making an outline:

1. "The survival of modern civilization depends not on the advance, but on the distribution of knowledge".
2. United we stand, divided we fall.
3. Discuss the weakness of a national economy based mainly on the export of one or two natural products used as raw material.
4. "The Artist is the leader of civilized society"
5. The object of higher education in a developing country.
6. The value of the study of history.
7. The importance of Environment in the formation of personality.
8. All privilege carries with it Responsibility.
9. Religious Toleration.
10. "The concept of national sovereignty is out of date"
11. Benevolent Despotism.
12. The Power of Imagination.

**FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
IN B.P.S. -17, UNDER THE FEDERAL GOVERNMENT, 1992**

ENGLISH ESSAY

Time Allowed: 2 Hours

Maximum Marks: 50

Note: Write an Essay on any one of the following topics, first making an outline:

1. Full many a flower is born to unseen, And waste its sweetness on the desert air.
2. "Let there be light!" said God, "And there was light" "Let there be blood!" says man, and there's a seal!
3. "...and eat and drink but be not prodigal Lo! "He loveth not the prodigal," al-Qur'an, VII: 31.
4. An un-Islamic government may last a while, but tyranny cannot be endured.
5. The Eight Amendment in the Constitution of Pakistan.
6. Is over population a human capital to be proud of? Discuss with special reference to Pakistan.
7. Unemployment and Pakistani youth.
8. Inflation and the common man. Discuss with reference to Pakistan.
9. Those who will not learn from history shall relieve it.
10. "I disapprove of what you say but I will defend to the death your right to say it." Voltaire
11. Procrastination is the thief of time.
12. Resurgence of Central Asia.
13. "Ethnic cleansing" of Bosnian Muslims, repression of Muslims in Occupied Kashmir and flushing out of Palestinians for a home, for the Jews are an insult to human conscience in this enlightened age of science.

FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
IN B.P.S. -17, UNDER THE FEDERAL GOVERNMENT, 1993

ENGLISH ESSAY

Time Allowed: 2 Hours

Maximum Marks: 50

Note: Write an Essay on any one of the following subjects:

1. "New World Order" Implications for Third World Countries.
2. Central Asia today: Emerging Political and Economic Patterns.
3. The quality of life is not measured in terms of calories alone.
4. In the quest for happiness, success is only one ingredient and is often too dearly purchased.
5. The way to hell is paved with good intentions.
6. Ideology – a strait-jacket or an instrument of meaningful change.
7. Human resource: the most critical factor in national development.
8. "What a piece of work is man!" says tragedy. "What a piece of work indeed?" says comedy.
9. Democracy and mass illiteracy do not go together.
10. Local organisation, decentralised planning, and hard work are the key to rural development.
11. Deprivation of social development and family planning cannot lead to a promising future.
12. "How sharper than a serpent's tooth it is to have a thankless child."

FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
IN B.P.S. -17, UNDER THE FEDERAL GOVERNMENT, 1994

ENGLISH ESSAY

Time Allowed: 2 Hours

Maximum Marks: 50

Note: Write an Essay on any one of the following subjects:

1. "The apparel often proclaims the man".
2. "Cowards die many times before their death. The valiant never taste of death but once".
3. Not everyone in chains is subdued.
4. Now and then an innocent man is sent to the legislature.
5. Hankering after the past is an admission of one's inability to shape the future.
6. Energy a critical factor in Pakistan's economic development.
7. Social Action Program (SAP).
8. Government sponsored. "Self-employment Schemes" reality or a political gimmick?
9. For democracy to survive, let the Press suffer no curbs.
10. Elimination of "Riba" from the economy. A Commitment and a challenge.
11. ECO (Economic Co-operation Organization) an experiment in regional integration.
12. Afghan peace enigma: implications for Pakistan.
13. Pakistan's Nuclear Program: alternative scenarios.
14. Mass Resistance in Occupied Kashmir: Options for Pakistan.

**FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
IN B.P.S. -17, UNDER THE FEDERAL GOVERNMENT, 1995**

ENGLISH ESSAY

Time Allowed: 2 Hours

Maximum Marks: 50

Note: Write an Essay on any one of the following subjects:

1. Press Freedom and Responsibility.
2. Faith unites, dogma divides.
3. Can Capitalism survive without interest?
4. Nothing is as self-blinding as self-righteousness.
5. Economic and Political development is not possible without social transformation.
6. Pakistan- Afghanistan relations: Post-Soviet withdrawal phase.
7. 50 years of the UN: a critical evaluation.
8. Control of corruption in Pakistani society.
9. Human kind cannot bear very much of reality.
10. Prospects of demographic equilibrium in Pakistan through family-planning.
11. Plight of women and moves for their "empowerment".
12. Third World Poverty: Dimension and alleviation strategies.
13. Economic planning and development in third world countries: objectives, problems and prospects.
14. Universe in the light of modern scientific discoveries.

FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
IN B.P.S. -17, UNDER THE FEDERAL GOVERNMENT, 1996

ENGLISH ESSAY

Time Allowed: 2 Hours

Maximum Marks: 50

Note: Write an Essay on any ONE of the following subjects:

1. The greatest of evils and the worst of crimes is poverty.
2. Man was born free, and everywhere he is in chains.
3. Man gets what he strives for (Al-Quran).
4. "I disapprove of what you say, but I will defend till death your right to say it."
5. The press and the nation rise and fall together.
6. Eternal vigilance is the price of liberty.
7. CTBT and its implications for Pakistan.
8. Ravages of flood and their control in Pakistan.
9. Discuss the slogan: Accountability first and elections later.
10. The current economic scenario in Pakistan.
11. Is a small family necessarily a prosperous family? Discuss critically.
12. How can a man indulge in bribery, nepotism, injustice, extortion and deception, without batting an eyelid, if he believes in the Hereafter?
13. The present scenario in Afghanistan against the backdrop of the Soviet debacle.
14. The scourge of sectarian militancy and ethnic violence in Pakistan.
15. The causes of female backwardness in Pakistan and an appraisal of the contribution that woman can make to the national development effort.

FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
IN B.P.S. -17, UNDER THE FEDERAL GOVERNMENT, 1997

ENGLISH ESSAY

Time Allowed: 2 Hours

Maximum Marks: 50

Note: Write an Essay on any One of the following subjects:

1. Pleasure of idleness.
2. "None but the brave deserves the fair".
3. Expanding information technology is a curse or blessing.
4. Human development must be the objective of all other developments.
5. Muslim perception of the West, and the Western perceptions of Islam.
6. Civil war in Afghanistan: Consequences for regional countries.
7. Democracy in Pakistan will remain insecure without strong local self-government institutions.
8. Fifty years of Pakistan: the dreams and the realities?
9. WTO (World Trade Organization) and its implications for developing economies like Pakistan.
10. In a democracy the votes of the vicious and stupid count. But under any other system they might be running the show.
11. The national economy and its tribulation.
12. The manner in which it is given is worth more than the gifts.

FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
IN B.P.S. -17, UNDER THE FEDERAL GOVERNMENT, 1998

ENGLISH ESSAY

Time Allowed: 2 Hours

Maximum Marks: 50

Note: Write an Essay on any One of the following subjects:

1. Pakistan as leader of the Islamic world in the 21st century.
2. The world economic scenario and Pakistan's place in it.
3. Danger of a nuclear war in the years to come.
4. 'Frailty, Thy name is woman'.
5. The role of science in the next century.
6. The United Nations: its triumphs and failures since its inception.
7. My philosophy in life.
8. "Literature transmits incontrovertible condensed experience..... from generation to generation. In this way literature becomes the living memory of a nation.
9. History as 'the biography of great men'.
10. "Genius is an infinite capacity for taking pains".
11. A review of the political and economic developments in the world during the 20th century.
12. "All life is a game of power. The object of the game is simple enough: to know what you want and to get it".

FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
IN B.P.S. -17, UNDER THE FEDERAL GOVERNMENT, 1999

ENGLISH ESSAY

Time Allowed: 3 Hours

Maximum Marks: 50

Note: Write an Essay on any One of the following subjects:

1. "And who so is saved from narrow-mindedness-such are they who are successful". (Al Quran).
2. Self-Esteem.
3. Is the world ready for the Gene Age?
4. Risk of 'Soviet syndrome' for Pakistan.
5. "The cream rises to the top, so does the scum".
6. Gender Discrimination.
7. "The struggle to raise a nation's living standards is fought first and foremost in the classroom".
8. Piety at public expense/cost.
9. "For forms of government, let fools contest; whatever is administered best is best."
10. Renaissance in the Muslim world: prospects and perils.
11. "Most history is Guessing, and the rest is prejudice".
12. Decay of idealism in Pakistan.

FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
IN B.P.S. -17, UNDER THE FEDERAL GOVERNMENT, 2001

ENGLISH ESSAY

Time Allowed: 2 Hours

Maximum Marks: 50

Note: Write a comprehensive and analytical essay on One of the following topics:

1. "Turn not thy cheek in scorn towards folk nor walk with pertness in the land". (Al Quran)
2. Economic prosperity of a nation is directly proportional to the level of literacy in it.
3. "Justice delayed is justice denied".
4. National integration.
5. "Experience is the name everyone gives to their mistakes".
6. It is not only fine feathers that make fine birds.
7. On tolerance.
8. Self-conceit may lead to self destruction.
9. He who eats the fruit should at least plant the seed.
10. "The best place to find a helping hand is at the end of your arm?".
11. Public office is a public trust.
12. Devolution of power in Pakistan.

FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
IN B.P.S. -17, UNDER THE FEDERAL GOVERNMENT, 2002

ENGLISH ESSAY

Time Allowed: 2 Hours

Maximum Marks: 50

Note: Write a comprehensive and analytical essay on One of the following topics. Write clearly.

1. World scenario in 21st Century and Pakistan's Role in it.
2. International Crisis in Terrorism.
3. "Every art is an imitation of nature".
4. Higher Science Education in the developing countries.
5. Austerity as a solution of all our economic problems.
6. "Politics is perhaps the only profession for which no preparation is thought necessary".
7. Higher Economic problems in Pakistan and how to meet them.
8. "A little philosophy inclineth man's mind to atheism; but depth in philosophy bringeth man's minds about to religion".
9. Art and Morality.
10. "Of all the needs a book has the chief need is that it be readable".
11. "Education has for its object the formation of character".
12. Need for serious planning in technical education in Pakistan.

FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
IN B.P.S. -17, UNDER THE FEDERAL GOVERNMENT, 2003

ENGLISH ESSAY

Time Allowed: 2 Hours

Maximum Marks: 50

Note: Write a comprehensive and analytical essay on One of the following topics. Write clearly.

1. Formal and Casual dressing Codes.
2. Attitude of indifference.
3. "Only the wisest and stupidest of men never change". — Kung Fu-tzu Confucius.
4. Dilemma of the water and energy crisis in Pakistan.
5. Art Critics and reviewers.
6. Young habits die hard.
7. Existentialism.

FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
IN B.P.S. -17, UNDER THE FEDERAL GOVERNMENT, 2004

ENGLISH ESSAY

Time Allowed: 2 Hours

Maximum Marks: 50

Note: Write a comprehensive and analytical essay on ONE of the topics listed below. Your composition may be preceded with a brief outline classifying salient aspects / points of the subject.

1. Humanism
2. The end of cheap oil
3. 'All (recorded) history is contemporaneous'.
4. 'Modern banking, foreign investment and employment are all parts of one single paradigm'.
5. Pluralistic vision of Islam.
6. 'A long dispute means that both parties are wrong'.
7. Peer pressure.
8. Longing for love.

FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
IN B.P.S. -17, UNDER THE FEDERAL GOVERNMENT, 2005

ENGLISH ESSAY

Time Allowed: Three Hours

MAXIMUM MARKS = 100

Note: Write a comprehensive and analytical essay on One of the following topics listed below. Your composition may be preceded with a brief outline classifying salient aspects / points of the subject.

1. Strategies for the alleviation of poverty.
2. Socio-Economic Challenges faced by Pakistan.
3. Estrangement from our own culture is driving us on the verge of collapse, not just our identity but also morality.
4. Reforms in Examination System.
5. Persecuted poor women.
6. The search for Truth.
7. Islam versus the West.

FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
IN B.P.S. -17, UNDER THE FEDERAL GOVERNMENT, 2006

ENGLISH ESSAY

Time Allowed: Three Hours

MAXIMUM MARKS = 100

Note: Write a comprehensive and analytical essay on any ONE of the following topics:

1. Truth in short supply.
2. Liberalism.
3. Humour in Urdu Literature.
4. Foreign Direct Investment in Pakistan.
5. Personalization of Pakistani Politics.
6. Global Warming.
7. Nuclear weapons are 'not only a great peril, but a great hope'.
8. 'Brains, like hearts go where they are appreciated'.
9. 'Lots of folks confuse bad management with destiny'.
10. 'There comes a time to put aside principles and do what's right'.
11. 'We grow too soon old and too late smart'.
12. 'Every solution breeds new problems'.

FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
IN B.P.S. -17, UNDER THE FEDERAL GOVERNMENT, 2007

ENGLISH ESSAY

Time Allowed: Three Hours

MAXIMUM MARKS = 100

Note: Write a COMPREHENSIVE essay (2500 - 3500 words) on any ONE of the topics listed below. Make sure you use different forms of discourse; viz. exposition, argument, persuasion, description and narration.

1. 'The more developed a country, the more lethally it is armed.'
2. Higher education as an agent of change.
3. The future of mankind in a 'Global Warming' perspective.
4. The image of Islam in the western world and responsibilities of the Muslim Ummah.
5. A country is backward because its people are backward.
6. Globalization and electronic media.
7. "The present system of education must assume some of the responsibilities of our failures." Discuss.
8. "Politics is the art of possible." Discuss.
9. Terrorism as a new threat to the contemporary world.
10. The state of Women Rights in Pakistan.

FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
IN B.P.S. -17, UNDER THE FEDERAL GOVERNMENT, 2008

ENGLISH ESSAY

Time Allowed: Three Hours

MAXIMUM MARKS = 100

Note: Write a COMPREHENSIVE ESSAY (2500 - 3500 words) on any One of the given topics. Make sure you use different forms of discourse e.g. description, narration, illustration etc.

1. Moral depravity is the root cause of Poverty.
2. Peace the essential message of our religion.
3. Time management is the Key note of Success.
4. Lack of discipline - a national disaster.
5. Materialism is the death of spirituality.
6. Poetry is the highest form of expression - the greatest proof is the Holy Quran.
7. Dreams for future rely on the work plan of today.
8. Can we prevent the third World War?
9. Global Warming, fact or fiction?

FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
IN B.P.S. -17, UNDER THE FEDERAL GOVERNMENT, 2009

ENGLISH ESSAY

Time Allowed: Three Hours

MAXIMUM MARKS = 100

Note: Make an outline and write a COMPREHENSIVE ESSAY (2500 - 3500 words) on any ONE of the given topics. Make sure you use different forms of discourse e.g. exposition, argumentation, description and narration.

1. The Future of Democracy in Pakistan.
2. Health is not a condition of matter, but of mind.
3. Co-education: Merits and Demerits.
4. The food crisis: problems, challenges and opportunities for Pakistan.
5. English as the Medium of Education in Pakistan.
6. The Future of UNO: Hopes and Hurdles.
7. There is no great genius without a mixture of madness.
8. Status of Women in Islam.
9. Pakistan's war on terror and its impact on our psyche and politico-socio-economic fronts.
10. Power of Media in the Modern World.

FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
IN B.P.S. -17, UNDER THE FEDERAL GOVERNMENT, 2010

ENGLISH ESSAY

Time Allowed: Three Hours

MAXIMUM MARKS = 100

Note: Make an outline and write a COMPREHENSIVE ESSAY (2500 - 3500 words) on any ONE of the given topics. Make sure you use different forms of discourse e.g. exposition, argumentation, description and narration.

1. Literature is the best criticism of life.
2. Dialogue is the best course to combat terrorism.
3. Pakistan is rich in natural resources but very poor in their management.
4. The UNO has failed to measure up to the demands of its charter.
5. All humans are born equal in dignity and rights but they are in shackles everywhere.
6. Why is there no status of the third gender in Pakistan?
7. Can women be equal to men in Pakistan?
8. Without independent truth-finding commission, accountability is unachievable.
9. Religion has done more harm than help to human relations in the world.
10. The world politics stands more decisive than it was ever before due to the specific imperialist designs.

FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
IN B.P.S. -17, UNDER THE FEDERAL GOVERNMENT, 2011

ENGLISH ESSAY

Time Allowed: Three Hours

MAXIMUM MARKS = 100

Note: Make an outline and write a **COMPREHENSIVE ESSAY** (2500 - 3500 words) on any **ONE** of the given topics. Make sure you use different forms of discourse e.g. exposition, argumentation, description and narration. Credit will be given for organization, relevance and clarity.

1. Truth is a rare commodity despite the freedom enjoyed by the print and electronic media.
2. Without good communication skills, life becomes impossible in the modern world.
3. The time we live in is the winter of the world.
4. In this country reason does not apply to anything.
5. Does Pakistani society regard woman as the angel in the house or the source of all evils?
6. Disaster management and government preparedness.
7. Fair play and life, as it is lived, in the land of the pure.
8. The pleasures of reading.
9. What are the hurdles in our way to becoming a truly independent state?
10. Insanity in individuals is something rare but in groups, parties and nations it is the rule.

FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
IN B.P.S. -17, UNDER THE FEDERAL GOVERNMENT, 2012

ENGLISH ESSAY

Time Allowed: Three Hours

MAXIMUM MARKS = 100

Note: Make an outline and write a COMPREHENSIVE ESSAY (2500-3500 words) on any ONE of the given topics. Make sure you use different forms of discourse e.g. exposition, argumentation, description and narration. Credit will be given for organization, relevance and clarity.

1. Energy Crisis in Pakistan: Causes and Consequences.
2. Obesity is the root cause of all diseases.
3. Beggars cannot be choosers.
4. The United Nations in the 21st Century: Obligations and Limitations.
5. Brains, like hearts, go where they are appreciated.
6. The Emerging Power of Public Opinion.
7. The Suffering Soul In the Scientific Age.
8. A Critical Analysis of Education Systems in Pakistan.
9. Democracy is a culture rather than a process.
10. Social and Economic Securities for Women in Islam.

WORLD TIMES INSTITUTE

FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
IN BS -17, UNDER THE FEDERAL GOVERNMENT, 2013

ENGLISH ESSAY

Time Allowed: Three Hours

MAXIMUM MARKS = 100

Note: Make an outline and write COMPREHENSIVE ESSAY (2500-3500 words) on any ONE of the given topics. Make sure you use different forms of discourses, e.g., exposition, argumentation, description and narration. Credit will be given for organization, relevance and clarity.

1. There should be colleges and schools just for men/boys and some just for women/girls.
2. Let me take care of today, tomorrow shall take care of itself.
3. The traditional male role changed in the last 20 years
4. Gender equality is a myth.
5. Meaning and purpose of education.
6. If gold rust what shall the iron do.
7. Country life is better than city life.
8. Free speech should have limitations.
9. Not economy but politics is a key to success.
10. Modern day communication via social networks puts an end of true and sincere relationships

FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
IN BS -17, UNDER THE FEDERAL GOVERNMENT, 2014

ENGLISH ESSAY

Time Allowed: Three Hours

MAXIMUM MARKS = 100

Note: Make an outline and write COMPREHENSIVE ESSAY (2500-3500 words) on any ONE of the given topics. Make sure you use different forms of discourses, e.g., exposition, argumentation, description and narration. Credit will be given for organization, relevance and clarity.

1. Literature as a great cultural artifact.
2. Language is a fit data for research in humanities and social sciences.
3. Privatizing higher education-generating knowledge or making more money for the opulent.
4. Women sportspersons as new ambassadors of the soft image of Pakistan.
5. Post-modern ethos - a challenge to the West.
6. Look to the east for a holistic progress.
7. Great nations win without fighting.
8. Can meaning be fixed?
9. The character of a nation can be judged by its symbolic narratives.
10. Violence is the last refuge of the incompetent.

FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
IN BS -17, UNDER THE FEDERAL GOVERNMENT, 2015

ENGLISH ESSAY

Time Allowed: Three Hours

MAXIMUM MARKS = 100

- NOTE: (i) Make an outline and write a COMPREHENSIVE ESSAY (2500-3000 words) on any ONE of the given topics. Make sure you use different forms of discourses, e.g., exposition, argumentation, description and narration. Credit will be given for organization, relevance and clarity.
- (ii) No Page/Space be left blank between the answer. All the blank pages of Answer Book must be crossed.

1. The war on terror has contributed to the growing abuse of human rights.
2. Anticipation is often greater than realization.
3. Punctuality is the virtue of bored.
4. The introduction of new digital technologies has radically altered identities.
5. In a hierarchy every employee tends to rise to is level of incompetence.
6. I disapprove of what you say, but I defend to death your right to say.
7. Luxury predecessors becomes the necessity of successors.
8. When life throws you lemons, make lemonade.
9. Government should eliminate subsidies and incentives for manufacturers and consumers of electric cars as they are costly and do not do enough to protect environment.
10. Labor saving devices are more troublesome than they are worth.

**FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION -2016
FOR RECRUITMENT TO POSTS IN BS-17
UNDER THE FEDERAL GOVERNMENT**

ENGLISH ESSAY

Time Allowed: Three Hours

Maximum Marks: 100

Note: (i) Make an outline and write a **COMPREHENSIVE ESSAY** (2500-3000 words) on any **ONE** of the given topics. Make sure you use different forms of discourses, e.g., exposition, argumentation, description and narration. Credit will be given for organization, relevance and clarity.

(ii) No Page/Space be left blank between the answer. All the blank pages of Answer Book must be crossed.

1. World as a global village: Learning to live together.
2. We have to learn to be our own best friends, because we fall too easily into the trap of being our own worst enemies.
3. Water crisis and national unity.
4. The place of Urdu in Pakistan and Supreme Court's ruling on making Urdu the official language of the country.
5. Crisis of good governance in Pakistan: Need for reforms and institution building.
6. Promotion of tax culture in Pakistan: Perspective, prospects and challenges.
7. Gender equality is a myth!
8. The creation of new provinces in Pakistan: Implications for an integrated country.
9. Does foreign aid help to achieve economic stability?
10. Frailty, thy name is woman.

**FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION - 2017
FOR RECRUITMENT TO POSTS IN BS-17
UNDER THE FEDERAL GOVERNMENT**

ENGLISH ESSAY

Time Allowed: Three Hours

Maximum Marks: 100

- Note: (i)** Make an outline and write a **COMPREHENSIVE ESSAY** (2500-3000 words) on any **ONE** of the given topics. Make sure you use different forms of discourses, e.g., exposition, argumentation, description and narration. Credit will be given for organization, relevance and clarity.
- (ii)** No Page/Space be left blank between the answer. All the blank pages of Answer Book must be crossed.

1. Is colonial mentality impeding Pakistan's progress?
2. Brexit means globalization is the rhetoric of the privileged, and capitalism will return ferociously as ever.
3. More and more international military engagements by the United Nations; is the world moving towards peace?
4. Modernity is an unending project.
5. Feminism is not really a Third World issue.
6. Literature is a lonely planet of idealists.
7. Being a minority is a fate no one wants. Can nationalism be really inclusive?
8. Ideologies thrive on notions of resistance, yet change is a simulation.
9. Are modern wars not holy wars?
10. Life without controversy is no life. But why one should not choose the safe haven of conformism?

FEDERAL PUBLIC SERVICE COMMISSION
 COMPETITIVE EXAMINATION - 2018
 FOR RECRUITMENT TO POSTS IN BS-17
 UNDER THE FEDERAL GOVERNMENT

ENGLISH ESSAY

Time Allowed: Three Hours

Maximum Marks: 100

Notes (i) Make an outline and write a COMPREHENSIVE ESSAY (2500-3000 words) on any ONE of the given topics. Make sure you use different forms of discourses, e.g., exposition, argumentation, description and narration. Credit will be given for organization, relevance and clarity.

(ii) No Page/Spaces be left blank between the answer. All the blank pages of Answer Book must be crossed.

1. Real development should transform people's lives, not just economic statistics.
2. Higher Education in Pakistan: Ills and Remedies.
3. Too many of us are not living our dreams because we are living our fears.
4. China - Pakistan Economic Corridor (CPEC) and its Socio-economic Implications for the Region and the World.
5. Beware the barrenness of a busy life!
6. The Emerging Power of Social Media: Prospects and Problems.
7. In the fight against terrorism and corruption, it is imperative not to compromise human rights and civil liberties.
8. The threat of Global Warming and the ways to counter it.
9. Will "Rule of law" always remain an impracticable myth in our country?
10. Democracy in Pakistan: Hopes and Hurdles.

**FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION - 2019
FOR RECRUITMENT TO POSTS IN BS-17
UNDER THE FEDERAL GOVERNMENT**

ESSAY

TIME ALLOWED: THREE HOURS

MAXIMUM MARKS: 100

- Note: (i) Make an outline and write a **COMPREHENSIVE ESSAY** (2500-3000 words) on any **ONE** of the given topics. Make sure you use different forms of discourses, e.g. exposition, argumentation, description and narration. Credit will be given for organization, relevance and clarity.
- (ii) No Page/Space be left blank between the answer. All the blank pages of Answer Book must be crossed.

1. Let there be more light in the corridors of worship places.
2. New war fronts lie in economic zones.
3. Urdu literature and Progressive Movement.
4. Art for peace.
5. Truth is lived, not taught.
6. New waves of feminism and our culture.
7. Democracy and Illiteracy do not move together.
8. Sometimes we do not see what we see.
9. Expanding Information Technology; A curse or blessing.
10. Classrooms decide the future of the nation.

**FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION - 2020
FOR RECRUITMENT TO POSTS IN BS-17
UNDER THE FEDERAL GOVERNMENT**

ESSAY

TIME ALLOWED: THREE HOURS

MAXIMUM MARKS: 100

- Note: (i) Make an outline and write a **COMPREHENSIVE ESSAY** (2500-3000 words) on any **ONE** of the given topics. Make sure you use different forms of discourses, e.g. exposition, argumentation, description and narration. Credit will be given for organization, relevance and clarity.
- (ii) No Page/Space be left blank between the answer. All the blank pages of Answer Book must be crossed.

1. Do we really need literature in our lives?
2. Women universities as agents of change.
3. Pakistan and the future of Kashmir cause.
4. Polarized politics: the issues and challenges of democracy in Pakistan.
5. Global power dynamics and Pakistan's foreign policy.
6. Pakistan's informal economy: the way forward.
7. Promoting tourism in Pakistan: opportunities and challenges.
8. I do not agree with what you have to say, but I'll defend to the death your right to say it.
9. Is Pakistan ready for digital revolution?
10. IMF bailouts: roads to stability or recipes for disaster.

FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
IN B.P.S. -17, UNDER THE FEDERAL GOVERNMENT, 1990

ENGLISH (PRECIS & COMPOSITION)

Time Allowed: 3 Hours

Maximum Marks: 100

Q.1. Write a Précis of the following passage and suggest a suitable title: (25)

Not all the rulers signed the Instrument of Accession at once. Afraid that the Socialist Congress Party would strip him of his amusements, flying, dancing girls and conjuring delights which he had only just begun to indulge since he had only recently succeeded his father to the throne, the young Maharajah of Jodhpur arranged a meeting with Jinnah. Jinnah was aware that both Hindu majority and geographical location meant that most of the Princely states would go to India, but he was gratified by the thought that he might be able to snatch one or two from under Patel's nose. He gave Jodhpur a blank sheet of paper. 'Write your conditions on that 'he said and I'll sign it' Elated, the Maharaja returned to his hotel to consider. It was an unfortunate- move on his part, for V. P. Menon was there waiting for him. Menon's agents had alerted him to what Jodhpur was up to. He told the young ruler that his presence was requested urgently at viceroy's House, and reluctantly the young man accompanied him there. The urgent summons had been an excuse, and once they had arrived, Menon had to go on a frantic search for Viceroy, and tell him what had happened. Mountbatten responded immediately. He solemnly reminded Jodhpur that Jinnah could not guarantee any conditions he might make, and that accession to Pakistan would spell disaster for his state. At the same time, he assured him that accession to India would float automatically mean end of his pleasure. Mountbatten left him alone with Menon to sign a provisional agreement.

Q.2. Read the following passage carefully and answer any four questions given at the end as briefly as possible. (10)

Mountbatten was taking his family to Simla to snatch a few days' rest. He had brought with him a copy of the Draft Plan for the transfer of power (which he had sent to London for approval). Menon had come up and they were expecting Nehru for the weekend. Mountbatten was delighted that Edwina (his wife) and Jawaharlal had taken to each other so much. It could only help his work, and it seemed to do them both so much good. Nehru himself had been in fine form. Mieville and George Nicolis (Principal Secretary to the Viceroy and Deputy Personal secretary to the Viceroy respectively) had shown some -dismay at Viceroy's openness with the Indian leader but Mountbatten chose to ignore them. Despite his continuing optimism for the Plan, Menon's contention that it would not be well received by the Congress had given him more than usual pause for thought. After dinner on Saturday night, he invited Nehru in the Viceregal Lodge for a nightcap. The Viceroy handed Nehru his drink, and then quite suddenly crossed the room to the safe and unlocked it, taking out the Draft Plan handed him the papers (giving free run his instinct whatever the result). Nehru took the Draft Plan eagerly and sat down with it, immersing himself in it immediately. Mountbatten watched him... The Indian had stopped reading the Plan, and was riffling angrily through the final pages. His face was drawn and pale. Mountbatten was shaken. He had never seen Nehru so furious. Nehru made an effort to control himself.... 'I will try to summarize my thoughts tonight and leave you a note of my objections. This much I can tell you now: Congress will never agree to plan of India's fragmentation into a host of little states'. The following day, the Viceroy sat on the secluded rear terrace of Viceregal Lodge while V. P. Menon read over Nehru's promise memorandum of objections. 'Mr. Nehru only questions certain Section of the Plan, said Menon. 'Yes — the key ones!' snapped Mountbatten. 'Look we have to redraft and resubmit

immediately, - in the light of his comments. Can you do it?" "Very well, Your Excellency," said Menon. "I want it (the fresh draft) by six O'clock this evening."

- (a) How did Lord Mountbatten view the relationship between his wife, Lady Edwina and Jawaharlal Nehru? -
- (b) How did the officers on the staff of Lord Mountbatten view his close relationship with Nehru and what was Mountbatten's reaction to it? -
- (c) Why did Lord Mountbatten show the Draft Plan to Nehru?
- (d) Did Lord Mountbatten show the Draft Plan to Quaid-e-Azam? If not, what will the showing of secret Draft Plan to Nehru alone will be called?
- (e) What motivated the drawing up of a fresh Plan for transfer of power?
- (f) Within what time was the fresh plan prepared and by whom?
- (g) Was the person who drew up the fresh plan, under orders of Mountbatten, a neutral and impartial person, not connected with any Indian community?

Q.3. Make sentences to illustrate the meaning of any four of the following: (8)

- (a) White elephant,
- (b) Blue Blood,
- (c) Cleanse the Augean stable,
- (d) Apple of discord,
- (e) In good books,
- (f) Between the devil and the deep sea,
- (g) Stare in the face,
- (h) Make off with.

Q.4. Use any three of the following sets of words in sentences so as to bring out clearly the difference in their meaning: (18)

- (a) Adept, Adopt, Adapt,
- (b) Alleged, Accused, Suspected,
- (c) Bear, Borne, Born
- (d) Raise, Rise, Raze,
- (e) Smeel, Stink, Scent,
- (f) Least, Less, Lest,
- (g) Quiet, Quite, Quit
- (h) Their, There, They're

5. Given below are a number of key words: Select any three and indicate the word or phrase you believe is nearest in meaning to the key word:

(i) Domesticate:

- (a) To turn native, (b) Be exclusive, (c) Cut claws, (d) Tame.

(ii) Antics:

- (a) Expectation, (b) Temper, (c) String games, (d) Absurd behaviour.

(iii) Recapitulate:

(a) To surrender, (b) Be indecisive, (c) Summarize, (d) Retract.

(iv) Hypothetical:

(a) Philosophical, (b) Truce, (c) Assumed, (d) volatile.

(v) Data:

(a) Ideas, (b) Belief, (c) Point of origin, (d) Information.

(vi) Era:

(a) A disaster, (b) Cycle, (c) Period of history, (d) Curious event.

(vii) Trait:

(a) A narrow enclosure, (b) Strong point,

(c) Distinguishing feature, (d) Footprint.

Q.6. Develop the idea contained in any one of the following in about 150 words: (20)

- (a) A thing of beauty is a joy forever,
- (b) Cowards die many times before their death,
- (c) In matters of conscience, the law of majority has no place,
- (d) Heard melodies are sweet, but those unheard are sweeter,
- (e) Unity, Faith, Discipline.

FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
IN B.P.S. (I), UNDER THE FEDERAL GOVERNMENT, 1991

ENGLISH (PRECIS & COMPOSITION)

Time Allowed: 3 Hours

Maximum Marks: 100

Q.1. Make a Precis of the following passage and suggest a suitable title: (25)

Generally, European trains still stop at borders to change locomotives and staff. This is often necessary. The German and French voltage systems are incompatible. Spain — though not Portugal — has a broad gauge track. English bridges are lower than elsewhere, and passengers on German trains would need a ladder to reach French platforms, twice as high as their own. But those physical constraints pale in comparison to an even more formidable barrier — national chauvinism. While officials in Brussels strive for an integrated and efficiently run rail network to relieve the Continent's gorged roads and airways, and cut down on pollution, three member countries — France, Germany and Italy — are working feverishly to develop their own expensive and mutually incompatible high-speed trains.

Q.2. Read the following passage and answer the questions given at the end as briefly as possible into (2 lines each):

Heads of Government attending the London economic summit will have no excuses if they fail to curb the level of arms exports. A new definitive study by the International Monetary Fund, not generally known for its liberal views, makes it plain that high levels of arms spending in some developing countries have retarded social programs, economic development projects and the private sector, the latter being an issue with which the seven richest market economies can identify.

The IMF, however, picks out 10 consistent offenders among developing countries which spend more than 15 percent of their GDP on the military. They are: Israel, Angola, Oman, Yemen, Jordan, Saudi Arabia, Iraq, Syria, Egypt and Libya. Employing some unusually forceful language the Fund says, "High levels of military expenditure certainly led to low growth and domestic economic hardship in some countries by diverting funds from social programs, economic development projects and the private sector." The study poses a couple of other serious problems for the summitteers. It shows, for instance, that military expenditure is very sensitive to financial constraints. Thus if countries are deprived of resources then they are forced to cut back on armaments.

- (a) What are the heads of Government doing at the summit?
- (b) What are the findings of the new study?
- (c) How does military expenditure affect domestic economy of a country and in what ways?
- (d) What is the relationship between military spending and economic growth?
- (e) How is military expenditure related to resources?

Q.3. Use any five of the following pairs of words in your own sentences demonstrating difference in their meaning:

- (a) Access, Egress.
- (b) Ascent, Accent.
- (c) Recourse, Recourse.
- (d) Whether, Weather.

- (e) Premier, Premiere,
- (f) Ingenious, Ingenuous,
- (g) Felicitate, Facilitate,
- (h) Conscious, Conscientious,
- (i) Disease, Decease.

Q.4. For each of the phrases at the left, write in your answer book the word closest in meaning to the phrase from the four words given on the right: (10)

- | | | | | |
|-------------------|--------------|-------------|--------------|---------------|
| (i) Clear away | (a) Clean | (b) Empty | (c) Remove | (d) Finish, |
| (ii) Break down - | (a) Collapse | (b) Enter | (c) Cut off | (d) Begin, |
| (iii) Keep up | (a) Restrain | (b) Control | (c) Continue | (d) Maintain, |
| (iv) Turn out | (a) Refuse | (b) Start | (c) Produce | (d) Arrive, |
| (v) See over | (a) Examine | (b) Repair | (c) Discover | (d) Enquire |

Q.5. Make sentences for any five of the following to illustrate their meaning: (10)

- (i) Damocles' sword,
- (ii) Every inch,
- (iii) Spade a spade,
- (iv) On the sky,
- (v) Palm off,
- (vi) Lip service,
- (vii) A turn coat,
- (viii) A wild goose chase.

Q.6. Write a note of about 150 words on any one of the following ideas: (20)

- (i) What can't be cured must be endured,
- (ii) A bee in one's bonnet,
- (iii) Make a virtue of necessity, -
- (iv) A red rag to a bull.

FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION FOR REVENUE OFFICERS
IN R.P.S. -13 UNDER THE FEDERAL GOVERNMENT, 1997

ENGLISH (PRECIS & COMPOSITION)

Time Allowed: 3 Hours

Maximum Marks: 100

Q.1. Write a Precis of the following passage and suggest a suitable title.

(10)

Throughout the ages of human development men have been subject to influence of two kinds, those imposed by external nature, and those that human beings intelligently inflicted upon each other. Of these, by far the worst evils were those that were due to the environment. Man was a very primitive creature whose survival was precarious. Without the ability of the monkey, without any coating of fur, he was helpless in escaping from wild beasts, and in most parts of the world could not endure the winter cold. He had only two biological advantages: the upright posture freed his hands, and intelligence enabled him to transmit experience. Gradually these two advantages gave him superiority. The numbers of the human species increased beyond those of any other large mammal. His nature could still avert hot power by means of flood and pestilence and by ascribing blame to the great majority of mankind necessary evil in the security of daily bread. In our own day our bondage to external nature is less diminishing, as a result of the growth of scientific intelligence. Famines and pestilences still occur but we know better, year by year, what should be done to prevent them. Hard work is still necessary but only because we are off-work given peace and co-operation, we could subsist on a very moderate amount of food. With existing technique, we can, whenever we choose to accept it, destroy the force of many noxious forms of bondage to external nature. But the evils that men inflict upon each other have not diminished in the same degree. There are still wars, oppressions and hideous cruelties, and greedy men still snatch wealth from those who are less skillful or less ruthless than themselves. Love of power still leads to vast tyrannies or to mere obstruction when the grosser forms are impossible. And fear—deep-seated, conscious fear—is still the dominant motive in very many lives.

Q.2. Read the following passage carefully and answer the questions given at the end.

"Moral self-control and external prohibition of harmful acts are not adequate methods of dealing with our anarchic instincts. The reason they are inadequate is that these methods are capable of many disguises as the Devil in medieval legend, and some of these disguises deceive even the alert. The only adequate method is to discover what are the needs of our instinctive nature, and then to search for the least harmful way of satisfying them. Since spontaneity is what is most thwarted by machines, the only thing that can be provided is opportunity; the use made of opportunity must be left to the initiative of the individual. No doubt, considerable expense would be involved but it would not be comparable to the expense of war. Understanding of human nature must be the basis of any real improvement in human life. Science has done wonders in mastering the laws of the physical world but our own nature is much less understood, as yet, than the nature of stars and electrons. When science learns to understand human nature, it will be able to bring happiness into our lives which machines and the Physical Science have failed to create."

- (a) Why are moral self-control, and external prohibition inadequate to deal with our anarchic instincts?
- (b) What is the adequate method of anarchic instincts?
- (c) What should be the basis of any real improvement in human life?
- (d) How can science help humanity to achieve happiness?

Q.3. Use any five of the following pairs of words in your own sentences so as to bring out the difference in their meaning:

- | | |
|---------------------|---------------------------|
| (i) Assent, Ascent | (ii) Ballot, Ballet |
| (iii) Corps, Corpse | (iv) Due, Dew |
| (v) Diary, Dairy | (vi) Momentary, momentous |
| (vii) Route, Rout | (viii) Veil, Vale. |

Q.4. Frame sentences to illustrate the meaning of any five of the following:

- (i) Between the devil and the deep blue sea.
- (ii) A wild goose chase.
- (iii) Over head and ears.
- (iv) Time and tide.
- (v) To live from hand to mouth.
- (vi) To beat about the bush.
- (vii) To fish in troubled waters.
- (viii) A bird's eye-view.

Q.5. Given below are a number of key words: Select any five and indicate the word, you believe is nearest in meaning to the key word:

- | | | | | |
|-------------------|-------------------|--------------------|-----------------------|------------------|
| (i) Perturb: | (a) To upset | (b) To cause doubt | (c) To burden | (d) To test. |
| (ii) Wry: | (a) Twisted | (b) Sad | (c) Witty | (d) Suffering. |
| (iii) Ferret: | (a) To search | (b) To trap | (c) To hide | (d) To flee. |
| (iv) Pallid: | (a) Weak | (b) Pale | (c) Dull | (d) Scared. |
| (v) Intrepid: | (a) Fearless | (b) Cowardly | (c) Dull | (d) Fool hardy. |
| (vi) Reprisal: | (a) Surprise | (b) Award | (c) Revision | (d) Retaliation. |
| (vii) Viable: | (a) Wavering | (b) Divided | (c) Capable of living | (d) Fading. |
| (viii) Resurgent: | (a) Revolutionary | (b) Fertile | (c) Rising again | (d) Fading. |

Q.6. Expand the idea contained in any one of the following in about 200 words:

- (i) "Uneasy lies in the head that wears a crown"
- (ii) "If winter comes, can spring be far behind"
- (iii) "Mankind is an abstraction, man is a reality"
- (iv) "The Press and the Nation rise and fall together"
- (v) Environmental pollution -- a global problem
- (vi) Population explosion.

FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
IN B.P.S. -17, UNDER THE FEDERAL GOVERNMENT, 1993

ENGLISH (PRECIS & COMPOSITION)

Time Allowed: 3 Hours

Maximum Marks: 100

Q.1. Make a Précis of the following passage, and suggest a suitable title: (25)

The best aid to give is intellectual aid, a gift of useful knowledge. A gift of knowledge is infinitely preferable to a gift of material things. There are many reasons for this. Nothing becomes truly one's own except on the basis of some genuine effort or sacrifice. A gift of material goods can be appropriated by the recipient without effort or sacrifice; it therefore rarely becomes his own and is all too frequently and easily treated as a mere windfall. A gift of intellectual goods, a gift of knowledge, is a very different matter. Without a genuine effort of appropriation on the part of the recipient there is no gift. To appropriate the gift and to make it one's own is the same thing, and 'neither moth nor rust doth corrupt'. The gift of material goods makes people dependent, but the gift of knowledge makes them free. The gift of knowledge also has far more lasting effects and is far more closely relevant to the concept of 'development.' Give a man a fish, as the saying goes, and you are helping him a little bit for a very short time, teach him the act of fishing, and he can help himself all his life. Further, if you teach him to make his own fishing net, you have helped him to become not only self-supporting, but also self-reliant and independent, man and businessman. This then should become the ever-increasing preoccupation of aid-programs to make men self-reliant and independent by the generous supply of the appropriate intellectual gifts, gifts of relevant knowledge on the methods of self-help. This approach, incidentally, has also the advantage of being relatively cheap, of making money go a long way. For POUNDS 100/- you may be able to equip one man with certain means of production, but for the same money you may well be able to teach and hundred men to equip themselves. Perhaps a little 'pump priming' by way of material goods will in some cases, be helpful to speed the process of development. (E. F. Schumacher)

Q.2. Read the following passage and answer the questions given at the end in your own words without lifting sentences from the given text (20)

Recently the mass media, formerly subservient to the medical profession, have become increasingly restive, and occasionally hostile. In Germany, in particular, the newspapers and television have given a great deal of time and space to the complaints against the medical profession. In Britain on BBC radio and television, the medical practices have come under sharp and aggressive criticism. Is this antagonism to the profession justified? And if so, why? I have tried to answer that question by looking at the way it deals with some of the diseases of our civilization, including the most lethal, heart-attacks and cancer. If what emerges is an indictment of the profession, then I would rebut the charge that I am anti-doctor. Montaigne said: 'I honour physicians not for their services but for themselves.' That goes for me too. (Brian Inglis)

- (a) What do you understand by the mass media?
- (b) What is Brian Inglis stance towards the medical profession?
- (c) What is a lethal disease?
- (d) Is there a radical change in the presentation of the art of healing by the mass media?

Q.3. Use any five of the following pairs of words so as to bring out the difference in their meanings: (10)

- (a) Queue: cue,
- (b) Differ: desire,
- (c) Conscious: conscience,
- (d) Confidant: confidante,
- (e) Atheist: agnostic,
- (f) Loose: Lose,
- (g) Briefing: debriefing,
- (h) Dual: duel,
- (i) Complement: compliment

Q.4. Indicate the meaning of any five of the following: (10)

- (a) Brag,
- (b) Antiquarian,
- (c) Input,
- (d) Prodigal,
- (e) Bibliophile,
- (f) Nostalgia,
- (g) Output,
- (h) Feedback,
- (i) Agrarian.

Q.5. Use any five of the following in your sentences to bring out their exact meanings: (10)

- (a) Play truant,
- (b) Play down,
- (c) Turn turtle,
- (d) Turn the corner,
- (e) A fair weather friend,
- (f) Under a cloud,
- (g) Burn one's boats,
- (h) Horse-trading.

Q.6. Comment on any one of the following about 200 words: (20)

- (a) To err is human, to forgive divine,
- (b) The child is father of the man,
- (c) God helps those who help themselves,
- (d) Beggars are no choosers,
- (e) Handsome is one who handsome does,
- (f) The impossible is often the untried,
- (g) Man has his will and woman her way.

FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
IN B.P.S. -17, UNDER THE FEDERAL GOVERNMENT, 1994

ENGLISH (PRECIS & COMPOSITION)

Time Allowed: 3 Hours

Maximum Marks: 100

Q.1. Make a Précis of the following passage in about 125 words and suggest a suitable title: (25)

"Education does not develop autonomously; it tends to be a mirror of society and is seldom at the cutting edge of social change. It is retrospective, even conservative, since it teaches the young what others have experienced and discovered about the world. The future of education will be shaped not by educators, but by changes in demography, technology and the family. Its ends - to prepare students to live and work in their society - are likely to remain stable, but its means are likely to change dramatically." "Schools, colleges and universities will be redefined in fundamental ways: who is educated, how they are educated, where they are educated - all are due for upheaval. But their primary responsibility will be much the same as it is now: to teach knowledge of languages, science, history, government, economics, geography, mathematics and the arts, as well as the skills necessary to understand today's problems and to use its technologies. In the decades ahead, there will be a solid consensus that, as Horace Mann, an American educator, wrote in 1846, "Intelligence is a primary ingredient in the wealth of nations". In recognition of the power of this idea, education will be directed purposefully to develop intelligence as a vital national resource". "Even as nations recognize the value of education in creating human capital, the institutions that provide education will come under increasing strain. State systems of education may not survive demographic and technological change. Political upheavals in unstable regions and the ease of international travel will ensure a steady flux of immigrants, legal and illegal, from poor nations to rich ones. As tides of immigration sweep across the rich world, the receiving nations have a choice: they can assimilate the newcomers to the home culture, or they can expect a proliferation of cultures within their borders. Early this century, state systems assimilated newcomers and taught them how to fit in. Today social science frowns on assimilation, seeing it as a form of cultural coercion, so state systems of education are likely to eschew cultural imposition. In effect, the state schools may encourage trends that raise doubts about the purpose or necessity of a state system of education" (Diane Ravitch).

Q.2. Read the following passage and answer the question given at the end in your own words. (20)

"Piecing together the story of human evolution is no easy task. The anthropologist Richard Leakey has identified four key steps in our evolution from the earliest hominid to modern humans. First, the occurrence of bipedalism between 10 and 4 million years ago. Then the evolution of Homo, with its large brain and capacity to make stone tools — the earliest examples of which are 2.5 million years old. Next, the evolution of Homo erects almost 2 million years ago, followed by its migration out of Africa into Eurasia. And finally the appearance of modern human less than 150000 years ago". "Through the 10 million years of human evolution, the Earth's climate has changed considerably. During the period that Michael Sarntheis of Kie has called the "Golden era" — up to 3 million years ago — the world was much warmer than it is now. Then conditions started to deteriorate, and there was a gradual build-up of ice at the poles. Around 2.6 million years ago the climate became cyclical: ice ages characterized by huge ice sheets covering much of North America and northern Europe were followed by interglacial, when conditions were comparable to those we see today. Elizabeth Vrba of

Yale University, one of the most vigorous proponents of the idea of punctuated equilibrium, has shown that this change in the world's climate 2.6 million years ago had sudden and dramatic effects in Africa. A predominantly warm and moist climate was transformed into one which was colder and more arid". (Mark Maslin)

- (a) Give dictionary meanings of the underlined words.
- (b) How did the climate become cyclical?
- (c) Define the term "Golden era".
- (d) Describe the various stages in the development of the human species.

Q.3. Expand the idea embodied in One of the following in about 200 words. (20)

- (a) The administration of justice is the firmest pillar of government.
- (b) Art is long and time is fleeting.
- (c) The better part of valour is discretion.
- (d) Conscience is God's presence in man. -
- (e) Capital is only the fruit of labour, and could never have existed if labour had not first existed.

Q.4. Complete any five of the -following sentences supplying the missing word in each: (10)

- (a) From this happy _____ he is awakened by his child asking him to read _____ an incredibly long and boring story about wolves.
- (b) The this is that, when we do travel, we never seem to these people.
- (c) The _____ objects were not changes, but the _____ things had altered beyond recognition.
- (d) More than ten days _____ before I again had any _____ with Mrs. Reed.
- (e) His _____ has fallen off, revealing a _____ of dirt on his bald head.
- (f) No, we must accept the _____ with what grace we can and leave the weather to its own
- (g) Take all you need but leave your _____ behind is sound- - for the holidaymaker.
- (h) Modern advertisements often _____ the human race in a _____ light.

Q.5. Use any Five of the following pairs of words your own sentences to bring out the difference in their meaning:- (10)

- (i) All, Aul;
- (ii) Boy, Buoy;
- (iii) Fallow, Fellow;
- (iv) Jewry, Jury;
- (v) Functional, Dysfunctional;
- (vi) Allusive, Elusive;
- (vii) Ladylike, Ladyship.

Q.6. Frame sentences to illustrate the meaning of any five of the following: (15)

- | | |
|-----------------------------------|---------------------------------|
| (i) Between Scylla and Charybdis; | (ii) Hobson's choice; |
| (iii) Sting in the tail; | (iv) With open arms; |
| (v) Wash one's hand of (To); | (vi) Count one's chickens (To); |
| (vii) Burn midnight oil (To). | |

FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
IN B.P.S. -17, UNDER THE FEDERAL GOVERNMENT, 1995

ENGLISH (PRECIS & COMPOSITION)

Time Allowed: 3 Hours

Maximum Marks: 100

Q.1. Make a Précis of the following passage and suggest a suitable title: (25)

When you see a cockroach or a bed-bug your first reaction is one of disgust and that is immediately followed by a desire to exterminate the offensive creature. Later, in the garden, you see a butterfly or a dragonfly, and you are filled with admiration at its beauty and grace. Man's feelings towards insects are ambivalent. He realizes that some of them for example, - flies and cockroaches are threats to health. Mosquitoes and tsetse flies have in the past sapped the vitality of entire tribes or nations. Other insects are destructive and cause enormous losses. Such are locusts, which can wipe out whole areas of crops in minutes; and termites, whose often insidious ravages, unless checked at an early stage, can end in the destructing of entire rows of houses. Yet men's ways of living may undergo radical changes if certain species of insects were to become extinct. Bees, for example, pollinate the flowers of many plants which are food sources. In the past, honey was the only sweetening agent known to man in some remote parts of the world. Ants, although they bite and contaminate man's food are useful scavengers which consume waste material that would otherwise pollute the environment. Entomologists who have studied insect fossils believe them to have inhabited the earth for nearly 100 million years. Insects live in large numbers almost everywhere in the world, from the hottest deserts and the deepest caves to the peaks of high mountains and even the snows of the polar caps. Some insect communities are complex in organizations, prompting men to believe that they possess an ordered intelligence. But such organized behaviour is clearly not due to - developed brains. If we have to compare them to humans, bee and ant groups behave like extreme totalitarian societies. Each bee or ant seems to have a determined role to play instinctively and does so without deviation. The word "instinct" is often applied to insect behaviour. But some insect behaviour appears so clear that one tends to think that some sort of intelligence is at work. For example, the worker bee, upon relating to the hive after having found a new source of nectar, communicates his discovery by a kind of dance which tells other bees the direction and distance away of the nectar.

Q.2. Read the passage and answer the questions that follow it. Use your own English as much as possible -otherwise you will not score high marks:

A political community may be viewed as a group of people living together under a common regime, with a common set of authorities to make important decisions for the group as a whole. To the extent that the regime is "legitimate" we would further specify that the people have internalized a common set of rules. Given the predominantly achievement-oriented norms which seem to be a necessary concomitant of industrial society, these rules must apply equally to the entire population or precisely those criteria (e.g. language) which are a basis for blocking individual social mobility, can become the basis for cleavage which threatens the disintegration of the political community. - Among post-tribal multilingual populations where the masses are illiterate, generally unaware of national events, and have low expectations of social and economic mobility, the problems is largely irrelevant even if such populations have a linguistically distinct elite group. In contrast, when the general population of a society is going through the early stages of social mobilization, language group conflicts seem particularly likely to occur, they may develop animosities which take on a life of their own and persist beyond the situation which gave rise to them. The degree to which this happens may be significantly

affected by the type of policy which the government adopts during -the transitional period. The likelihood that linguistic division will lead to political conflict is particularly great when the language cleavages are linked with the presence of dominant group which blocks the social mobility of members of a subordinate group, partly, at least, on the basis of language factors. Where a dominant group holds the positions of power at the head of the major bureaucracies in a modern society, and gives preference in recruitment to those who speak the dominant language, any submerging group has the options of assimilations, non-mobility or group-resistance. If an individual is overwhelmed numerically or psychologically by the dominant language, if his group is proportionately too small to maintain a self contained community within the society, assimilation usually occurs. In contrast, if one is part of a numerous or geographically concentrated minority group, assimilation is more difficult and is more likely to seem unreasonable. If the group is numerous and mobilized, political resistance is likely to happen.

- (a) A political community is identified as a group of people who have three things in common; what are they?
- (b) Why are the rules important?
- (c) Give another word or paraphrase for: i. cleavage; ii. disintegration.
- (d) In the second paragraph the authors distinguish between two types of society: What are they?
- (e) What problem is irrelevant to the first type?
- (f) What is likely to happen to the second?
- (g) When will language create political conflict?
- (h) What is assimilation and when does it occur?
- (i) When does group resistance occur?
- (j) Give the opposite of the term "dominant group" used in the text.

Q.3. Using about 250 words, comment on ONE of the following subjects: 25

- (a) Conscience is the basis of justice.
- (b) The Industrial Society has reached its logical end.
- (c) Eye for eye and tooth for tooth, has gone on too long in the world.
- (d) In freedom lies the happiness of the individual.
- (e) Children have no childhood in Pakistan.
- (f) To be clever enough to get all that money, one must be stupid enough to want it.

4. A woman is talking to her next-door neighbour about an elderly married couple she knows, and about their personalities. Using only Adjectives, complete the blanks according to the explanations she gives either before or afterwards. Vague words like "good", etc. will not be acceptable. Write out the passage in your answer books underlying the words you have filled in:

(20)
 "Well, yesterday I met old Mrs. Ahmad. Lovely old lady she is, always cheerful and helpful and ever so which is more than I can say about that husband of her. He is so arguing and shouting and complaining all the time. And I thought my husband was until I saw the way he holds on to his money! Not that she worries or complains. I have never known anyone so But he is really! I mean he never thinks about her or what she wants. He's got no feelings at all, the old devil! They are just so different. If you tell her about your problems, she listens and tries to understand and gives you advice, you now, very, And it's only because of her that children have turned so polite and charming, such young people. He just gave them discipline, told them what they

couldn't do like some _____ school master. Still, Mrs. Ahmad keeps smiling and happy. I don't think I'd be that _____, married to him!"

Q.5. Finish each of the following sentences in such a way that it means exactly the same as the sentence printed before it:

- (a) One of the local development authority's responsibilities is town planning. The local development authority _____ (10)
- (b) Pop stars are corrupted by the adulation of their fans. It's the way their _____
- (c) There was little contact-between these small groups. These small groups _____
- (d) I find funny clothes the most irritating about the modern Youth. What _____
- (e) He sounds as if he spent all his life abroad. He gives _____
- (f) Apart from Muhammad Ali, everyone else at the meeting was a party member. With _____
- (g) He was driving very fast because he didn't know the road was icy. If _____
- (h) Whenever you are on a bus, you hear someone talking about politics. You can't go _____
- (i) How long is it since they went to Gilgit? When _____
- (j) Most of the theories use the methods of experimental science without first paying attention to play's aesthetic quality Most of theories do not take -

FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
IN B.P.S. -17, UNDER THE FEDERAL GOVERNMENT, 1996

ENGLISH (PRECIS & COMPOSITION)

Time Allowed: 3 Hours

Maximum Marks: 100

- Q.1. Make a précis of the following passage in about one third of its length and suggested a suitable title. [20]

Along with the new revelations of science and psychology, there have also occurred distortions of what is being discovered. Most of the scientists and psychologists have accepted Darwin's theory of evolution and his observations on "Survival of the fittest" as a final word. While enunciating his postulate on the concept of the fittest, Darwin primarily projected physical forces as the main criterion, and remained unmindful of the culture of mind. The psychologist, on the other hand, in his exclusive involvement with the psyche, has overlooked the potential of man's physical self and the world outside him. No synthesis has been attempted between the two with the obvious result of the one being sacrificed at the altar of the other. This has given birth to a civilization, which is wholly based on economic considerations, transforming man into a mere "economic being" and limiting his pleasures and sorrows to sensuous cravings.

With the force of his craft and guns, this man of the modern world gave birth to two cannibalistic philosophies, the cunning capitalism and the callous communism. They joined hands to block the evolution of man as a cultural entity, denuding him of the feelings of love, sympathy, and humanness. Technologically, man is immensely powerful; culturally, he is the creature of stone-age, as lustful as ever, and equal ignorant of his destiny. The two world wars and the resultant attitudes display harrowing distortion of the purposes of life and power. In this agonizing situation the scientist is harassing forces of nature, placing them at the feet of his country's leaders, to be used against people in other parts of the world. This state of his servility makes the functions of the scientist appear merely to push humanity to a state of perpetual fear and lead man to the inevitable destruction as a species with his own inventions and achievements. This irrational situation raises many questions. They concern the role of a scientist, the function of religion, the conduct of politician who is directing the course of history, and the future role of man as a species. There is an obvious mutilation of the purpose of creation and the relationship between cosmos, Life, and Man is hidden from eyes; they have not been viewed collectively.

- Q.2. Read the following passage and answer the questions given at the end in your own words: [20]

"In countless other places, location overseas are causing environmental harm. Japan has come in for heavy criticism from environmentalists in Southeast Asia for allegedly locating extremely harmful processes abroad because they no longer can pass environmental muster at home. A Malaysian subsidiary of the Mitsubishi Kasei Corp. was forced by court order to close after years of protests by local residents that the plant's dumping of radioactive

thorium was to blame for unusually high leukemia rates in the region. Several multinational corporations operating in South Africa, including local subsidiaries of the largest pharmaceuticals concern as the Duracell battery plants have been implicated by local environmentalists in toxic catastrophes, that they believe have caused cancer and other severe health problems among workers.

Despite the threats, international markets also help diffuse many environmentally helpful products around the world. Trade in pollution control technologies is on the rise, particularly as environmental laws are strengthened in developing countries. International trade also can put pressure on companies to match the environmental innovations of their international competitors, as in the U.S. car industry's response to Japan's advances in fuel efficiency.

Meanwhile there are indications that, contrary to some people's expectations, being open to foreign investment can help prevent the creation of pollution heaven rather than cause them. Research by Nancy Birdsall and David Wheeler of World Bank found that dirty industries developed faster in Latin American economies relatively inhospitable to foreign investment than in open ones. Another World Bank study looked at the rates at which 60 different countries adopted a cleaner pulping technology and concluded that the new technology made its way to nations open to foreign investment far more rapidly than to those closed to it.

The authors of these studies suggest several possible explanations for such trends. For one, closed economies protect capital-intensive, pollution-intensive industries in situations where low-cost labour otherwise would have been a draw to less polluting industries. Second, companies trying to sell their goods in industrial countries need to please the growing number of "green consumers" there. Finally the equipment used by multinational tends on balance to be newer and cleaner than that employed by national industries.

- Why is Japan under heavy criticism?
- What did the court decree in Malaysia? And why?
- How does a certain industry cause cancer to the local residents?
- What could be the role of international markets in controlling pollution?
- What is a "pollution"?
- What does the research by Nancy Birdsall and David Wheeler say?
- What does "the other study" by World Bank reveal?
- Who is a "green consumer"?
- How do you explain "capital-intensive" and "pollution-intensive"?
- How can we save the local residents from the pollution hazards?

Q.3. Write a comprehensive note of approximately 250 words on ONE of the following subjects:

- Religion is the greatest benefactor of human race.
- The devotional believers coin baseless stories about their gurus.
- And when I love thee not chaos is come again.
- Every system of government emerges from its economic system.
- Cleanliness is next to Godliness.

[25]

Q.4. Correct the following sentences:

- When public transport is better developed, there will no longer be so many driving people to work.

[10]

- (b) The subject of my paper is about air pollution.
- (c) The princess's father was a good man and who was kind.
- (d) A morality play is where the characters represent virtue and vices.
- (e) A square is when all four sides are of the same length.
- (f) Evil and suffering has always troubled man.
- (g) Why does such disturbing thing exist?
- (h) Neither her cousins nor her aunt were at home.
- (i) Neither Tariq nor Khalid are worthy of her.
- (j) The first fleet of cars were made of copper.
- (k) To be honest, lies must never be told.

Q.5. Explain five of the following idioms by using them into sentences. [10]
 Bear out; Back out; Carry over; Come off; Fall back; Figure out; Live with; Set in;
 Cover up; Iron out.

Q.6. Use Five of the following pairs of words or phrases into sentences so that the difference in the meaning of each pair is made clear: [15]

- (i) Altogether, All together
- (ii) Ambiguous, Ambivalent
- (iii) Apprise, Appraise
- (iv) Bad, Badly
- (v) Compare, Contrast
- (vi) Deduce, Imply
- (vii) Differ from, Differ with
- (viii) Farther, Further

WORLD TIMES INSTITUTE

FEDERAL PUBLIC SERVICE COMMISSION
 COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
 IN B.P.S. -17, UNDER THE FEDERAL GOVERNMENT, 1997
 ENGLISH (PRECIS & COMPOSITION)

Time Allowed: 3 Hours

Maximum Marks: 100

Q.1. Make a precis of the following passage in about one third of its length, using your own words as far as possible, and suggest a suitable title:

Exploration in the Arctic Circle still offers countless opportunities for fresh discoveries, but it is an adventure not to be undertaken lightly. As an occupation it is more lonely and remote than any thing else in the world. And at any moment the traveller must be prepared to encounter hazard and difficulty, which call for all his skill and enterprise. Nevertheless, such enterprise will be carried on as long as there are uninvestigated areas to attack the daring and as long as the quest for knowledge inspires mankind.

Investigations have shown that the Arctic Zone is rich in mineral deposits, but even if these deposits were themselves of little value, the economic importance of the Arctic would not be appreciably lessened. For it is generally agreed that weather is made in the north and, as the success or failure of the harvests all over the world is largely determined by weather, it follows that agriculture and all those industrial and commercial activities dependent upon it, must be considerably affected by the accuracy of the daily weather reports. Modern meteorologists regard the conditions prevailing in the Arctic as of first-rate importance in helping them to arrive at accurate results in their forecasts.

Yet, apart from any economic or other practical considerations, there is a strange fascination about this vast unconquered region of stern northern beauty. Those who have once entered the vast polar regions like to speak of their inexpressible beauty, the charm of the yellow sun and dazzling ice packs, the everlasting snows, and the unmapped land where one never knows what lies ahead; it may be a gigantic glacier, which reflects a beam of sunlight over its frozen expanse, or some wonderful, fantastically shaped cliff, which makes an unfading impression on the memory. It may even be an iceberg, stately and terrifying, moving on its relentless way, for the Arctic is the birth place of the great icebergs which threaten navigation.

Q.2. Read the following passages and answer the questions which follow it: [20]

Do we realize the extent to which the modern world relies for its opinions on public utterances and the Press? Do we realize how completely we are all in the power of report? Any little lie or exaggerated sentiment uttered by one with a bee in his bonnet, with a principle or an end to serve, can, if cleverly expressed and distributed, distort the view of thousands sometimes of millions. Any willful suppression of truth for party or personal ends can so falsify our vision of things as to plunge us into endless cruelties and follies. Honesty of thought and speech and written word is a jewel and they who curb prejudice and seek honorably to know and speak the truth are the only true builders of a better life. But what a dull world if we can't chatter and write irresponsibly, can't slop over with hatred or pursue our own ends

without scruple! To be tied to the apron strings of truth, or coiffed with the nightcap of silence; who in this age of cheap ink and oratory, will submit to such a fate?

Report, I would almost say, now rules the world and holds the face of man on the sayings of its many tongues. If the good sense of mankind cannot somehow restrain utterance and cleanse report, democracy, so highly vaunted, will not save us; and all the glib words of promise spoken might as well have lain unuttered in the throats of orators. We are always in peril under Democracy of taking the line of least resistance and immediate material profit. The gentlemen, for instance, whoever he was, who first discovered that he could sell his papers better by undercutting the standard of his rivals, and appealing to the lower tastes of the public under the flag of that convenient expression 'what the public wants' made a most evil discovery. The Press is for the most part in the hands of men who know what is good and right. It can be a great agency for leveling up. But whether it is so or not one continually hears doubted. There ought to be no room for doubt in any of our minds that the Press is on the side of the angels.

- (a) Suggest an appropriate title for the passage.
- (b) Choose FIVE of the following words, and give for each another word, or phrase, of similar meaning which might be used to replace the word in the passage:
- (c) Explain what is meant by any THREE of the following phrases as used in the passage:
 - (i) With a principle or an end to serve.
 - (ii) This age of cheap ink and oratory.
 - (iii) Undercutting the standard.
 - (iv) On the side of the angles.

Q.3. Write a note of about 250 words on ONE of the following subjects. [25]

- (a) The problem of Noise in the modern world.
- (b) The motorway age
- (c) "A contented mind is a blessing kind"
- (d) A competitive society brings out of the best in every individual.
- (e) The superannuated man (or woman).

Q.4. Correct the following sentences: [10]

- (a) The idea of me flying is too silly to even contemplate;
- (b) He reads better than any boy in the class;
- (c) Every citizen should use their vote;
- (d) I do not remember him giving me a present;
- (e) Whom would you say is likely to win the fight?
- (f) Neither him nor his friend were hurt;
- (g) Passing by the damaged house, a brick fell on my shoulder;
- (h) My cousin always has and always will be interested in the theater;
- (i) The vast extent of the steppes of Central Asia is enormous;
- (j) Nobody ought not to lose their way so easy in a small town.

Q.5. Re-arrange the following in pairs of synonyms: [10]
garrulous, selfish, near, talkative, obstruct, egoistic, wealthy, impede, affluent, filch, imminent, assess, tempting, ponder, augment, enticing, mediate, increase, estimate, steal.

Q.6. Explain FIVE of the following idioms by using them into sentences:

To beat the air, To beggar description, To bring to mind, To call in question, To cap it all, To clip one's wings, To cross the Rubicon, To feel the pulse, To fly in the face of, To rise like a phoenix from its ashes.

FEDERAL PUBLIC SERVICE COMMISSION
 COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
 IN B.P.S. -17, UNDER THE FEDERAL GOVERNMENT, 1998

ENGLISH (PRECIS & COMPOSITION)

Time Allowed: 3 Hours

Maximum Marks: 100

- Q.1. Make a précis of the following passage in about one third of its length and suggest a suitable title. [20]

Lying is indeed an accursed vice. We are men, and we have relations with one another only by speech. If we recognized the horror and gravity of an untruth, we should more justifiably punish it with fire than any other crime. I commonly find people taking the most ill-advised pains to correct their children for their harmless faults and worrying them about heedless acts which leave no trace and have no consequences. Lying and in lesser degree obstinacy - are, in my opinion, the only faults whose birth and progress we should consistently oppose. They grow with a child. It is difficult to imagine how impossible it is to correct it. Whence it happens that we find some otherwise excellent men subject to this fault and enslaved by it.

If, like the truth, falsehood had only one face, we should know better where we are for we should then take the opposite of what a liar said to be the truth. But the opposite of a truth has a hundred thousand shapes and a limitless field.

The Pythagoreans regard good as certain and finite, and evil as boundless and uncertain. There are a thousand ways of missing the bull's eye, only one of hitting it. I am by no means sure that I could induce myself to tell a brazen and deliberate lie even to protect myself from the most obvious and extreme danger. An ancient father says that we are better off in the company of a dog we know than in that of a man whose language we do not understand. Therefore those of different nations do not regard one another as enemies and how much less friendly is false speech than silence! (Montaigne).

- Q.2. Read the following passage and answer the questions given at the end in your own words: [20]

Accumulated property treads the powers of thought in the dust, extinguishes the sparks of genius, and reduces the great mass of mankind to be immersed in sordid cares beside depriving the rich, of the most salubrious, and effectual motives to activity. If superfluity were banished, the necessity for the greater part of the manual industry of mankind would be superseded, and the rest being amicably shared among all the active and vigorous members of the community, would be burdensome to none. Every man would have a frugal, yet wholesome diet; every man would go forth to that moderate exercise of his corporal functions that would give hilarity to the spirits; none would be made torpid with fatigue, but all would have leisure to cultivate the kindly and philanthropical affections of the soul, and to let loose his faculties in the search for intellectual improvements. What a contrast this scene presents us with the present state of human society, where the peasant and the labourer work, till their understanding

benumbed with toil, their sinews contracted and made callous by being for ever on the stretch and their bodies invaded with infirmities and surrendered to an untimely grave? What is the fruit of this disproportioned and unceasing toil? At evening they return to a family, famished with hunger, exposed half naked to the inclemencies of the sky, hardly sheltered, and denied the slenderest instruction, unless in a few instances, where it is dispensed by the hands of ostentatious charity, and the first lesson communicated is unprincipled servility. All this while their rich neighbour _____.

The rapid and sublime would be the advances of intellect, if all men were admitted into the field of knowledge? At present ninety-nine persons in a hundred are no more excited to any regular exertions of general and curious thought, than the brutes themselves. What would be the state of public mind in a nation, where all were wise, all had laid aside the shackles of prejudice and implicit faith, all adopted with fearless confidence the suggestions of truth, and the lethargy of the soul was dismissed forever? Though the inequality of mind would in a certain degree be permanent; but it is reasonable to believe that the geniuses of such an age would far surpass the grandest exertions of intellect that are at present known. Genius would not be depressed with false wants and niggardly patronage. (William Godwin).

- (a) Suggest an appropriate title for the passage.
- (b) What does the writer mean by the following expressions: Hilarity of spirit, corporal functions, torpid with fatigue, let loose faculties.
- (c) What according to the writer is the cause of the poor man's short life?
- (d) Does the writer favour charity for the poor? Support your answer with the writer's argument.
- (e) How does the writer compare the present day man with brutes?
- (f) The writer does not state why there will always be an inequality of mind among men. Suggest a reason from your own knowledge of human psychology.
- (g) In the passage the writer leaves his statement about the rich neighbour incomplete. Draw briefly the contrast the writer had in mind.
- (h) What according to the writer would promote intellectual improvement?
- (i) Give another word with similar meaning for: callous, sinews, inclemencies, ostentatious, benumbed, salubrious.

Q.3. Write a comprehensive note of approximate 250 words on one of the following subjects: [20]

- (a) The two main reasons for reading imaginative literature are pleasure and insight.
- (b) Some are born great, some achieve greatness, and some have greatness thrust upon them.
- (c) Democracy if stupid and unjust, is as evil as, stupid and cruel tyranny. (Socrates).
- (d) The so-called custodians of human rights are guilty of violating the rights of the backward nations.

Q.4. Correct the following sentences: [10]

- (a) This is all the farther you can go.
- (b) He seemed to be an industrious person but this was only an allusion.

- (c) His avocation is dentistry.
 (d) The antiquarian bade one million dollars for the old painting.
 (e) The ferry collided against the tug-boat.
 (f) Poetry is more sensual than prose.
 (g) Both Naeem and Shahid is tired, they should go back.
 (h) He was seeking political asylum but was not permitted to immigrate to USA.
 (i) I wouldn't be in your boots for the all the wealth in the world.
 (j) Are you trying to infer that I would do something dishonest?

Q.5. Complete the conversation by choosing the correct idioms:

The tricks of the trade; a blessing in disguise; his own man; the gift of the gab; a pit society; another cup of tea; a mug's game; a piece of cake; a feather in his cap; the and file;

"Have you heard Adam? He says that losing his job was probably _____ because he is tired of being just one of a thousand wage-earners at the firm, just one of _____ thinks working for someone else is really _____ when you can work for yourself. So he is going to open up his own computer shop".

"Really! Well it will be a _____ if he makes a success of it".

"He is taking Jan into partnership with him".

"Jan eh? Now he's _____ I don't like him at all".

Well he may not be what one could call _____ but he is the right sort of man to get his business going. He's a good talker".

"Oh yes Jan has certainly got _____ and it won't take him long to learn _____

"I told Adam that having his own business certainly won't be _____

"It's hard work. But he is determined to be _____ at last, so I wish him good luck".

Q.6. Use FIVE of the following pairs of words / phrase in sentences of your own to bring out the difference:

occlude, occult

raze, raise

avenge, revenge

revel, reveal

practical, practicable

cannon, canon

caret, carat

aviary, apiary

Q.7. Use FIVE of the following idioms in sentences to make their meanings clear:

the last ditch,

go public

the backroom boys

set the pace

steal the show,

a square meal

run riot,

foot the bill

at times

grey matter

FEDERAL PUBLIC SERVICE COMMISSION
 COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
 IN B.P.S. -JT, UNDER THE FEDERAL GOVERNMENT, 1999

ENGLISH (PRECIS & COMPOSITION)

Time Allowed: 3 Hours

Maximum Marks: 100

- Q.1. Make a précis of the following passage in about one third of its length and suggest a suitable title. [20]

To have faith in the dignity and worth of the individual man as an end in himself, to believe that it is better to be governed by persuasion than by coercion, to believe that fraternal good-will is more worthy than a selfish and contentious spirit, to believe that in the long run all values are inseparable from the love of truth and the disinterested search for it, to believe that knowledge and the power it confers should be used to promote the welfare and happiness of all men, rather than to serve the interests of those individuals and classes whom fortune and intelligence endow with temporary advantage - these are the values which are affirmed by the traditional democratic ideology. The case of democracy is that it accepts the rational and humane value as ends and proposes as the means of realizing them the minimum of coercion and the maximum of voluntary assent. We may well abandon the cosmological temple in which the democratic ideology originally enshrined these values, without renouncing the faith it was designed to celebrate. The essence of that faith is belief in the capacity of man as a rational and humane creature to achieve the good life by rational and humane means. The chief virtue of democracy, and the sole reason for cherishing it is that with all its faults it still provides the most favourable conditions for achieving that end by those means.

- Q.2. Read the following passage and answer the questions given at the end in your own words:

These phenomena, however, are merely premonitions of a coming storm, which is likely to sweep over the whole of India and the rest of Asia. This is the inevitable outcome of a wholly political civilization which has looked upon man as a thing to be exploited and not as a personality to be developed and enlarged by purely cultural forces. The people of Asia are bound to rise against the acquisitive economy which the West have developed and imposed on the nations of the East. Asia cannot comprehend modern Western capitalism with its un-disciplined individualism. The faith, which you represent recognizes the worth of the individual and disciplines him to give away all to the service of God and man. Its possibilities are not yet exhausted. It can still create a new world where the social rank of man is not determined by his caste or colour or the amount of dividend he earns, but the kind of life he lives, where the poor tax the rich, where human society is founded not on the equality of stomachs but on the equality of spirits where an untouchable can marry the daughter of a king, where private ownership is a trust and where capital cannot be allowed to accumulate so as to dominate the real producer of wealth. This superb idealism of your faith, however, needs emancipation from the medieval fancies of theologians and legists. Generally, however, it is a crisis of thoughts and emotions, which during the

course of centuries we have woven round ourselves. And be it further said to the shame of us - men of older generation - that we have failed to equip the younger generation for the economic political and even religious crisis that the present age is likely to bring. The whole community needs a complete overhauling of its present mentality in order that it may again become capable of feeling the urge of fresh desires and ideals. The Indian Muslim has long ceased to explore the depths of his own inner life. The result is that he has ceased to live in the full glow and colour of life and is consequently in danger of an unmanly compromise with forces, which he is made to think he cannot vanquish in open conflict. He who desires to change an unfavourable environment must undergo a complete transformation of his inner being. "God changeth not the condition of a people until they themselves take the initiative to change their conditions by constantly illuminating the zone of their daily activity in the light of a definite ideal". Nothing can be achieved without a firm faith in the independence of one's own inner life. This faith alone keeps a people's eye fixed on their goal and saves them from perpetual vacillation. The lesson that past experiences have brought to you must be taken to heart. Expect nothing from any side. Concentrate your whole ego on yourself alone and ripen your clay into real manhood if you will to see your aspiration realized.

Questions:

- (i) What is the chief characteristic of the modern political civilization?
- (ii) What are possibilities of our Faith which can be of advantage to the world?
- (iii) What is the chief danger confronting the superb idealism of our Faith?
- (iv) Why is the Indian Muslim in danger of coming to an unmanly compromise with the forces opposing him?
- (v) What is necessary for any achievement?
- (vi) Explain the following expressions as used in the passage:
 - (a) Acquisitive economy
 - (b) Undisciplined individualism
 - (c) Superb idealism
 - (d) Unmanly compromise
 - (e) Perpetual vacillation
- (vii) Suggests an appropriate title to the passage.

Q.3. Write a comprehensive note of approximately 250-300 words on ONE of the following topics:

- (i) The Hand that Rocks the cradle Rules the World.
- (ii) Charm strikes the sight but Merit wins the soul.
- (iii) Lord. What Fools these Mortals be!
- (iv) Is Democracy possible in the Third World?

Q.4. Re-write the following passage after correcting its grammatical errors:

The world is poised on a dangerous and instable balance of terror. Unlike the wars of the past future war threatened to do away the human race. Future of mankind depends on peace. Without it, countless millions would be wiped off the face of earth. This fear had manifested itself in a persistent demand for disarmament - total and universal. It is indeed a sad reflection on human nature that while he sings praise about the virtue of peace they

continued march on a suicidal course of war. In spite of forty years of negotiation, the giants did not even scraped the tips of the icebergs.

Q.5. Fill up the blanks of the passage given below:

An ideal college should subscribe to an ideal scheme of education for the one is inseparable from the other. The chief 1. of education it is said, is the total and 2. development of the individual. Any 3. System of education must provide the student first, with the 4. for logical and objective thinking. Without 5. skill it's difficult to conceive of any one's 6. and continually expanding the knowledge which is 7. indispensable to an educated man 8. education which is in practice bookish and ... 9... from life is lopsided and serves no 10. purpose. Secondly, it must contribute to the 11. of morality, or right conduct or good 12. in its widest sense. No academy 13. its name can afford or be 14..... To this aspect, for its importance for 15..... the syllabic domain. It must help 16..... student to discover a meaningful set of 17..... and a personal philosophy of life 18..... It must pay adequate attention to 19..... health and work on the premise that a healthy minds is 20..... without a healthy body.

Q.6. Make sentences of any FIVE of the following idioms:

- (i) A jaundiced eye.
- (ii) A left-handed complement
- (iii) The ruling passion
- (iv) Tower of strength
- (v) Steal a march on someone
- (vi) In one's bones
- (vii) Hang in the balance
- (viii) Fly in the ointment
- (ix) Close-fisted

WORLD TIMES INSIDER

FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
IN B.P.S. -17, UNDER THE FEDERAL GOVERNMENT, 2000

ENGLISH (PRECIS & COMPOSITION)

Time Allowed: 3 Hours

Maximum Marks: 100

- Q.1. Make a précis of the following passage in about one third of its length and suggest a suitable title. [20]

Besant describing the middle class of the 19th century wrote "In the first place it was for more a class apart. In no sense did it belong to society. Men in professions of any kind (except in the Army and Navy) could only belong to society by right of birth and family connections; men in trade - bankers were still accounted tradesmen - could not possible belong to society. That is to say, if they went to live in the country they were not called upon by the country families and in the town they were not admitted by men into their clubs, or by ladies into their houses The middle class knew its own place, respected itself, made its own society for itself, and cheerfully accorded to rank the deference due".

Since then, however, the life of the middle classes had undergone great changes as their numbers had swelled and their influence had increased. Their already well-developed consciousness of their own importance had deepened. More critical than they had been in the past of certain aspects of aristocratic life, they were also more concerned with the plight of the poor and of the importance of their own values of sobriety, thrift, hand work, piety and respectability as examples of ideal behaviour for the guidance of the lower orders. Above all they were respectable. There were divergences of opinion as to what exactly was respectable and what was not. There were, nevertheless, certain conventions, which were universally recognized: wild and drunker behaviour was certainly not respectable, nor were godlessness or avert promiscuity, nor an ill-ordered home life, unconventional manners, self-indulgence or flamboyant clothes and personal adornments.

- Q.2. Read the following passage and answer the questions given at the end in your own words:

The vitality of any teaching or historical movement, depends upon what it affirms rather upon what it denies, and its survival and continued power will often mean that its positives are insufficiently regarded by opposing schools. The grand positives of Bentham were benevolence and veracity; the passion for the relief of man's estate, and the passion for truth. Bentham's multifarious activities, pursued without abatement to the end of a long life, were inspired by a "dominant and all-comprehensive desire for the amelioration of human life"; they were inspired, too, by the belief that he had found the key to all moral truth. This institution, this custom, this code, this system of legislation - does it promote human happiness? Then it is sound. This theory, this creed, this moral teaching - does it rightly explain why virtue is admirable, or why duty is obligatory? Then it is true: all else is misrepresentation. The limitation of Bentham can be gauged by his dismissal of all poetry (and most religion) as "misrepresentation"; this is his negative side. But

benevolence and veracity are Supreme Values, and if it falls to one of the deniers to be their special advocate, the believers must have long been drowsed. Bentham believes the Church teaches children insincerely by making them affirm what they cannot possibly understand or mean. They promise, for example, to fulfill the undertaking of their god-wicked world" etc. "The Devil" Bentham comments: "Who or what is he, and how is it that he is renounced"? Has the child happened to have any dealings with him? Let the Archbishop of Canterbury tell us, and let him further explain how his own "works" are distinguished from the aforesaid "Pomps and Vanity". What King, what Lords Temporal or Spiritual, have ever renounced them? (Basil Willey).

- (a) What does the writer mean by the following expressions: Multifarious activities, amelioration of human life, it is sound, be their special advocate, renounce the devil, drowsed, gauged, aforesaid.
- (b) What is Bentham's philosophy based upon?
- (c) What according to the writer is Bentham's limitation?
- (d) On what grounds does Bentham believe that the Church teaches children insincerity?
- (e) In what context has the Archbishop of Canterbury been quoted i.e. is he praised or condemned?

Q.3. Write a comprehensive note of (250-300 words) on ONE of the following subjects: [20]

- (a) Society is produced by our wants and government by our wickedness (Thomas Paine).
- (b) We learn from history that we do not learn from history (Hegel).
- (c) Liberty doesn't work as well in practice as it does in speeches (Will Rogers).
- (d) Politics is a strife of interests masquerading as a contest of principles (Ambrose Bierce).

[10]

Q.4. Correct the following sentences:

- (a) The lake freezed rapidly.
- (b) The firm was unwilling to forego its usual commission.
- (c) We watched the lambs gambol on the green.
- (d) He belonged to the gild of carpenters.
- (e) He hadn't ought to have spoken.
- (f) Is this his half-brother?
- (g) Hay! Watch out for the car!
- (h) This is the historical spot where he was shot dead.
- (i) We bought a Japanese print.
- (j) Fresh flowers smell sweetly.

Q.5. Use FIVE of the following idioms in sentences to make their meaning clear:

[10]

- (i) blow one's top,
- (ii) a cock-and-bull story,
- (iii) find one's feet,
- (iv) call it a night,
- (v) the tip of the iceberg,
- (vi) below par,
- (vii) from pillar to post,

- (viii) hands up,
- (ix) turn some one in,
- (x) by and by,

Q.6. Use FIVE of the following pairs of words in sentences of your own to bring out the differences: [10]

Knead, need; queue, cue; quart, quartz; choral, coral; discrete, discreet; epoch, epic; libel, liable; male, mail, banned, band; barred, bard;

Q.7. Complete the conversation with the correct idiom in the correct form: [10]

Keep regular hours, an unearthly hour, the small hours, a night owl, have a night out, at any moment, have one's moments, have a minute to call one's own, a night on the town, on the spur of the moment

"morning, Paul! You look tired".

"Yes I am. I had a late night last night. I'm not usually — but I — with some friends yesterday. I have been so busy all week that I've hardly —, so I really enjoyed —. I start work early, so I usually —, but yesterday was an exception. I didn't come home until —. It was about two thirty, I think. I got into bed and must have fallen asleep, because the next thing I knew my landlady was shaking me, saying she was sorry to wake me at such —, but she thought there was a burglar in the kitchen".

"Well where was her husband"?

"Mr. Dick's working on the night-shift, and I was the only man in the house. I am usually a coward, but I do —, so I grabbed my tennis racket, which was the only thing I could think of —, and crept downstairs".

"And then"?

"I saw a dark figure in the kitchen with a knife in his hand, ready to strike —. I was just about to hit him with the racket, when a voice shouted out", "Hey! It's me! It was Mr. Dick. He had forgotten his sandwiches".

WORLD TIMES ONLINE

FEDERAL PUBLIC SERVICE COMMISSION
 COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
 IN B.P.S. -17, UNDER THE FEDERAL GOVERNMENT, 2001

ENGLISH (PRECIS & COMPOSITION)

Time Allowed: 3 Hours

Maximum Marks: 100

Q.1. Make a précis of following passage in about one third of its length and suggest a suitable heading: (20)

It was not from want of perceiving the beauty of external nature but from the different way of perceiving it, that the early Greeks did not turn their genius to portray, either in colour or in poetry, the outlines, the hues, and contrasts of all fair valleys, and bold cliffs and golden noons, and rosy lawns which their beautiful country affords in lavish abundance.

Primitive people never so far as I know, enjoy what is called the picturesque in nature, wild forests, beetling cliffs, reaches of Alpine snow are with them great hindrances to human intercourse, and difficulties in the way of agriculture. They are furthermore the homes of the enemies of mankind, of the eagle, the wolf, or the tiger, and are most dangerous in times of earthquake or tempest. Hence the grand and striking features of nature are at first looked upon with fear and dislike. I do not suppose the Greeks different in this respect from other people, except that the frequent occurrence of mountains and forests made agriculture peculiarly difficult and intercourse scanty, thus increasing their dislike for the apparently reckless waste in nature. We have even in Homer a similar feeling as regards the sea, - the sea that proved the source of all their wealth and the condition of most of their greatness. Before they had learned all this, they called it "the unvintagable sea" and looked upon its shore as merely so much waste land. We can therefore easily understand, how in the first beginning of Greek art, the representation of wild landscape would find no place, whereas fruitful fields did not suggest themselves as more than the ordinary background. Art in those days was struggling with material nature to which it felt a certain antagonism.

There was nothing in the social circumstances of the Greeks to produce any revolution in this attitude during their greatest days. The Greek republics were small towns where the pressure of the city life was not felt. But as soon as the days of the Greek republics were over, the men began to congregate for imperial purposes into Antioch, or Alexandria or lastly into Rome, than we seek the effect of noise and dust and smoke and turmoil breaking out into the natural longing for rural rest and retirement so that from Alexander's day — We find all kinds of authors — epic poets, lyricists, novellists and preachers — agreeing in the praise of nature, its rich colors and its varied sounds.

Mohaffy's Rambles in Greece

Q.2. Read the following passage and answer the questions given at the end in your own words:

Poetry is the language of imagination and the passions. It relates to whatever gives immediate pleasure or pain to human mind.

It comes home to the bosoms and business of men: for nothing but what comes home to them in the most general and intelligible shape can be a subject of poetry. Poetry is the universal language which the heart holds with the nature and itself. He who has a contempt for poetry cannot have much respect for himself or for anything else. Wherever there is a sense of beauty, or power, or harmony, as in the motion of waves of the sea, in the growth of a flower, there is poetry in its birth. If history is a grave study, poetry may be said to be graver; its materials lie deeper, and are spread wider. History treats, for the most part, cumbersome and unwieldy masses of things, the empty cases in which the affairs of the world are packed, under the heads of intrigue or war, in different states, and from century to century, but there is no thought or feeling that can have entered into the mind of man which he would be eager to communicate to others, or they would listen to with delight, that is not a fit subject for poetry. It is not a branch of authorship: it is "the stuff of which our life is made". The rest is mere oblivion, a dead letter, for all that is worth remembering in life is the poetry of it. Fear is Poetry, hope is poetry; love is poetry, hatred is poetry. Poetry is that fine particle within us that expands, refines, raises our whole being; without "man's life is poor as beasts". In fact, man is a poetical animal. The child is a poet when he first plays hide and seek, or repeats the story of Jack the Giant - Killer; the shepherd - boy is a poet when he first crowns his mistress with a garland of flowers; the countryman when he stops to look at the rainbow; the miser when he hugs his gold; the courtier when he builds his hope upon a smile; the vain, the ambitious the proud, the choleric man, the hero and the coward, the beggar and the king, all live in a world of their own making; and the poet does no more than describe what all others think and act.

—Hazlitt

- (a) In what sense is poetry the language of the imagination and the passion?
 - (b) How is poetry the Universal Language of the heart?
 - (c) What is the difference between history and poetry?
 - (d) Explain the phrase: "Man is a poetical animal".
 - (e) What are some of the actions which Hazlitt calls poetry and its doers poets?
 - (f) Explain the following underlined expression in the passage:
 - (i) It relates to whatever gives immediate pleasure or pain to human heart.
 - (ii) A sense of beauty, or power, or harmony.
 - (iii) Cumbrous and unwieldy masses of things.
 - (iv) It is the stuff of which our life is made.
 - (v) The poet does no more than describe what all others think and act.
3. Write a comprehensive note (250-300 words) on ONE of the following subjects: [20]
- (a) Modern history registers so primary and rapid changes that it cannot repeat itself.
 - (b) "The golden rule is that there is no golden rule". G.B. Shaw.
 - (c) Crisis tests the true mettle of man.
 - (d) It is excellent to have a giant's strength; but it is tyrannical to use it like a giant.
4. Correct the following sentences: [10]
- (a) His wisdom consisted of his handling the dangerous situation successfully.
 - (b) Many a girls were appearing in the examination.
 - (c) The vehicles run fastly on the Motorway.
 - (d) Smoking is injurious for health.

- (e) He availed of this situation very intelligently.
- (f) The black vermin is an odious creature.
- (g) What to speak of meat, even vegetables were not available there.
- (h) No sooner we left our home when it started raining.
- (i) Little money I had I spent on the way.
- (j) The criminal was sent to the gaol.

Q.8. Use FIVE of the following in sentences to make their meanings clear:

- | | |
|-----------------------------|----------------------------------|
| (i) The teeming meanings. | (ii) To kick the bucket. |
| (iii) To push to the wall. | (iv) To read between the lines. |
| (v) To be at daggers drawn. | (vi) To throw down the gauntlet. |
| (vii) To be a Greek. | (viii) To stand on ceremony. |
| (ix) From the horse's mouth | (x) To carry the cross. |

THE TIMES INSTITUTE

FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
IN B.P.S. -17, UNDER THE FEDERAL GOVERNMENT, 2002

ENGLISH (PRECIS & COMPOSITION)

Time Allowed: 3 Hours

Maximum Marks: 100

Q.1. Make a précis of the given passage also give a suitable heading! (20)

The Official name of our species is homo sapiens; but there are many anthropologists who prefer to think of man as homo Faber the smith, the maker of tools. It would be possible. I think to reconcile these two definitions in a third. In order to be Faber and Sapiens, Homo must first be loquax, the loquacious one. Without language we should merely be hairless chimpanzees. Indeed we should be some things much worse. Possessed of a high IQ but no language, we should be like the Yahoo of Gulliver's Travels... Creatures too clever to be guided by instinct, too self-centered to live in a state of animal grace, and therefore, condemned forever, frustrated and malignant, between contented apohood and knowledge and the broadcasting of information. It was language that permitted the expression of religious insight, the formulation of ethical ideals, the codification of laws. It was language in a word that turned us into human beings and gave birth to civilization.

Q.2. Read the given passage, then give brief answers to the questions placed at the end in your own words:

There is indeed, something inexpressibly pleasing in the annual renovation of the world and the new display of the treasures of nature. The darkness and cold of winter with the naked deformity of every object on which we turn our eyes, made us rejoice at the succeeding season, as well for what we have escaped, as for what we may enjoy. Every budding flower which a warm situation brings early to our view, is considered by us as a messenger to notify the approach of more joyous days.

The spring affords to a mind free from the disturbance of cares or passions almost everything that our present state makes us capable of enjoying. The variegated verdure of the fields and woods, the succession of grateful odours, the voice of pleasure pouring out its notes on every side, with the gladness apparently conceived by every animal from the growth of his food and the clemency of the weather, throw over the whole earth an air of gaiety, significantly expressed by the smile of nature.

(Samuel Johnson)

Questions:

- Give meanings of the under-lined expressions in the passage in your own words. (10)
- Say how an early budding flower becomes a messenger of happy days? (3)
- Who, according to the writer can make the best of the spring season? (3)
- Why are all animals glad at the approach of spring? (3)
- Suggest a title for the passage. (1)

Q.3. Write a Comprehensive note (250-300 words) on ONE of the following subjects:

- The winds are always on the side of the ablest navigator.
- Keep your face to the Sunshine and you cannot see the Shade.

- (c) In strategy it is important to see distant things close and take a distanced view of close things.
- (d) You will find poetry nowhere unless you bring some with you.

Q.4. Change the Voice of the verb in the following sentences:

(10)

- (1) The production of Cash Crops directly affects the economy of an agricultural country.
- (2) The accelerated car sped past the traffic signal and crashed into a van and killed two men.
- (3) The students were asked to submit the assignment before the end of day.
- (4) The new budget was being discussed.
- (5) The manager has announced a bonus for all the workers.
- (6) The police chased the dacoit and finally arrested him.
- (7) It was difficult to finish the work on time.
- (8) At last the Speech ended and prizes were distributed.
- (9) She manages her duties without any help despite her blindness.
- (10) I appreciate your efforts and hope you will continue in the same fashion.

Q.5. Change the following sentences from direct speech to Indirect Speech:

(10)

- (1) "Hurrah!" said the captain of the team. "We won the match".
- (2) "Please Sir: take pity on a poor beggar woman", the wretched old woman asked for alms.
- (3) They say, "Is this the right time to arrive? Aren't you forgetting something"?
- (4) He often says, "I am always willing to help the needy, if I am assured they are really in need".
- (5) The master said, "How long will you take in warming my food"?
- (6) The boy said, "Alas! I could not pass my examination".
- (7) "Come here quickly and work out this problem on the blackboard", said the teacher.
- (8) "What a lovely evening!" said Irum.
- (9) "What is the name of this beautiful building?", asked the visitor.
- (10) He said, "Sit down over here and don't move until I allow you".

Q.6. Correct the following sentences:

(10)

- (1) I shall not come here unless you will not call me.
- (2) He does not have some devotion for the project you have given him.
- (3) I want to either of the four hill stations.
- (4) Who did you meet on your way to school?
- (5) You must remember that you are junior than Hamid.
- (6) Aslam as well as his four friends were planning to visit the museum.
- (7) Where you went in the vacation?
- (8) This is the youngest and most intelligent of my two sons.
- (9) He is one of those who always succeed.
- (10) I congratulate you for your success.

Q.7. Make sentences with the given Idiomatic phrased so that their meanings become clear.

(10)

- | | |
|-------------------------|--|
| (1) take aback | (2) take after |
| (3) take for | (4) take ill |
| (5) take off | (6) take over |
| (7) take to | (8) take to task |
| (9) take to One's heels | (10) take with a grain or pinch of salt. |

FEDERAL PUBLIC SERVICE COMMISSION
 COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
 IN R.P.S. 17, UNDER THE FEDERAL GOVERNMENT, 2003
 ENGLISH (PRECIS & COMPOSITION)

Maximum Marks: 120

Time Allowed: 3 Hours

Q.1. Make a précis of the given passage and give a suitable heading:

If then a practical end must be assigned to a University course, I say it is that of training good members of a society. Its art is the art of social life, and its end is fitness for the world. It neither confines its views to particular professions on the one hand, nor creates heroes or inspires genius on the other. Works indeed of genius fall under no such heroic minds come under no rule; a University is not a birthplace of poets or of immortal authors, of founders of schools, leaders of colonies, or conquerors of nations. It does not promise a generation of Aristotles or Newtons, of Napoleons or Washingtons, of Raphaels or Shakespeares, though such miracles of nature it has before now contained within its precincts. Nor is it content on the other hand with forming the critic or the experimentalist, the economist or the engineer, though such too it includes within its scope. But University training is the great ordinary means to a great ordinary end; it aims at raising the intellectual tone of society, at cultivating the public mind, at purifying the national taste, at supplying true principles to popular enthusiasm and fixed aims to popular aspirations. It is the education which gives a man a clear conscious view of his own opinions and judgements, a truth in developing them, an eloquence in expressing them and a force in urging them. It teaches him to see things as they are, to go right to the point to disentangle a skein of thought, to detect what is sophistical, and to discard what is irrelevant. It prepares him to fill any post with credit, and to master any subject with facility. (John H Newman)

Q.2. Read the following passage and answer the questions given at the end, in YOUR OWN WORDS.

My father was back in work within days of his return home. He had a spell in a shipyard, where the last of the great Belfast liners, the CANBERRA, was under construction, and then moved to an electronics firm in the east of the city. (These were the days when computers were the size of small houses and were built by sheet metal workers). A short time after he started in this job, one of his colleagues was sacked taking off time to get married. The workforce went on strike to get the colleague reinsured. The dispute, dubbed the Honeymoon Strike, made the Belfast papers. My mother told me not long ago that she and my father, with four young sons, were hit so hard by that strike that for years afterwards they were financially speaking, running to stand still. I know how the strike ended, but whether or not the colleague got his old job back, I soon found out in another, better one. I remember visiting him and his wife when I was still young, in their new bungalow in Belfast northern suburbs. I believe they left Belfast after the Troubles began.

My father then was thirty-seven, the age I am today. My father and I are father and son, which is to say we are close without knowing very much about one another. We talk about events, rather than emotions. We keep from each other certain of our hopes and fears and doubts. I have never for instance asked my father whether he has dwelt on the direction his life might have taken if at certain moments he had made certain other choices. Whatever, he found himself, with a million and a half of his fellows, living in what was in all but name a civil war.

As a grown up I try often to imagine what it must be like to be faced with such a situation. What, in the previous course of your life, prepares you for arriving, as my father did, at the scene of a bomb blast close to your brother's place of work and seeing what you suppose, from the colour of the hair, to be your brother lying in the road, only to find that you are cradling the remains of a woman?

(Glenn Patterson)

- From your reading of the passage what do you infer about the nature of the "Troubles" the writer mentions.
- What according to the writer were the working conditions in the Electronics firm where his father worked?
- Why was his father's colleague sacked?
- How does the writer show that as father and son they do not know much about each other?
- Explain the underlined words/phrases in the passage:
Made the Belfast papers, had a spell, dubbed, was sacked, hit hard.

Q.3. Write a comprehensive note (250-300) words on ONE of the following: (20)

- Lots of people confuse bad management with destiny.
- If a window of opportunity appears don't pull down the shade.
- We are all inclined to judge ourselves by our ideals; others by their act.
- Goodwill is earned by many acts; it can be lost by one.

Q.4. Change the voice of the verb in the following sentences: (10)

- The assassins shot the leader in broad daylight.
- The President inaugurated the Motorway recently.
- Will you negotiate the matter with the opposition?
- Why should I be suspected by you?
- The establishment is pleased with your performance.
- The Parliament members gave a hard time to the Prime Minister.
- The prisoners in Cuba are being treated cruelly, by the so called Human Rights custodians.
- The present Government is serving the people honestly!
- Who did this?
- The Palestinians are avenging the death of their leaders.

Q.5. Change the following to reported speech: (10)

- "This is your house, isn't it?" asked Jemmie.
- "Where do you want to be dropped?" said the taxi driver.
- "Call the first witness", said the judge.
- "Don't blame him for the accident," the boy's mother said.

- (5) He said, "I banged on Cliff's door but he did not answer".
 (6) "Where is the boat? Hurry up we are being chased", she cried.
 (7) "I have lost my way. Can you direct me to the Post Office please?" said the old lady.
 (8) He said to me, "What a pity you missed such an important meeting".
 (9) "How wonderful! Why didn't you suggest this plan earlier".
 (10) He said, "Let's wait till the road gets cleared".

Q.6. Correct the following sentences:

- (1) The hostel provides boarding and lodging to students.
 (2) My cousin-brother will come to meet me.
 (3) He lives backside of my house.
 (4) You have read it. Isn't it?
 (5) We discussed about this question.
 (6) I am studying in an University for an year.
 (7) Neither he nor I are at fault.
 (8) The committees have issued a notice.
 (9) One must boast of his great qualities.
 (10) It is one of the best speeches that has ever been made in the General Assembly.

Q.7. Use the following in your own sentences to bring out their meaning:

- | | |
|------------------------|------------------------|
| (1) Kick the bucket | (2) Bolt from the blue |
| (3) Put your foot down | (4) Worth your salt |
| (5) Down the drain | (6) All ears |
| (7) Swan song | (8) Cheek by Jowl |
| (9) In a nutshell | (10) Give me five |

FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
IN B.P.S. -17, UNDER THE FEDERAL GOVERNMENT, 2004

ENGLISH (PRECIS & COMPOSITION)

Time Allowed: 3 Hours

Maximum Marks: 100

Q.1. Make a précis of the given passage and suggest a suitable heading;

We're dealing with a very dramatic and very fundamental paradigm shift here. You may try to lubricate your social interactions with personality techniques and skills, but in the process, you may truncate the vital character base. You can't have the fruits without the roots. It's the principle of sequencing: Private Victory precedes Public Victory. Self-mastery and self-discipline are the foundation of good relationship with others. Some people say that you have to like yourself before you can like others. I think that idea has merit but if you don't know yourself, if you don't control yourself, if you don't have mastery over yourself, it's very hard to like yourself, except in some short-term, psych-up, superficial way. Real self-respect comes from dominion over self from true independence. Independence is an achievement. Inter dependence is a choice only independent people can make. Unless we are willing to achieve real independence, it's foolish to try to develop human relations skills. We might try. We might even have some degree of success when the sun is shining. But when the difficult times come and they will - We won't have the foundation to keep things together. The most important ingredient we put into any relationship is not what we say or what we do, but what we are. And if our words and our actions come from superficial human relations techniques (the Personality Ethic) rather than from our own inner core (the character Ethic), others will sense that duplicity. We simply won't be able to create and sustain the foundation necessary for effective interdependence. The techniques and skills that really make a difference in human interaction are the ones that almost naturally flow from a truly independent character. So the place to begin building any relationship is inside ourselves, inside our Circle of Influence, our own character. As we become independent - Proactive, centered in correct principles, value driven and able to organize and execute around the priorities in our life with integrity - we then can choose to become interdependent - capable of building rich, enduring, highly productive relationships with other people.

Q.2. Read the following passage and answer the questions given at the end, in YOUR OWN WORDS.

We look before and after, wrote Shelley, and pine for what is not. It is said that this is what distinguishes us from the animals and that they, unlike us, live always for and in the movement and have neither hopes nor regrets. Whether it is so or not I do not know yet it is undoubtedly one of our distinguishing mental attributes; we are actually conscious of our life in time and not merely of our life at the moment of experiencing it. And as a result we find many grounds for melancholy and foreboding. Some of us prostrate ourselves on the road way in Trafalgar Square or in front of the American Embassy because we are fearful that our lives, or more disinterestedly those of our descendants will be cut short by

nuclear war. If only as squirrels or butterflies are supposed to do, we could let the future look after itself and be content to enjoy the pleasures of the morning breakfast, the brisk walk to the office through autumnal mist or winter fog, the mid-day sunshine that sometimes floods through windows, the warm, peaceful winter evenings by the fireside at home. Yet all occasions for contentment are so often spoiled for us, to a greater or lesser degree by our individual temperaments, by this strange human capacity for foreboding and regret-regret for things which we cannot undo and foreboding for things which may never happen at all. Indeed were it not for the fact that over breaking through our human obsessions with the tragedy of time, so enabling us to enjoy at any rate some fleeting moments untroubled by vain yearning or apprehension, our life would not be intolerable at all. As it is, we contrive, everyone of us, to spoil it to a remarkable degree.

- (a) What is the difference between our life and the life of an animal?
- (b) What is the result of human anxiety?
- (c) How does the writer compare man to the butterflies and squirrels?
- (d) How does anxiety about future disturb our daily life?
- (e) How can we make our life tolerable?
- (f) Explain the underlined words/phrases in the passage.

Q.3. Write a comprehensive note (250-300 words) on ONE of the following:

- (1) One may smile and smile, and be a villain.
- (2) Gather ye rosebuds while ye may.
- (3) No sensible man ever made an apology.
- (4) Our thoughts are ours, their ends none of our own.

Q.4. (a) Choose the word that is nearly similar in meaning to the word in capital letters

- (1) ARCHIPELAGO:

| | |
|------------------------|-------------|
| (a) Reef | (b) Glacier |
| (c) Cluster of islands | (d) Lagoon |
- (2) PIAZZA:

| | |
|-------------------|-------------------|
| (a) Cheese dish | (b) Veranda |
| (c) Public square | (d) Style or dash |
- (3) BAKLAVA:

| | |
|-------------------------|--------------|
| (a) Stringed instrument | (b) Dessert |
| (c) Whirling dance | (d) Gratuity |
- (4) IONIC:

| | |
|---------------------------|------------------------|
| (a) Indian stone monument | (b) Greek architecture |
| (c) Roman Sculpture | (d) Mediterranean Sea |
- (5) CICERONE:

| | |
|---------------|----------------------|
| (a) Teacher | (b) Literary classic |
| (c) Chaperone | (d) Guide |

(b) Pick the one most nearly opposite in meaning to the capitalized word:

- (1) DESICCATE:

| | |
|-----------------|--------------|
| (a) Lengthen | (b) Hallow |
| (c) Exonerate | (d) Saturate |
| (e) Anesthetize | |
- (2) APOTHEOSIS:

| | |
|------------------------------|-------------------------------|
| (a) Departure from tradition | (b) Impatience with stupidity |
|------------------------------|-------------------------------|

- (c) Demotion from glory (d) Surrender to impulse
 (e) Cause for grief
- (3) SPUNK:
 (a) Success (b) Timidity
 (c) Growing awareness (d) Loss of prestige
 (e) Lack of intelligence
- (4) CAVE:
 (a) Discern (b) Disclose
 (c) Introduce (d) Flatter
 (e) Commend
- (5) SAUCOUS:
 (a) Orderly (b) Absorbent
 (c) Buoyant (d) Mellifluous
 (e) Contentious

8. (a) Change the Voice of any FIVE of the following sentences:

- (1) International Humanitarian Law forbids actions leading to unnecessary death and suffering.
- (2) Why should I antagonize you?
- (3) Let Manchoo be told about the jokes of Mulla Nasiruddin.
- (4) Why have the roads not been constructed by the government in this part of the country?
- (5) Do not kill your ability by roaming in the streets.
- (6) Your cousin is drawing a large sum of money from his account.
- (7) The arrangements of holding the Art Exhibition could not be completed in time.
- (8) Build your house when cement is cheap.

(b) Correct any FIVE of the following sentences:

- (1) Passing through ten different cities, Karachi is the most active.
- (2) He was laid up for six weeks with two broken ribs.
- (3) Someone showed the visitors in the room.
- (4) Until you remain idle you will make no progress.
- (5) It is very wrong to be devoted to lying and cheating.
- (6) He told me that he is waiting for me since a long time.
- (7) The house stood up in the dull street because of its red door.
- (8) He brought the articles to the market which he wanted to sell.

9. (a) Use any FIVE of the following in your own sentences to bring out their meaning:

- | | |
|---------------------------------|-----------------------------------|
| (1) To bring grist to the mill. | (2) Set one's cap at. |
| (3) To draw the long bow. | (4) To send a person to Coventry. |
| (5) Beer and skittles. | (6) The acid test. |
| (7) A skeleton in the cupboard. | (8) To discover a mare's nest. |

(b) Use FIVE of the following pairs of words in your own sentences so as to bring out their meanings:

- | | |
|-------------------------------|-----------------------|
| (1) Auger, Augur | (2) Fain, Feign |
| (3) Emigrate, Immigrate | (4) Envy, Jealousy |
| (5) Invade, Attack | (6) Trifling, Trivial |
| (7) Simulation, Dissimulation | (8) Venal, Venial |

FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
IN B.P.S. -17, UNDER THE FEDERAL GOVERNMENT, 2005

ENGLISH (PRECIS & COMPOSITION)

Maximum Marks: 100

Time Allowed: 3 Hours

Q.1. Make a précis of the given passage and suggest a suitable heading: (20 + 5)

Basically, psychoses and neuroses represent man's inability to maintain a balance or equated polarity in conducting his life. The ego becomes exclusively or decidedly one-sided. In psychoses there is a complete collapse of the ego back into the inner recesses of the personal and collective unconscious. When he is repressed toward fulfilling some life goal and where he is further unable to sublimate himself towards another goal, man regresses into goal structures not actually acceptable to him or to the society. Strong emotional sickness of the psychotic type is like having the shadow run wild. The entire psyche regresses to archaic, animal forms of behaviours. In less severe forms of emotional sickness there may be an accentuated and overpowering use of one of the four mental functions at the expense of the other three. Either thinking, feeling, intuiting, or sensing may assume such a superior role as to render the other three inoperative. The persona may become so dominant as to create a totally one-sided ego, as in some forms of neurotic behaviour. All in all, whatever the type of severity of the emotional disorder, it can be taken as a failure of the psyche to maintain a proper balance between the polarities of life. Essentially, psychoses and neuroses are an alienation of the self from its true goal of self-actualization. In this sense the culture is of no consequence. Emotional disorder is not a question of being out of tune with one's culture so much as it is of being out of tune with one's self. Consequently, neurosis is more than bizarre behaviour, especially as it may be interpreted by contemporaries in the culture. This interpretation avoids the sociological question of what is a mental disorder, since a form of behaviour which is acceptable in one culture may be considered neurotic in another culture. To Jung, the deviation from cultural norms is not the point. The inability to balance out personal polarities is.

Q.2. Here is an excerpt from the autobiography of a short-story writer. Read it carefully and answer the questions that follow. (20)

My father loved all instruments that would instruct and fascinate. His place to keep things was the drawer in the "library table" where lying on top of his folded map was a telescope with brass extensions, to find the moon and the Big Dipper after supper in our front yard, to keep appointments with eclipses. In the back of the drawer you could find a magnifying glass, a kaleidoscope, and a gyroscope kept in black buckram box, which he would set dancing for us on a string pulled tight. He had also supplied himself with an assortment of puzzles composed of metal rings and intersecting links and keys chained together, impossible for the rest of us, however, patiently shown, to take apart; he had an almost childlike love of the ingenious. In time, a barometer was added to our dining room wall, but we didn't really need it. My father had the country boy's accurate knowledge of the weather and its skies. He went out and stood on our front steps first thing in the

morning and took a good look at it and a sniff. He was a pretty good weather prophet. He told us children what to do if we were lost in a strange country. "Look for where the sky is brightest along the horizon," he said. "That reflects the nearest river. Strike out for a river and you will find habitation". Eventually there were much on his mind. In his care for us children he cautioned us to take measures against such things as being struck by lightning. He drew us all away from the windows during the severe electrical storms that are common where we live. My mother stood apart scoffing at caution as a character falling. So I developed a strong meteorological sensibility. In years ahead when I wrote stories, atmosphere took its influential role from the start. Commotion in the weather and the inner feelings aroused by such a hovering disturbance emerged connected in dramatic form.

- Why did the writer's father spend time studying the skies? (3)
- Why the writer thinks that there was no need of a barometer? (3)
- What does the bright horizon meant for the writer's father? (3)
- How did her father influence the writer in her later years? (3)
- Explain the underlined words and phrase in the passage. (8)

Q.3. Write a comprehensive note (250 — 300 words) on any ONE of the following! (20)

- Each man is the architect of his own destiny.
- Ignorance is bliss; knowledge worry.
- Democracy fosters mediocrity.
- Unhappiness is best defined as the difference between our talent and our expectations.
- They know enough who know how to learn.

Q.4. (a) Choose the word that is nearly similar in meaning to the word in capital letters. (5)

(1) ANATHEMA:

- | | |
|------------|------------|
| (a) curse | (b) cura |
| (c) anemia | (d) asthma |

(2) TORPOR:

- | | |
|--------------|--------------|
| (a) fever | (b) lethargy |
| (c) taciturn | (d) torrid |

(3) TOUCHSTONE:

- | | |
|---------------|---------------------|
| (a) criterion | (b) gold |
| (c) character | (d) characteristics |

(4) SEQUESTER:

- | | |
|---------------|--------------|
| (a) eliminate | (b) finalize |
| (c) sedate | (d) isolate |

(5) DENOUEMENT:

- | | |
|------------------|-----------------|
| (a) denunciation | (b) dormancy |
| (c) termination | (d) explanation |

(b) Pick the most nearly opposite in meaning to the capitalized word: (5)

(1) DELETERIOUS:

- | | |
|----------------|---------------|
| (a) nourishing | (b) injurious |
| (c) vital | (d) fatal |

(2) VALEDICTORY:

- | | |
|--------------|-------------|
| (a) farewell | (b) final |
| (c) hopeful | (d) parting |

- (3) SEDENTARY:
 (a) afraid (b) loyal
 (c) active (d) torpid
- (4) TURBID:
 (a) muddy (b) clear
 (c) invariable (d) improbable
- (5) PHLEGMATIC:
 (a) dull (b) active
 (c) lymphatic (d) frigid

Q.5. (a) Change the narration from direct to indirect or indirect to direct speech. (Do any FIVE) (5)

- (1) Our Sociology professor said, "I expect you to be in class every day. Unexcused absences may affect your grades".
- (2) My father often told me, "Every obstacle is a steppingstone to success. You should view problems in your life and opportunities to prove yourself".
- (3) When Tom asked Jack why he couldn't go to the game, Jack said he didn't have enough money for a ticket.
- (4) When I asked the ticket seller if the concert was going to be rescheduled, she told me that she didn't know and said that she just worked there.
- (5) Ali said, "I must go to Lahore next week to visit my ailing mother".
- (6) The policeman told the pedestrian, "You mustn't cross the road against the red light".
- (7) Ahmad asked if what I said was really true.
- (8) Sarah wanted to know where they would be tomorrow around three O'clock.

(b) Make corrections in any FIVE of the following where necessary: (5)

- (1) What does a patient tell a doctor it is confidential?
- (2) It is a fact that I almost drowned makes me very careful about water safety whenever I go swimming.
- (3) Did they not consider this as quite convincing?
- (4) St Peter's at Rome is the largest of all other churches.
- (5) The amount they receive in wages is greater than twenty years ago.
- (6) They succeeded with hardly making any effort.
- (7) Whatever have you done!
- (8) The officers were given places according to their respective ranks.

6.(a) Use any FIVE of the following in your own sentences to bring out their meaning: (5)

- | | |
|---------------------------------------|----------------------------------|
| (1) Keep one's nose to the grindstone | (2) Throw someone for a loop |
| (3) Letter perfect | (4) Off the wall |
| (5) Out to lunch | (6) Salt something away |
| (7) Take someone to the cleaners | (8) Wear the pants in the family |

(b) Use FIVE of the following pairs of words in your sentences so as to bring out their meanings: (10)

| | |
|---------------------------|---------------------------|
| (1) council, counsel | (2) distinct, distinctive |
| (3) apposite, opposite | (4) deprecate, depreciate |
| (5) punctual, punctilious | (6) judicial, judicious |
| (7) salutary, salubrious | (8) canvas, canvass |

FEDERAL PUBLIC SERVICE COMMISSION
 COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
 IN B.P.S. -17, UNDER THE FEDERAL GOVERNMENT, 2006

ENGLISH (PRECIS & COMPOSITION)

Time Allowed: Three Hours

MAXIMUM MARKS = 100

Q.1. Make a précis of the given passage and suggest a suitable heading: (20+5)

It was not so in Greece, where philosophers professed less, and undertook more. Parmenides pondered nebulously over the mystery of knowledge; but the pre-Socratics kept their eyes with fair consistency upon the firm earth, and sought to ferret out its secrets by observation and experience, rather than to create it by exuding dialectic; there were not many introverts among the Greeks. Picture Democritus, the Laughing Philosopher; would he not be perilous company for the dessicated scholastics who have made the disputes about the reality of the external world take the place of medieval discourses on the number of angles that could sit on the point of a pin? Picture Thales, who met the challenge that philosophers were numskulls by "cornering the market" and making a fortune in a year. Picture Anaxagoras, who did the work of Darwin for the Greeks and turned Pericles from a wire-pulling politician into a thinker and a statesman, Picture old Socrates, unafraid of the sun or the stars, gaily corrupting young men and overturning governments; what would he have done to these bespectacled seedless philosophasters who now litter the court of the once great Queen? To Plato, as to these virile predecessors, epistemology was but the vestibule of philosophy, akin to the preliminaries of love; it was pleasant enough for a while, but it was far from the creative consummation that drew wisdom's lover on. Here and there in the shorter dialogues, the Master dallied amorously with the problems of perception, thought, and knowledge; but in his more spacious moments he spread his vision over larger fields, built himself ideal states and brooded over the nature and destiny of man. And finally in Aristotle philosophy was honoured in all her boundless scope and majesty; all her mansions were explored and made beautiful with order; here every problem found a place and every science brought its toll to wisdom. These men knew that the function of philosophy was not to bury herself in the obscure retreats of epistemology, but to come forth bravely into every realm of inquiry, and gather up all knowledge for the coordination and illumination of human character and human life.

Q.2. Read the following passage and answer the questions that follow: (20)

"Elegant economy!" How naturally one folk back into the phraseology of Cranford! There economy was always "elegant", and money-spending always "Vulgar and Ostentations," a sort of sour grapeism which made us very peaceful and satisfied I shall never forget the dismay felt when certain Captain Brown came to live at Cranford, and openly spoke of his being poor not in a whisper to an intimate friend, the doors and windows being previously closed, but in the public street! in a loud military voice! alleging his poverty as a reason for not taking a particular house. The ladies of Cranford were already moving over the invasion of their territories by a man and a gentleman. He was a half-pay captain, and had obtained some situation on a neighbouring rail-road, which had been vehemently

petitioned against by the little town; and if in addition to his masculine gender, and his connection with the obnoxious railroad, he was so brazen as to talk of his being poor why, then indeed, he must be sent to Coventry. Death was as true and as common as poverty; yet people never spoke about that loud on the streets. It was a word not to be mentioned to ears polite. We had tacitly agreed to ignore that any with whom we associated on terms of visiting equality could ever be prevented by poverty from doing anything they wished. If we walked to or from a party, it was because the weather was so fine, or the air so refreshing, not because sedan chairs were expensive. If we wore prints, instead of summer silks, it was because we preferred a washing material; and so on, till we blinded ourselves to the vulgar fact that we were, all of us, people of very moderate means.

- (a) Give in thirty of your own words what we learn from this passage of Captain Brown. (4)
 (b) Why did the ladies of Cranford dislike the Captain. (2)
 (c) What reasons were given by the ladies of Cranford for "not doing anything that they wished"? (2)
 (d) "Ears Polite", How do you justify this construction? (2)
 (e) What is the meaning and implication of the phrases? (2 each)
- | | |
|----------------------|---------------------------------------|
| (1) Sour-grapeism | (2) The invasion of their territories |
| (3) Sent to Coventry | (4) Tacitly agreed |
| (5) Elegant economy | |

Q.3. Write a comprehensive note (250-300 words) on any one of the following: (20)

- (a) Where ignorance is bliss, it is folly to be wise.
 (b) A pen becomes a clarion
 (c) Charms strike the sight but merit wins the soul.
 (d) What fools these mortals be!
 (e) Stolen glances, sweeter for the theft.

Q.4. (a) Choose the word that is nearly similar in meaning to the word in capital letters. (5)

- (1) FINICKY
 (a) Unstable (b) troubled
 (c) fussy (d) unpleasant
- (2) SMIZDAT:
 (a) underground press (b) secret police
 (c) twirling jig (d) large metal tea urn
- (3) VELD:
 (a) arctic wasteland (b) European plains
 (c) Southern African grassland (d) deep valley
- (4) CAJUN:
 (a) French-Canadian descendant
 (b) American Indian
 (c) Native of the Everglades
 (d) Early inhabitant of the Bahama Islands
- (5) LOGGIA:
 (a) pathway (b) marsh
 (c) gallery (d) carriage

(b) Pick the most nearly opposite in meaning to the capitalized word:

- (1) CAPTIOUS:
 (a) Tolerant
 (b) Capable
 (c) Winning
 (d) Recollected
- (2) PENCHANT:
 (a) Dislike
 (b) Attitude
 (c) Imminence
 (d) Distance
- (3) PUTATIVE:
 (a) Powerful
 (b) Colonial
 (c) Undisputed
 (d) Unremarkable
- (4) FACSIMILE:
 (a) Imitation
 (b) Model
 (c) Mutation
 (d) Pattern
- (5) LARCENY:
 (a) Appropriation
 (b) Peculation
 (c) Purloining
 (d) Indemnification
5. (a) Change the narration from direct to indirect or indirect to direct in speech. (Do only Five) (5)
 (1) He said, "Let it rain ever so hard I shall go out".
 (2) The mother said to the young girl, "Do you know where Salim is?"
 (3) The officer said, "Hang it all! Can you not do it more neatly."
 (4) Invoking our help with a loud voice she asked us whether we would come to her aid.
 (5) He exclaimed with an oath that no one could have expected such a turn of events.
 (6) The teacher said to his students, "Why did you come so late?"
 (7) They applauded him saying that he had done well.
 (8) "You say," said the judge, "the bag you lost contained one hundred and ten pounds?" (5)
- (b) Correct ONLY FIVE of the following:
 (1) Playing a game regularly is better than to read books always.
 (2) A good reader must be hardworking and possess intelligence.
 (3) I noticed Akbar was carrying a bag in his hand.
 (4) Having entered his house, the door was shut at once.
 (5) He thinks that his writing is better than his friend.
 (6) He is such a man who is liked by everyone.
 (7) I sent a verbal message to my friend.
 (8) He has visited as many historical places as one has or can visit. (5)
6. (a) Use ONLY FIVE of the following in your sentences to bring out their meanings:
 (1) Twiddle with (2) Vamp up
 (3) Whittle away (3) Winkle out
 (5) Give someone the bum's rush (6) loom large
 (7) Besetting sin (8) To hang fire
- (b) Use ONLY FIVE of the following pairs of words in your own sentences so as to bring out their meanings:
 (1) Veracity, Voracity (2) Persecute, Prosecute
 (2) Moat, Mote (4) Loath, Loathe
 (3) Ingenious, Ingenuous (6) Fain, Feign
 (4) Emigrant, Immigrant (8) Wreak, Wreck

FEDERAL PUBLIC SERVICE COMMISSION
 COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
 IN B.P.S. -17, UNDER THE FEDERAL GOVERNMENT, 2007

ENGLISH (PRECIS & COMPOSITION)

Time Allowed: Three Hours

MAXIMUM MARKS = 100

- Q.1. Make a précis of the given passage and suggest a suitable heading. (20-45)
- The author of a work of imagination is trying to affect us wholly, as human beings, whether he knows it or not; and we are affected by it, as human beings, whether we intend to be or not. I suppose that everything we eat has some other effect upon us, than merely the pleasure of taste and mastication; it affects us during the process of assimilation and digestion; and I believe that exactly the same is true of any thing we read. The fact that what we read does not concern merely something called our literary taste, that it affects directly, though only amongst many other influences, the whole of what we are, is best elicited, I think, by a conscientious examination of the history of our individual literary education. Consider the adolescent reading of any person with some literary sensibility. Everyone, I believe, who is at all sensible to the seductions of poetry, can remember some moment in youth when he or she was completely carried away by the work of one poet. Very likely he was carried away by several poets, one after the other. The reason for this passing infatuation is not merely that our sensibility to poetry is keener in adolescence than in maturity. What happens is a kind of inundation, or invasion of the undeveloped personality, the empty (swept and garnished) room, by the stronger personality of the poet. The same thing may happen at a later age to persons who have not done much reading. One author takes complete possession of us for a time; then another, and finally they begin to affect each other in our mind. We weigh one against another; we see that each has qualities absent from others; and qualities incompatible with the qualities of others: we begin to be, in fact, critical; and it is our growing critical power which protects us from excessive possession by any one literary personality. The good critic - and we should all try to be critics, and not leave criticism to the fellows who write reviews in the papers - is the man who, to a keen and abiding sensibility, joins wide and increasingly discriminating reading. Wide reading is not valuable as a kind of hoarding, an accumulation of knowledge, or what sometimes is meant by the term 'a well-stocked mind.' It is valuable because in the process of being affected by one powerful personality after another, we cease to be dominated by anyone, or by any small number. The very different views of life, cohabiting in our minds, affect each other, and our own personality asserts itself and gives each a place in some arrangement peculiar to ourself.
- Q.2. Read the following passage and answer the questions that follow: (20)
- Strong sections of industrialists who still imagine that men can be mere machines and are at their best as machines if they are mere machines are already menacing what they call 'useless' education. They deride the classics, and they are mildly contemptuous of history, philosophy, and English. They want our educational institutions, from the oldest University to the youngest elementary schools, to concentrate on business or the things that are patently useful in business. Technical instruction is to be provided for adolescent

artisans; book-keeping and shorthand for prospective clerks; and the cleverest we are to set to 'business methods', to modern languages (which can be used in correspondence with foreign firms), and to science (which can be applied to industry). French and German are the languages, not of Montaigne and Goethe, but of Schmidt Brothers, of Elberfeld, and Dupont et Cie., of Lyons. Chemistry and Physics are not explorations into the physical constitution of the universe, but sources of new dyes, new electric light filaments, new means of making things which can be sold cheap and fast to the Nigerian and the Chinese. For Latin there is a limited field so long as the druggists insist on retaining it in their prescriptions. Greek has no apparent use at all, unless it be as a source of syllables for the hybrid names of patent medicines and metal polishes. The soul of man, the spiritual basis of civilization-what gibberish is that?

QUESTIONS:

| | | |
|-----|---|-----|
| (a) | What kind of education does the writer deal with? | (2) |
| (b) | What kind of education does the writer favour? How do you know? | (3) |
| (c) | Where does the writer express most bitterly his feelings about the neglect of the classics? | (3) |
| (d) | Explain as carefully as you can the full significance of the last sentence. | (4) |
| (e) | Explain the underlined words and phrases in the passage. | (8) |

Q.3. Write a comprehensive note (250-300 words) on any ONE of the following: (20)

- Honesty is the best policy but advertising also helps.
- It is hard for an empty bag to stand upright.
- A suspicious parent makes an artful child.
- Spontaneity and creativity as symbols of freedom.
- Means justify the ends.

Q.4. (A) Choose the word that is nearly similar in meaning to the word in capital letters: (5)

(Do only FIVE) Extra attempt of any Part of the question will not be considered.

- LACUNAE: (a) tiny marine life (b) shallow water
(c) local dialect (d) missing parts
- PAROXYSM: (a) moral lesson (b) sudden outburst
(c) contradiction (d) pallid imitation
- GROTTO: (a) statue (b) cavern
(c) neighbourhood (d) type of moth
- FETTER: (a) rot (b) to restrain
(c) make better (d) enable to fly
- STOICISM: (a) indifference (b) boldness
(c) deep affection (d) patient endurance
- SUCCULENT: (a) edible (b) parched
(c) generous (d) mature
- MALEDICTION: (a) compliment (b) summary
(c) perfume (d) awkwardness

Q.4. (B) Pick the most nearly opposite in meaning to the capitalized words.

(1) TWINE:

- | | |
|----------------|--------------|
| (a) straighten | (b) continue |
| (c) unravel | (d) detach |

(2) FRUGAL:

- | | |
|-----------------|-----------------|
| (a) prodigal | (b) intemperate |
| (c) extravagant | (d) profuse |

(3) GAWKY:

- | | |
|--------------|--------------|
| (a) neat | (b) handy |
| (c) graceful | (d) handsome |

(4) CAPRICIOUS:

- | | |
|----------------|--------------|
| (a) firm | (b) decided |
| (c) inflexible | (d) constant |

(5) CONGEAL:

- | | |
|-------------|--------------|
| (a) liquify | (b) mollify |
| (c) harden | (d) solidify |

Q.5. (A) Change the narration from direct to indirect or indirect to direct speech:

(Do only FIVE) Extra attempt of any Part of the question will not be considered.

- (1) "The world," he declared, "is full of sorrow. Would that I were dead!"
- (2) He said to me, "Come early; we shall be waiting for you."
- (3) "How delighted I am," said he, "to meet my friends here by my own fireside!"
- (4) The man said that he was quite sure he should succeed.
- (5) John exclaimed with a sigh that he was ruined.
- (6) The constable enquired of the man where he was going.
- (7) The boy said that he would walk.
- (8) "What losses," cried he, "have I suffered? What anguish have I endured!"

Q.5. (B) Correct ONLY FIVE of the following:

Extra attempt of any Part of the question will not be considered.

- (1) Either of these three umbrellas will suit me.
- (2) Shall you not take my word in this matter?
- (3) This poor man was suffering much for a long time past.
- (4) If he had not died, he would grow up to be a murderer.
- (5) Neither he nor I are in the wrong.
- (6) It is high time they mend this road.
- (7) I heard him went down the stairs.
- (8) Paper is made of wood.

Q.6 (A) Use ONLY FIVE of the following in sentences which illustrate their meaning: (5)
Extra attempt of any Part of the question will not be considered.

- (1) To put the lid on
- (2) Flavour of the month
- (3) Zero hours
- (4) Gloom and doom
- (5) To pig out
- (6) Bag people
- (7) Compassion fatigue
- (8) No to mince matters

Q.6 (b) Use ONLY FIVE of the following pairs of words in sentence which illustrate their meaning: Extra attempt of any Part of the question will not be considered. (5)

- | | |
|-----------------------------|------------------------------|
| (1) affluence, effluence | (2) wretch, retch |
| (3) euphamistic, euphuistic | (4) amoral, immoral |
| (5) imperial, imperious | (6) degrade, denigrate |
| (7) temporal, temporary | (8) precipitate, precipitous |

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FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
IN B.P.S. -17, UNDER THE FEDERAL GOVERNMENT, 2008

ENGLISH (PRECIS & COMPOSITION)

Time Allowed: Three Hours

MAXIMUM MARKS = 100

Q.1. Write a précis of the following passage in about 100 words and suggest a title:

Objectives pursued by, organizations should be directed to the satisfaction of demands resulting from the wants of mankind. Therefore, the determination of appropriate objectives for organized activity must be preceded by an effort to determine precisely what their wants are. Industrial organizations conduct market studies to learn what consumer goods should be produced. City Commissions make surveys to ascertain what civic projects would be of most benefit. Highway Commissions conduct traffic counts to learn what constructive programmes should be undertaken. Organizations come into being as a means for creating and exchanging utility. Their success is dependent upon the appropriateness of the series of acts contributed to the system. The majority of these acts is purposeful, that is, they are directed to the accomplishment of some objectives. These acts are physical in nature and find purposeful employment in the alteration of the physical environment. As a result utility is created, which, through the process of distribution, makes it possible for the cooperative system to endure.

Before the Industrial Revolution most cooperative activity was accomplished in small owner-managed enterprises, usually with a single decision maker and simple organizational objectives. Increased technology and the growth of industrial organizations make necessary the establishment of a hierarchy of objectives. This in turn, required a division of the management functions until today a hierarchy of decision makers exists in most organizations.

The effective pursuit of appropriate objectives contributes directly to organizational efficiency. As used here, efficiency is a measure of the want satisfying power of the cooperative system as a whole. Thus efficiency is the summation of utilities received from the organization divided by the utilities given to the organization, as subjectively evaluated by each contributor.

The functions of the management process is the delineation of organizational objectives and the coordination of activity towards the accomplishment of these objectives. The system of coordinated activities must be maintained so that each contributor, including the manager, gains more than he contributes.

Q.2. Read the following passage carefully and answer all the questions given at the end.

These phenomena, however, are merely premonitions of a coming storm which is likely to sweep over the whole of India and the rest of Asia. This is the inevitable outcome of a wholly political civilization which has looked upon man as a thing to be exploited and not as a personality to be developed and enlarged by purely cultural forces. The people of Asia are bound to rise against the acquisitive economy which the West have developed and imposed on the nations of the East. Asia cannot comprehend modern Western capitalism

with its undisciplined Individualism. The faith which you represent recognizes the worth of the individual, and disciplines him to give away all to the service of God and man. Its possibilities are not yet exhausted. It can still create a new world where the social rank of man is not determined by his caste or colour or the amount of dividend he earns, but by the kind of life he lives, where the poor tax the rich, where human society is founded not on the equality of stomachs but on the equality of spirits, where an untouchable can marry the daughter of the king, where private ownership is a trust and where capital cannot be allowed to accumulate so as to dominate the real producer of wealth. This superb idealism of your faith, however, needs emancipation from the medieval fancies of theologians and logicians. Spiritually, we are living in a prison house of thoughts and emotions which during the course of centuries we have woven round ourselves. And be it further said to the shame of us—men of older generation—that we have failed to equip the younger generation for the economic, political and even religious crisis that the present age is likely to bring. The whole community needs a complete overhauling of its present mentality in order that it may again become capable of feeling the urge of fresh desires and ideals. The Indian Muslim has long ceased to explore the depths of his own inner life. The result is that he has ceased to live in the full glow and colour of life, and is consequently in danger of a unmanly compromise with forces which he is made to think he cannot vanquish in open conflict. He who desires to change an unfavourable environment must undergo a complete transformation of his inner being. God changes not the condition of a people until they themselves take the initiative to change their condition by constantly illuminating the zone of their daily activity in the light of a definite ideal. Nothing can be achieved without a firm faith in the independence of one's own inner life. This faith alone keeps a people's eye fixed on their goal and saves them from perpetual vacillation. The lesson that past experiences has brought to you, must be taken to heart. Expect nothing from any side. Concentrate your whole ego on yourself alone and ripen your clay into real manhood if you wish to see your aspiration realized.

Questions:

- (i) What is the chief characteristic of the modern political civilization?
- (ii) What are possibilities of our Faith which can be of advantage to the world?
- (iii) What is the chief danger confronting the superb idealism of our Faith?
- (iv) Why is the Indian Muslim in danger of coming to an unmanly compromise with the Forces opposing him?
- (v) What is necessary for any achievement?
- (vi) Explain the expression as highlighted/underlined in the passage.
- (vii) Suggest an appropriate title to the passage.

3. Write a comprehensive note (250-300 words) on any one of the following:

- (a) To rob Peter to pay Paul
- (b) The child is father of the man
- (c) Art lies in concealing art
- (d) Life without a philosophy is like a ship without rudder
- (e) A contented mind is a blessing kind

4. (a) Use any FIVE of the following idioms in sentences to make their meaning clear:

- (i) Blow one's top
- (ii) A cock and bull story

- (ii) Find one's feet
 (v) The tip of the iceberg
 (vii) From pillar to post
 (ix) Turn some one in
- (iv) Call it a night
 (vi) Below par
 (viii) Hang up
 (x) By and by

(b) Use any FIVE of the following pairs of words in your own sentences to bring out their meanings.

- (i) Mitigate, Alleviate
 (ii) Persecute, Prosecute
 (iii) Popular, Populace
 (iv) Compliment, Complement
 (v) Excite, Incite
 (vi) Voracity, Veracity
 (vii) Virtual, Virtuous
 (viii) Exceptional, Exceptionable

5. (a) Pick the most nearly same in meaning to the capitalized word. Do any five.

- (i) MORATORIUM:
 (a) Large tomb
 (b) Waiting period
 (c) Security for debt
 (d) Funeral house
- (ii) PROLIFIC:
 (a) Skilful
 (b) Effulgent
 (c) Wordy
 (d) Spread out
- (iii) BI-PARTISAN:
 (a) Narrow minded
 (b) Progressive
 (c) Representing two parties
 (d) Divided
- (iv) UNEQUIVOCAL:
 (a) Careless
 (b) Unmistakable
 (c) Variable
 (d) Incomparable
- (v) COVENANT:
 (a) Prayer
 (b) Debate
 (c) Garden
 (d) Agreement
- (vi) TENTATIVE:
 (a) Expedient
 (b) Nominal
 (c) Provisional
 (d) Alternative
- (vii) DEMOGRAPHIC: Relating to the study of
 (a) Government
 (b) Demons
 (c) Communications
 (d) Population
- (viii) SONAR: Apparatus to
 (a) Detect something in the air
 (b) Locate objects under water
 (c) Measure rain
 (d) Anticipate earthquake

- (b) Indicate the meaning of any FIVE of the following:
- (i) Brag
 (ii) Antiquarian
 (iii) Input
 (iv) Prodigal
 (v) Bibliophile
 (vi) Nostalgia
 (vii) Burn one's boats
 (viii) Feedback
 (ix) Agrarian

8. (a) Correct the following sentences. Do any FIVE.

Extra attempt of any part of the question will not be considered.

- (i) Please tell me where is your brother?
- (ii) Sajid as well as Saleem were late.
- (iii) He is the most cleverest boy in the class.
- (iv) I have met him last month.
- (v) Your writing is inferior than him.
- (vi) Nothing but novels please him.
- (vii) The teacher gave the boy an advice which he refused.
- (viii) He brought the articles to the market which he wanted to sell.

(b) Change the narration from Direct to Indirect or Indirect to Direct's speech.

Do any Five. Extra attempt of any part of the question will not be considered.

- (i) He said to his friend, "Let me go home now."
- (ii) I will say, "Mother, I will always obey you."
- (iii) "Splendid," said father as he read my report.
- (iv) He said, "Good morning, can you help me."
- (v) She said, "Brother, why do you tease me."
- (vi) The King said to the Queen, "If I die, take care of my people."
- (vii) "By God," he said "I do not know his name."
- (viii) You exclaimed with sorrow that you lost your pen.

WORLD TIMES INSTITUTE

FEDERAL PUBLIC SERVICE COMMISSION
 COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
 IN B.P.S. -17, UNDER THE FEDERAL GOVERNMENT, 2009

ENGLISH (PRECIS & COMPOSITION)

Time Allowed: Three Hours

PART-I (MCQs)

MAXIMUM MARKS = 10

PART-I (MCQs): Maximum 30 Minutes

PART-II

MAXIMUM MARKS = 90

PART - II

NOTE: (i) PART - II is to be attempted on the separate Answer Book.

(ii) Attempt ALL questions from PART-II.

Q.2. Make a précis of the given passage and suggest a suitable heading.

From Plato to Tolstol art has been accused of exciting our emotions and thus of disturbing the order and harmony of our moral life. "Poetical imagination, according to Plato, waters our experience of lust and anger, of desire and pain, and makes them grow when they ought to starve with drought. Tolstol sees in art a source of infection. "Not only in infection," he says, "a sign of art, but the degree of infectiousness is also the sole measure of excellence in art." But the flaw in this theory is obvious. Tolstol suppresses a fundamental moment of art, the moment of form. The aesthetic experience — the experience of contemplation — is a different state of mind from the coolness of our theoretical and the sobriety of our moral judgment. It is filled with the liveliest energies of passion, but passion itself is here transformed both in its nature and in its meaning. Wordsworth defines poetry as "emotion recollected in tranquillity". But the tranquillity we feel in great poetry is not that of recollection. The emotions aroused by the poet do not belong to a remote past. They are "here"-alive and immediate. We are aware of their full strength, but this strength tends in a new direction. It is rather seen than immediately felt. Our passions are no longer dark and impenetrable powers; they become, as it were, transparent. Shakespeare never gives us an aesthetic theory. He does not speculate about the nature of art. Yet in the only passage in which he speaks of the character and function of dramatic art the whole stress is laid upon this point. "The purpose of playing," as Hamlet explains, "both at the first and now, was and is, to hold, as, there, the mirror up to nature; to show virtue her own feature, scorn her own image, and the very age and body of the time his form and pressure." But the image of a passion is not the passion itself. The poet who represents a passion does not infect us with this passion. At a Shakespeare play we are not infected with the ambition of Macbeth, with the cruelty of Richard III, or with the jealousy of Othello. We are not at the mercy of these emotions; we look through them; we seem to penetrate into their very nature and essence. In this respect Shakespeare's theory of dramatic art, if he had such a theory, is in complete agreement with the conception of the fine arts of the great painters and sculptors.

Q.3. Read the following passage and answer the questions that follow.

It is in the very nature of the helicopter that its great versatility is found. To begin with the helicopter is the fulfilment of one of man's earliest and most fantastic dreams. The dream

of flying – not just like a bird – but of flying as nothing else flies or has ever flown. To be able to fly straight up and straight down – to fly forward or back or sideways, or to hover over and spot till the fuel supply is exhausted.

To see how the helicopter can do things that are not possible for the conventional fixed-wing plane, let us first examine how a conventional plane "works." It works by its shape – by the shape of its wing, which deflects air when the plane is in motion. That is possible because air has density and resistance. It reacts to force. The wing is curved and set at an angle to catch the air and push it down; the air, resisting, pushes against the under surface of the wing, giving it some of its lift. At the same time the curved upper surface of the wing exerts suction, tending to create a lack of air at the top of the wing. The air, again resisting, sucks back, and this gives the wing about twice as much lift as the air pressure below the wing. This is what takes place when the wing is pulled forward by propellers or pushed forward by jet blasts. Without the motion the wing has no lift.

Questions:

- (i) Where is the great versatility of the helicopter found?
- (ii) What is the dream of flying?
- (iii) What does the wing of the conventional aircraft do?
- (iv) What does the curved upper surface of the wing do?
- (v) What gives the wing twice as much lift?

Q.4. Write a comprehensive (250-300 words) on any ONE of the following:

- (i) The importance of industrialization.
- (ii) Do we live better than our forefathers?
- (iii) Protecting freedom of expression not lies.
- (iv) Adopting unchecked Western lifestyle.
- (v) Variety is the spice of life.

Q.5. (a) Change the narration from direct to indirect or indirect to direct speech. (Do only FIVE) Extra attempt of any Part of the question will not be considered.

- (i) He said to him, "Why do you waste your time?"
- (ii) He ordered his servant not to stand there doing nothing.
- (iii) He exclaimed with joy that he had won the match.
- (iv) The traveller said, "What a dark night?"
- (v) He said, "Let it rain even so hard, I will start today."
- (vi) My mother said, "May you live happily and prosper in your life."
- (vii) He said, "How foolish have I been?"

(b) Correct ONLY FIVE of the following:

Extra attempt of any Part of the question will not be considered.

- (i) He swore from God.
- (ii) Is your dress different than mine?
- (iii) He inquired whether I live in Karachi.
- (iv) He spoke these words upon his face.
- (v) They ran direct to their college.
- (vi) I shall not come here unless you will not call me.
- (vii) They have been building a wall since three days.
- (viii) He does not have some devotion to his studies.

6.(a) Use **ONLY FIVE** of the following in sentences which illustrate their meaning:
Extra attempt of any Part of the question will not be considered.

- | | |
|------------------------------|---------------------|
| (i) Leave in the lurch | (ii) Hard and fast |
| (iii) Weather the storm | (iv) Bear the brunt |
| (v) Meet halfway | (vi) Turncoat |
| (vii) Where the shoe pinches | |

(b) Use **ONLY FIVE** of the following pairs of words in sentences which illustrate the meaning:

Extra attempt of any Part of the question will not be considered.

- | | |
|--------------------------|------------------------------|
| (i) Persecute, Prosecute | (ii) Luxuriant, Luxurious |
| (iii) Mean, Mien | (iv) Observation, Observance |
| (v) Naughty, Knotty | (vi) Ghostly, Ghastly |
| (vii) Hew, Hue | (viii) Hoard, Horde |

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IN B.P.S. -17, UNDER THE FEDERAL GOVERNMENT, 2010

ENGLISH (PRECIS & COMPOSITION)

| | | |
|-----------------------------------|---------------|--------------------|
| Time Allowed: Three Hours | PART-I (MCQs) | MAXIMUM MARKS = 10 |
| PART-I (MCQs): Maximum 30 Minutes | PART-II | MAXIMUM MARKS = 90 |

PART-II

- Note: (i) PART - II is to be attempted on the separate Answer Book.
(ii) Attempt ALL questions from PART-II.

Q.2. Write a précis of the following passage in about 100 words and suggest a suitable title. (20+5)

Of all the characteristics of ordinary human nature envy is the most unfortunate; not only does the envious person wish to inflict misfortune and do so whenever he can with impunity, but he is also himself rendered unhappy by envy. Instead of deriving pleasure from what he has, he derives pain from what others have. If he can, he deprives others of their advantages, which to him is as desirable as it would be to secure the same advantages himself. If this passion is allowed to run riot it becomes fatal to all excellence and even the most useful exercise of exceptional skill. Why should a medical man go to see his patients in a car when the labourer has to walk to his work? Why should the scientific investigator be allowed to spend his time in a warm room when others have to face the inclemency of the elements? Why should a man who possesses some rare talent of great importance to the world be saved from the drudgery of his own housework? To such questions envy finds no answer. Fortunately, however, there is in human nature a compensating passion, namely that of admiration. Whosoever wishes to increase human happiness must wish to increase admiration and to diminish envy.

What cure is there for envy? For the saint there is the cure of selflessness, though even in the case of saints envy of other saints is by no means impossible. But, leaving saints out of account, the only cure of envy in the case of ordinary men and women is happiness, and the difficulty is that envy is itself a terrible obstacle to happiness.

But the envious man may say: 'What is the good of telling me that the cure of envy is happiness? I cannot find happiness while I continue to feel envy, and you tell me that I cannot cease to be envious until I find happiness.' but real life is never so logical as this. Merely to realise the causes of one's own envious feeling is to take a long step towards curing them.

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

And still it moves. The words of Galileo, murmured when the tortures of the Inquisition had driven him to recant the Truth he knew, apply in a new way to our world today. Sometimes, in the knowledge of all that has been discovered, all that has been done to make life on the planet happier and more worthy, we may be tempted to settle down to enjoy our heritage. That would, indeed, be the betrayal of our trust.

These men and women of the past have given everything—comfort, time, treasure, peace of mind and body, life itself—that we might live as we do. The challenge to each one of us is to carry on their work for the sake of future generations.

The adventurous human mind must not falter. Still must we question the old truths and work for the new ones. Still must we risk scorn, cynicism, neglect, loneliness, poverty, persecution, if need be. We must shut our ears to easy voice which tells us that human nature will never alter as an excuse for doing nothing to make life more worthy.

Thus will the course of the history of mankind go onward, and the world we know move into a new splendour for those who are yet to be.

Questions:

- (i) What made Galileo recant the Truth he knew?
- (ii) What is the heritage being alluded to in the first paragraph?
- (iii) What does the 'betrayal of our trust' imply?
- (iv) Why do we need to question the old truths and work for the new ones?
- (v) Explain the words or expressions as highlighted/underlined in the passage.

Q.4. Write a comprehensive note (250 – 300 words) on any ONE of the following:

- (i) When flatterers get together, the devil goes to dinner.
- (ii) The impossible is often the untried.
- (iii) A civil servant is a public servant
- (iv) Internet—a blessing or a bane
- (v) Hope is the buoy of life.

Q.5. (a) Use ONLY FIVE of the following in sentences which illustrate their meaning. Extra attempt of any Part of the question will not be considered.

- (i) Make for
- (ii) Yeoman's service
- (iii) Discretion is the better part of valour.
- (iv) Out of the wood
- (v) A casting vote
- (vi) Look down upon
- (vii) Iconoclast
- (viii) A swan song

(b) Use ONLY FIVE of the following pairs of words in sentences which illustrate their meaning: Extra attempt of any Part of the question will not be considered.

- | | |
|---------------------------|--------------------------|
| (i) Adverse, Averse | (ii) Maize, Maze |
| (iii) Medal, Meddle | (iv) Imperious, Imperial |
| (v) Veracity, Voracity | (vi) Allusion, Illusion |
| (vii) Ordinance, Ordnance | (viii) Willing, Wilful |

6. (a) Correct ONLY FIVE of the following: Extra attempt of any Part of the question will not be considered.

- (i) This house is built of brick and stone.
- (ii) The climate of Pakistan is better than England?
- (iii) He swore by God.
- (iv) You ought to have regarded him your benefactor.

- (v) My friend is very ill, I hope he will soon die.
- (vi) He is waiting for better and promising opportunity.
- (vii) When I shall see her I will deliver her your gift.
- (viii) Many a sleepless nights she spent.

- (b) Change the narration from direct to indirect or indirect to direct speech. (Do only FIVE) Extra attempt of any Part of the question will not be considered.
- (i) On Monday he said, "My son is coming today."
 - (ii) They wanted to know where he was going the following week.
 - (iii) He said, "Did she go yesterday?"
 - (iv) 'By God', he said, "I do not know her nickname."
 - (v) He says that we are to meet him at the station.
 - (vi) He said, "I don't know the way. Ask the old man sitting on the gate."
 - (vii) My father prayed that I would recover from my illness
He said, "How will you manage it?"

WORLD TIMES INSTITUTE

FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
IN B.P.S. -17, UNDER THE FEDERAL GOVERNMENT, 2011

ENGLISH (PRECIS & COMPOSITION)

Time Allowed: Three Hours

PART-I (MCQs): Maximum 30 Minutes

PART-I (MCQs)

PART-II

MAXIMUM MARKS = 10

MAXIMUM MARKS = 90

PART — II

NOTE: (i) PART - II is to be attempted on separate Answer Book.
(ii) Attempt all questions from PART-II

Q.2. Make a précis of the given passage and suggest a suitable heading:

(20+5=25)

The Psychological causes of unhappiness, it is clear, are many and various. But all have something in common. The typical unhappy man is one who having been deprived in youth of some normal satisfaction, has come to value this one kind of satisfaction more than any other, and has, therefore, given to his life a one-sided direction, together with a quite undue emphasis upon the achievement as opposed to the activities connected with it. There is, however, a further development which is very common in the present day. A man may feel so completely thwarted that he seeks no form of satisfaction, but only distraction and oblivion. He then becomes a devotee of "Pleasure". That is to say, he seeks to make life bearable by becoming less alive. Drunkenness, for example, is temporary suicide; the happiness that it brings is merely negative, a momentary cessation of unhappiness. The narcissist and the megalomaniac believe that happiness is possible, though they may adopt mistaken means of achieving it; but the man who seeks intoxication, in whatever form, has given up hope except in oblivion. In his case the first thing to be done is to persuade him that happiness is desirable. Men, who are unhappy, like men who sleep badly, are always proud of the fact. Perhaps their pride is like that of the fox who had lost his tail, if so, the way to cure it is to point out to them how they can grow a new tail. Very few men, I believe, will deliberately choose unhappiness if they see a way of being happy. I do not deny that such men exist, but they are not sufficiently numerous to be important. It is common in our day, as it has been in many other periods of the world's history, to suppose that those among us who are wise have seen through all the enthusiasms of earlier times and have become aware that there is nothing left to live for. The man who hold this view are genuinely unhappy, but they are proud of their unhappiness, which they attribute to the nature of the universe and consider to be the only rational attitude for an enlightened man. Their pride in their unhappiness makes less sophisticated people suspicious of its genuineness; they think that the man who enjoys being miserable is not miserable.

Q.3. Read the following passage and answer the questions that follow: (5+4=9)

Knowledge is acquired when we succeed in fitting a new experience in the system of concepts based upon our old experiences. Understanding comes when we liberate ourselves from the old and so make possible a direct, unmediated contact with the new, the mysterious, moment by moment, of our existence. The new is the given on very level of experience - given perceptions, given emotions and thoughts, given states of unstructured awareness, given relationships with things and persons. The old is our home-made system of ideas and word patterns. It is the stock of finished articles fabricated out of the given mystery by memory and analytical reasoning, by habit and automatic associations of accepted notions. Knowledge is primarily a knowledge of these finished articles. Understanding is primarily direct awareness of the raw material.

Knowledge is always in terms of concepts and can be passed on by means of words or other symbols. Understanding is not conceptual and therefore cannot be passed on. It is an immediate experience, and immediate experience can only be talked about (very inadequately), never shared. Nobody can actually feel another's pain or grief, another's love or joy, or hunger. And similarly no body can experience another's understanding of a given event or situation. There can, of course, be knowledge of such an understanding, and this knowledge may be passed on in speech or writing, or by means of other symbols. Such communicable knowledge is useful as a reminder that there have been specific understandings in the past and that understanding is at all times possible. But we must always remember that knowledge of understanding is not the same thing as the understanding which is the raw material of that knowledge. It is as different from understanding as the doctor's prescription for penicillin is different from penicillin.

Questions:

- (i) How is knowledge different from understanding?
- (ii) Explain why understanding cannot be passed on.
- (iii) Is the knowledge of understanding possible? If it is, how may it be passed on?
- (iv) How does the author explain that knowledge of understanding is not the same thing as the understanding?
- (v) How far do you agree with the author in his definitions of knowledge and understanding? Give reasons for your answer.

Q.4. Write a comprehensive note (250 - 300 words) on any ONE of the following: (20)

- (i) Child is the father of man.
- (ii) Life succeeds in that it seems to fail
- (iii) Yellow Journalism.
- (iv) The violence of war can be diluted with love.
- (v) Love is a beautiful but hateful god.

5. (a) Use ONLY FIVE of the following in sentences which illustrate their meaning. Extra attempt shall not be considered. (15)

- | | |
|-------------------------|---------------------------|
| (i) To eat one's words. | (ii) Dog in the manger |
| (iii) A close shave | (iv) A Freudian Slip |
| (v) A Gordian knot | (vi) A cog in the machine |
| (vii) A sugar daddy | (viii) A wet blanket |

(b) Use ONLY FIVE of the following Pairs of words in sentences which illustrate their meaning: Extra attempt shall not be considered.

- | | |
|---------------------------|----------------------|
| (i) Capital, Capitol | (ii) Assay, Essay |
| (iii) Envelop, envelope | (iv) Decree, Degree |
| (v) Desolate, Dissolute | (vi) Species, Specie |
| (vii) Tortuous, Torturous | (viii) Wet, Whet |

6. (a) Correct ONLY FIVE of the following : Extra attempt shall not be considered.

Please speak to the concerned clerk.

You have got time too short for that.

Not only he was a thief, but he was also a murderer.

They thought that the plan would be succeeded.

It is unlikely that he wins the race.

My uncle has told me something about it yesterday.

I hoped that by the time I would have got there it would have stopped raining

They prevented the driver to stop.

(b) Change the narration from direct to indirect or indirect to direct speech. (Do Only Five) Extra attempt shall not be considered.

"I couldn't get into the house because I had lost my key, so I had to break a window," he said.

"Would you like to see over the house or are you more interested in the garden?" he asked me.

"Please send whatever you can spare. All contributions will be acknowledged immediately", Said the Secretary of the disastrous fund.

She asked if he'd like to go to the concert and I said I was sure he would.

I told her to stop making a fuss about nothing and said that she was lucky to have got a seat at all.

The teacher said, "You must not forget what I told you last lesson. I shall expect you to be able to repeat it next lesson by heart."

He asked me if he should leave it in the car.

He said, "May I open the window? It's rather hot in here."

FEDERAL PUBLIC SERVICE COMMISSION
 COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
 IN B.P.S. -17, UNDER THE FEDERAL GOVERNMENT, 2012

ENGLISH (PRECIS & COMPOSITION)

Time Allowed: Three Hours

PART-I (MCQs): Maximum 30 Minutes

PART-I (MCQs)

PART-II

MAXIMUM MARKS = 10

MAXIMUM MARKS = 90

PART - II

- Note: (i) PART-II is to be attempted on separate Answer Book.
 (ii) Attempt ONLY FOUR questions from Part-II.
 (iii) Extra attempt of any question or any part of the attempted question will not be considered.

Q.2. Write a précis of the following passage and suggest a suitable title. (20+5=25)

One of the most ominous and discreditable symptoms of the want of candour in present-day sociology is the deliberate neglect of the population-question. It is, or should be, transparently clear that, if the state is resolved, on humanitarian grounds, to inhibit the operation of natural selection, some rational regulation of population, both as regards quality and quantity, is imperatively necessary. There is no self-acting adjustment, apart from starvation, of numbers to the means of subsistence. If all natural checks are removed, a population in advance of the optimum number will be produced and maintained at the cost of a reduction in the standard of living. When this pressure begins to be felt, that section of the population which is capable of reflection and which has a standard of living which may be lost will voluntarily restrict its numbers, even to the point of failing to replace death by an equivalent number of new births; while the underworld, which always exists in every civilized society — the failure and misfits and derelicts, moral and physical — will exercise no restraint and will be a constantly increasing drain upon the national resources. The population will thus be recruited in a very undue proportion by those strata of society which do not possess the qualities of useful citizens.

The importance of the problem would seem to be sufficiently obvious. But politicians know that the subject is unpopular. The urban have no votes. Employers are like a surplus of labour, which can be drawn upon when trade is good. Militarists want as much food for power as they can get. Revolutionists instinctively oppose any real remedy for social evils; they know that every unwanted child is a potential insurgent. All three can appeal to a Quasi-Religious prejudice, resting apparently on the ancient theory of natural rights which were supposed to include the right of unlimited procreation. This objection is now chiefly urged by celibate or childless priests; but it is held with such fanatical vehemence that the fear of losing the votes which they control is a welcome excuse for the baser sort of politicians to shelve the subject as inopportune. The socialist calculation is probably erroneous; for experience has shown that it is aspiration, not desperation, that makes revolutions.

Q.3. Read the following passage and answer the questions that follow. Use your own language. (5x4=20)

Human Beings feel afraid of death just as children feel afraid of darkness; and just as children's fear of darkness is increased by the stories which they have heard about ghosts and thieves, human beings' fear of death is increased by the stories which they have heard about the agony of the dying man. If a human being regards death as a kind of punishment for the sins he has committed and if he looks upon death as a means of making an entry into another world, he is certainly taking a religious and sacred view of death. But if a human being looks upon death as a law of nature and then feels afraid of it, his attitude is one of cowardice. However, even in religious meditation about death there is something a mixture of folly and superstition. Monks have written books in which they have described the painful experience which they underwent by inflicting physical tortures upon themselves as a form of self-purification. Such books may lead one to think that, if the pain of even a finger being squeezed or pressed is unbearable, the pains of death must be indescribably agonizing. Such books thus increase a Man's fear of death.

Seneca, a Roman Philosopher, expressed the view that the circumstances and ceremonies of death frighten people more than death itself would do. A dying man is heard uttering groans; his body is seen undergoing convulsions; his face appears to be absolutely bloodless and pale; at his death his friends begin to weep and his relations put on mourning clothes; various rituals are performed. All these facts make death appear more horrible than it would be otherwise.

Questions:

- (1) What is the difference between human beings' fear of death and children's fear of darkness?
- (2) What is a religious and sacred view of death?
- (3) What are the painful experiences described by the Monks in their books?
- (4) What are the views of Seneca about death?
- (5) What are the facts that make death appear more horrible than it would be otherwise?

Q.4. Write a comprehensive note (250 - 300 words) on any ONE of the following: (20)

- (i) Self done is Well done.
- (ii) The Bough that bears most bends most.
- (iii) Nearer the Church, farther from God.
- (iv) Rich men have no fault,
- (v) Cut your coat according to your cloth.

Q.5. Use ONLY FIVE of the following in sentences which illustrate their meaning: Extra attempt shall not be considered.

- | | |
|--------------------|-----------------------|
| (i) Wool gathering | (ii) Under the harrow |
| (iii) Cold comfort | (iv) A gold digger |
| (v) Walk with God | (vi) On the thin ice |
| (vii) A queer fish | (viii) Unearthly hour |

6. (a) Correct ONLY FIVE of the following: Extra attempt shall not be considered. (5)

- (i) A ten-feet long snake made people run here and there.
- (ii) We are going to the concert, and so they are.

- (iii) Enclosed with this letter was a signed Affidavit and a carbon copy of his request to our main office.
- (iv) Fear from God.
- (v) Pakistan has and will support the Kashmiris.
- (vi) He has come yesterday.
- (vii) Arshad's downfall was due to nothing else than pride.
- (viii) Do not avoid to consult a doctor.

(b) Change the narration from direct to indirect or indirect to direct speech. (DO ONLY FIVE) Extra attempt shall not be considered.

- (i) He said to us, "You cannot do this problem alone".
- (ii) The beggar asked the rich lady if she would not pity the sufferings of an old and miserable man and help him with a rupee or two.
- (iii) The Commander said to the soldiers, "March on".
- (iv) He entreated his master respectfully to pardon him as it was his first fault.
- (v) "Do you really come from America? How do you feel in Pakistan?" Said I to the stranger.
- (vi) The officer threatened the peon to come in time otherwise he would be turned out.
- (vii) People wished that the Quaid-i-Azam had been alive those days to see their fate.
- (viii) They said, "Bravo! Imran, what a shot".

WORLD TIMES ONLINE

FEDERAL PUBLIC SERVICE COMMISSION
 COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
 IN BS -17, UNDER THE FEDERAL GOVERNMENT, 2013

ENGLISH (PRECIS & COMPOSITION)

Time Allowed: Three Hours

PART-I (MCQs): Maximum 30 Minutes

PART-I (MCQs)

PART-II

MAXIMUM MARKS = 10

MAXIMUM MARKS = 90

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 content 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 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.

Q3. Read the following passage and answer the questions that follow. Use your own language.

The civilization of China - as everyone 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 Confucian system, 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 civilized way of life. A system which has had this extraordinary 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 supernatural or with mystical beliefs: It is purely ethical system, but its ethics, unlike those of Christianity, are not too exalted for ordinary men to practice. In essence what Confucius teaches is something 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)
- Q4. 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) Is democracy an ideal form of government?
- Q5. 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: (14)

- | | |
|-----------------------|--------------------|
| (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. (15)

- (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. (20)
ONLY FIVE Extra attempt shall not be considered. (15)

- (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 mustn't 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".

**FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
IN BS -17, UNDER THE FEDERAL GOVERNMENT, 2014**

ENGLISH (PRECIS & COMPOSITION)

Time Allowed: Three Hours

PART-I (MCQs): Maximum 30 Minutes

PART-I (MCQs)

PART-II

MAXIMUM MARKS = 10

MAXIMUM MARKS = 90

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 fulfill 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 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 neighbouring nations. Early on, for instance, the ousted king attempted to flee to neighbouring 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.

Secondly, the American Revolution seemed to have a better chance for success from the get-go, due to the fact that Americans already saw themselves as something other than British subjects. Thus, there was already a uniquely American character, so, there was not as loud a cry to preserve the British way of life. In France, several thousands of people still supported the king, largely because the king was seen as an essential part of French life. And when the king was first ousted and then killed, some believed that character itself was corrupted. Remember, the Americans did not oust a king or kill him—they merely separated from him.

Finally, there is a general agreement that the French were not as unified as the Americans, who, for the most part, put aside their political differences until after they had already formed a new nation. The French, despite their Tennis Court Oath, could not do so. Infighting led to inner turmoil, civil war, and eventually the Reign of Terror, in which political dissidents were executed in large numbers. Additionally, the French people themselves were not unified. The nation had so much stratification that it was impossible to unite all of them—the workers, the peasants, the middle-class, the nobles, the clergy—into one cause. And the attempts to do so under a new religion, the Divine Cult of Reason, certainly did not help. The Americans, remember, never attempted to change the society at large; rather, they merely attempted to change the government.

1. Why and how did the Reign of Terror happen?
2. In what ways does the author suggest that the American Revolution was easier to complete than the French Revolution?
3. Of the challenges mentioned facing the French revolutionaries, which do you think had the greatest impact on their inability to complete a successful revolution? Why?
4. Of the strengths mentioned aiding the American revolutionaries, which do you think had the greatest impact on their ability to complete a successful revolution? Why?

Q.4. Write a comprehensive note (250-300 words) on any ONE of the following: (20)

- (i) Actions speak louder than words.
- (ii) Girls are more intelligent than boys.
- (iii) First deserve, then desire.

(iv) Nothing is certain unless it is achieved.

Q.5 Use ONLY FIVE of the following in sentences which illustrate their meanings! (Extra attempt shall not be considered). (10)

- (i) To bring grist to the mill
- (ii) To keep one's fingers crossed
- (iii) With one's tongue in one's cheek
- (iv) A storm in the tea cup
- (v) To talk through one's hat
- (vi) Hum and Haw
- (vii) To let the grass grow under one's feet
- (viii) Penny wise and pound foolish

Q.6 Correct ONLY FOUR of the following: Extra attempt shall not be considered. (08)

- (i) Each furniture in this display is on sale for half price.
- (ii) He is abusing the money of his father.
- (iii) The duties of the new secretary are to answer the telephone, to type letters and book-keeping.
- (iv) The new models are not only less expensive but more efficient also.
- (v) He complied with the requirement that all graduate students in education should write a thesis.
- (vi) No sooner we left the shop it began to rain.
- (vii) The population of Karachi is greater than any other city in Pakistan.

FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
IN BS -17, UNDER THE FEDERAL GOVERNMENT, 2015

ENGLISH (PRECIS & COMPOSITION)

Time Allowed: Three Hours

PART-I (MCQs): Maximum 30 Minutes

PART-I (MCQs)

PART-II

MAXIMUM MARKS = 10

MAXIMUM MARKS = 90

PART - II

Q.2. Make a précis of the following text and suggest a suitable title.

(20)

In studying the breakdowns of civilizations, the writer has subscribed to the conclusion — no new discovery! — that war has proved to have been the proximate cause of the breakdown of every civilization which is known for certain to have broken down, in so far as it has been possible to analyze the nature of these breakdowns and to account for their occurrence. Like other evils, war has an insidious way of appearing not intolerable until it has secured such a stranglehold upon the lives of its addicts that they no longer have the power to escape from its grip when its deadliness has become manifest. In the early stages of a civilization's growth, the cost of wars in suffering and destruction might seem to be exceeded by the benefits accruing from the winning of wealth and power and the cultivation of the "military virtues"; and, in this phase of history, states have often found themselves able to indulge in war with one another with something like impunity even for the defeated party. War does not begin to reveal its malignity till the war-making society has begun to increase its economic ability to exploit physical nature and its political ability to organize manpower; but, as soon as this happens, the god of war to which the growing society has long since been dedicated proves himself a Moloch by devouring an ever larger share of the fruits of industry and intelligence in the process of taking an ever larger toll of life and happiness; and, when the society's growth in efficiency reaches a point at which it becomes capable of mobilizing a lethal quantum of its energies and resources for military use, then war reveals itself as being a cancer which is bound to prove fatal to its victim unless he can cut it out and cast it from him since its malignant tissues have now learnt to grow faster than the healthy tissues on which they feed.

In the past, when this danger point in the history of the relations between war and civilization has been reached and recognized, serious efforts have sometimes been made to get rid of war in time to save society; and these endeavours have been apt to take one or other of two alternative directions. Salvation cannot, of course, be sought anywhere except in the working of the consciences of individual human beings; but individuals have a choice between trying to achieve their aims through direct action as private citizens and trying to achieve them through indirect action as citizens of states. A personal refusal to lend himself in any way to any war waged by his state for any purpose and in any circumstances is a line of attack against the institution of war that is likely to appeal to an ardent and self-sacrificing nature; by comparison the alternative peace strategy of seeking to persuade and accustom governments by comparison

jointly resisting aggression when it comes and in trying to remove its stimuli before hand may seem a circuitous and unheroic line of attack on the problem. Yet experience up to date indicates unmistakably, in the present writer's opinion, that the second of these two hard roads is by far the more promising.

Q.3. Read the following text carefully and answer the questions below: (20)

Experience has quite definitely shown that some reasons for holding a belief are much more likely to be by the event than others. It might naturally be supposed, for instance, that the best of all reasons for a belief was a strong conviction of certainty accompanying the belief. Experience, however, shows that this is not so, and that as a matter of fact, conviction by itself is more likely to mislead than it is to guarantee truth. On the other hand, lack of assurance and persistent hesitation to come to any belief whatever are an equally poor guarantee that the few beliefs which are arrived at are sound. Experience also shows that assertion, however long continued, although it is unfortunately with many people an effective enough means of inducing belief, is not in any way a ground for holding it.

The method which has proved effective, as a matter of actual fact, in providing a firm foundation for belief wherever it has been capable of application, is what is usually called the scientific method. I firmly believe that the scientific method, although slow and never claiming to lead to complete truth, is the only method which in the long run will give satisfactory foundations for beliefs. It consists in demanding facts as the only basis for conclusions, and in consistently and continuously testing any conclusions which may have been reached, against the test of new facts and, wherever possible, by the crucial test of experiment. It consists also in full publication of the evidence on which conclusions are based, so that other workers may be assisted in new researches, or enabled to develop their own interpretations and arrive at possibly very different conclusions.

There are, however, all sorts of occasions on which the scientific method is not applicable. That method involves slow testing, frequent suspension of judgment, restricted conclusions. The exigencies of everyday life, on the other hand, often make it necessary to act on a hasty balancing of admittedly incomplete evidence, to take immediate action, and to draw conclusions in advance of the evidence. It is also true that such action will always be necessary, and necessary in respect of ever larger issues; and this in spite of the fact that one of the most important trends of civilization is to remove sphere after sphere of life out of the domain of such intuitive judgment into the domain of rigid calculation based on science. It is here that belief plays its most important role. When we cannot be certain, we must proceed in part by faith—faith not only in the validity of our own capacity of making judgments, but also in the existence of certain other realities, pre-eminently moral and spiritual realities. It has been said that faith consists in acting always on the nobler hypothesis; and though this definition is a trifle rhetorical, it embodies a seed of real truth.

Answer briefly in your own words the following questions:

1. Give the meaning of the underlined phrases as they are used in the passage. (04)
2. What justification does the author claim for his belief in the scientific method? (04)
3. Do you gather from the passage that conclusions reached by the scientific method should

- be considered final? Give reasons for your answer.
4. In what circumstances, according to the author, is it necessary to abandon the scientific method? (04)
5. How does the basis of "intuitive judgment" differ from that of scientific decision? (04)
- Q.4. Write a comprehensive note (250-300 words) on any ONE of the following topics: (20)
- Education should be for life, not for livelihood
 - The art of being tactful
 - Human nature is seen at its best adversity
 - Spare the rod and spoil the child
- Q.5. (a) Use only Five of the following in sentences which illustrate their meaning (Extra attempt shall not be considered). (05)
- | | |
|----------------------------|--------------------------|
| (i) Itching palm | (ii) The primrose path |
| (iii) Break one's fall | (iv) Wash one's hands of |
| (v) To become reconcile to | (vi) To militate against |
| (vii) To be cognizant of | (viii) Wages of sin |
- (b) Explain the difference between the following word pairs by defining each word (Do only Five) (05)
- | | |
|------------------------------|------------------------------|
| (i) Plaintiff, plaintive | (ii) valet, varlet |
| (iii) monitor, mentor | (iv) complacent, complaisant |
| (v) penitence, penance | (vi) crevice, crevasse |
| (vii) beneficent, beneficial | |
- Q.6. (a) Correct only five of the following sentences: (05)
- Have either of you seen my pen?
 - On attempting to restore the picture to its original condition, almost irreparable change was discovered.
 - This child is the prettiest of the two.
 - I was annoyed arriving late, also his rather insolent manner put me out of temper.
 - He is anxious not only to acquire knowledge, but also eager to display it.
 - If he was here now, we should have no difficulty.
 - Due to unforeseen environments, we shall have to leave early.
 - People have and still do disagree on this matter.
- (b) Rewrite One of the following passages converting what is in direct speech into indirect, and what is in indirect speech into direct. (05)
- Just as we came in sight of the valley Jamil met us, - "yes, the valley is all very fine, but do you know there is nothing to eat?"

"Nonsense; we can eat anything here."

"Well, the brown bread's two months old, and there's nothing else but potatoes."

"There must be milk anyhow."

"Yes, there was milk, he supposed."

(ii) Miss Andleeb said she thought English food was lovely, and that she was preparing a questionnaire to be circulated to the students of the university, with a view to finding out their eating preferences.

"But the students won't fill up questionnaires," said Miriam.

"Won't fill up questionnaire?" cried Miss Andleeb, taken aback.

"No", said Miriam, "they won't. As a nation we are not questionnaire-conscious."

"Well, that's too bad," said Miss Andaleeb.

WORLD TIMES INSTITUTE

**FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION -2016
FOR RECRUITMENT TO POSTS IN BS-17
UNDER THE FEDERAL GOVERNMENT**

English (Précis & Composition)

Time Allowed: Three Hours

(PART-I MCQs)

MARKS: 20

PART -I (MCQs) Maximum 30 Minutes

(PART-II)

MARKS: 80

- Note: (i) Part-II is to be attempted on the separate Answer Book.
(ii) Attempt ALL questions from PART-II.
(iii) Candidate must write Q. No. in the Answer Book in accordance with Q. No. in the Q. Paper.
(iv) All the parts (if any) of each question must be attempted at One Place instead of at different places.
(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 attempted question will not be considered.

PART-II

Q.2. Make a précis of the following text and suggest a suitable title.

During my vacation last May, I had a hard time choosing a tour. Flights to Japan, Hong Kong and Australia are just too common. What I wanted was somewhere exciting and exotic, a place where I could be spared from the holiday tour crowds. I was so happy when John called up, suggesting a trip to Cherokee, a county in the state of Oklahoma. I agreed and went off with the preparation immediately.

We took a flight to Cherokee and visited a town called Qualla Boundary surrounded by magnificent mountain scenery, the town painted a paradise before its. With its Oconaluftee Indian Village reproducing tribal crafts and lifestyles of the 18th century and the outdoor historical pageant Unto These Hills playing six times weekly in the summer nights, Qualla Boundary tries to present a brief image of the Cherokee past to the tourists.

Despite the language barrier, we managed to find our way to the souvenir shops with the help of the natives. The shops were filled with rubber tomahawks and colorful traditional war bonnets, made of dyed turkey feathers. Tepees, cone-shaped tents made from animal skin, were also pitched near the shops. "Welcome! Want to get anything?" We looked up and saw a middle-aged man smiling at us. We were very surprised by his fluent English. He introduced himself as George and we ended up chatting till lunch time when he invited us for lunch at a nearby coffee shop.

"Sometimes, I've to work from morning to sunset during the tour season. Anyway, this is

still better off than being a woodcutter ..." Remembrance weighed heavy on George's mind and he went on to tell us that he used to cut firewood for a living but could hardly make ends meet. We learnt from him that the Cherokees do not depend solely on trade for income. During the tour off-peak period, the tribe would have to try out other means for income. One of the successful ways is the "Bingo Weekend". On the Friday afternoons of the bingo weekends, a large bingo hall was opened, attracting huge crowds of people to the various kinds of games like the Super Jackpot and the Warrior Game Special. According to George, these forms of entertainment fetch them great returns.

Our final stop in Qualla Boundary was Lit the museum where arts, ranging from the simple hand-woven oak baskets to wood and stone carvings of wolves, ravens and other symbols of Cherokee cosmology are displayed. Back at bonze, I really missed the place and I would of course look forward to the next trip to another exotic place.

Q3. Read the following text carefully and answer the questions below:

The New Year is the time for resolution. Mentally, at least most of us could compile formidable lists of 'do's and 'don't's'. The same old favorites recur year in and year out with the children, do a thousand and one job about the house, be nice to people we don't like, drive carefully, and take the dog for a walk every day. Past experience has taught us that certain accomplishments are beyond attainment. If we remain deep rooted liars, it is only because we have so often experienced the frustration that results from failure.

Most of us fail in our efforts at self-improvement because our schemes are too ambitious and we never have time to carry them out. We also make the fundamental error of announcing our resolution to everybody so that we look even more foolish when we slip back into our bad old ways. Aware of these pitfalls, this year I attempted to keep my resolution to myself. I limited myself to two modest ambitions, to do physical exercise every morning and to read more in the evening. An overnight party on New Year's Eve provided me with a good excuse for not carrying out either of these new resolutions on the first day of the year, but on the second. I applied myself assiduously to the task. The daily exercise lasted only eleven minutes and I proposed to do them early in due morning before anyone had got up. The self-discipline required to drag myself out of bed eleven minutes earlier than usual was considerable. Nevertheless, I managed to creep down into the living room for two days before anyone found me out. After jumping about in the carpet and twisted the human frame into uncomfortable positions. I sat down at the breakfast table in an exhausted condition. It was this that betrayed me. The next morning the whole family trooped into watch the performance. That was really unsettling but I fended off the taunts and jibes of the family good-humoredly and soon everybody got used to the idea. However, my enthusiasm waned, the time I spent at exercises gradually diminished. Little by little the eleven minutes fell to zero. By January 10th I was back to where I had started from. I argued that if I spent less time exhausting myself at exercises in the morning. I would keep my mind fresh for reading when I got home from work. Resisting the hypnotizing effect of television, I sat in my room for a few evenings with my eyes glued to a book. One night, however, feeling cold and lonely, I went downstairs and sat in front of the television -pretending to read that proved to be hay undoing, for I soon got back to the old bad habit of dozing off in holst of the screen. I still haven't given up my resolution to do more reading. In fact, I have just bought a book entitled 'How to Read a Thousand Words a

Minute'. Perhaps it will solve my problem, but I just have not had time to read it.

Questions

1. Why most of us fail in our efforts for self-improvement?
2. Why is it a basic mistake to announce our resolution to everybody?
3. Why did the writer not carry out his resolution on New Year's Day?
4. Find out the words in the above passage which convey the similar meaning to the following:

- | | | |
|------------------|-----------|-------------|
| (1) intimidating | (2) peril | (3) dwindle |
| (4) repel | (5) barb | |

Q.4. (a) Correct only five of the following:

- (i) We were staying at my sister's cape's code vacation home.
- (ii) She recommended me that I take a few days off from work.
- (iii) I tried to explain him the problem, but he had difficulty understanding me.
- (iv) I'll do the grocery shopping for you grandma, Lucy said.
- (v) We took a tent, a cooler, and a sleeping bag.
- (vi) I don't know why you didn't go. If I were you I should have gone.
- (vii) Kevin says he shopped to travel internationally because of his family.
- (viii) Don't run! Mr. Salman shouted.

(b) Choose the punctuation mark that is needed in each of the following sentences:

- (i) "It isn't shouted Martin. Coach Lewis never lets me start the game!"
- (ii) Maureen's three sisters, Molly, Shannon, and Patricia are all spending the summer at their grandmother's.
- (iii) For the centerpieces, the florist recommended the following flowers daisies, tulips, daffodils, and hyacinths.
- (iv) Lily is an accomplished gymnast she won three medals in her last competition.
- (v) Everyone was shocked when Max Smithfield - a studious, extremely bright high school senior, decided that college was not for him.

Q.5. (a) Choose that analogy of the words written in capital letters (Any five).

(i) SLAPSTICK: LAUGHTER

- (a) Fallacy: Dismay
- (c) Satire: Horror; Fear

- (b) Genre: Mystery
- (d) Horror: Fear

(ii) CONVICTION: INCARCERATION

- (a) Reduction: Diminution
- (c) Radicalization: Estimation

- (b) Induction: Amelioration
- (d) Marginalization: Intimidation

(iii) PROFESSOR : ERUDITE

- (a) Aviator : licensed
(c) Procrastinator: Conscientious

- (b) Inventor: imaginative
(d) Overseer: Wealthy

(iv) METAPHOR: SYMBOL

- (a) Pantameter : Poem
(c) Nuance : Song

- (b) Rhythm : Melody
(d) Analogy: Comparison

(v) SPY: CLANDESTINE

- (a) Accountant : meticulous
(c) Lawyer: Ironic

- (b) Furrier: Rambunctious
(d) Shepherd : Garrulous

(vi) Verve: Enthusiasm

- (a) Loyalty: Duplicity
(c) Intensity: Colour

- (b) Devotion: Reverence
(d) Eminence: Anonymity

(vii) DELTOID : MUSCLE

- (a) Radius : Bone
(c) Tissue : orgain

- (b) Brain: Nerve
(d) Blood : Vein

(viii) DEPENDABLE : CAPRICIOUS

- (a) Fallible: Cantankerous
(c) Malleable: Limpid

- (b) Erasable: obtuse
(d) Capable: Inept

(b) Rewrite the following dialogue, written in indirect speech, in a paragraph form.

Helen: Mr West, what's happened to John?

Mr West: he's left the company

Helen: Why has he done that?

Mr West: he asked me for a rise but I didn't give it to him.

Helen: Why didn't you give him a rise?

Mr West: Because he was lazy?

Helen: has he found another job?

Mr West : yes, he is working in a film company.

Helen: What is his salary like?

Mr West: I think he earns quite a lot.

Helen: Does he like the new job?

Mr West : I don't know.

Q.6. (a) Explain the difference between the following word pairs by using each word in your sentences (Any five):

(i) Advers, averse

(ii) altogether, all together

(iii) Allude, elude

(iv) braise, braze

(v) curl, kerb

(vi) faze, phase

(vii) maybe, may be

(viii) moat, mote

(b) Use any Five of the following in sentences which illustrate their meanings

(i) Smash hit

(ii) Murphy's law

(iii) Plunge in the Sun

(iv) Wooden spoon

(v) Go bananas

(vi) Beard the Lion in his den

(vii) Groan inwardly

(viii) Chicken out

Q7. Translate the following Urdu paragraph into English by keeping in view figurative / idiomatc expression.

مسام لوگوں کا خیال ہے کہ ملک کے قانون اور ارد کی آزادی ایک دوسرے کی ضد ہوتے ہیں۔ بظاہر یہ بات منطقی معلوم نہیں ہوتی۔ ہر قانون شہریوں پر کوئی نہ کوئی پابندی عائد کرتا ہے۔ اگر ملک میں قوانین کی تعداد زیادہ ہوتی ہے۔ زیادہ پابندیوں سے ارد کی آزادی ان کے بوجھ تلے دب کر رہ جاتی ہے۔ اس کے برعکس قوانین کی تعداد کم ہو تو شہریوں کی آزادی کا اثر وسع ہوتا ہے۔

Apparently
contrary

10 TIMES INSPIRE

**FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION - 2017
FOR RECRUITMENT TO POSTS IN BS-17
UNDER THE FEDERAL GOVERNMENT**

English (Précis & Composition)

Time Allowed: Three Hours

PART -I (MCQs) Maximum 30 Minutes

(PART-I MCQs)

MARKS: 20

(PART-II)

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) Candidate must 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 attempted question will not be considered.

PART-II

2. Write a précis of the following passage and also suggest a suitable title. (20)

All the evils in this world are brought about by the persons who are always up and doing, but do not know when they ought to be up nor what they ought to be doing. The devil, I take it, is still the busiest creature in the universe, and can quite imagine him denouncing laziness and becoming angry at the smallest waste of time. In his kingdom, I will wager, nobody is allowed to do nothing, not even for a single afternoon. The world, we all freely admit, is in a muddle but I for one do not think that it is laziness that has brought it to such a pass. It is not the active virtues that it lacks but the passive ones; it is capable of anything but kindness and a little steady thought. There is still plenty of energy in the world (there never were more fussy people about), but most of it is simply misdirected. If, for example, in July 1914, when there was some capital idling weather, everybody, emperors, Kings, arch dukes, statesmen, generals, journalists, had been suddenly smitten with an intense desire to do nothing, just to hang about in the sunshine and consume tobacco, then we should all have been much better off than we are now. But no, the doctrine of the strenuous life still went unchallenged; there must be no time wasted; something must be done. Again, suppose our statesmen, instead of rushing off to Versailles with a bundle of ill-digested notions and great deal of energy to dissipate had all taken a fortnight off, away from all correspondence and interviews and what not, and had simply lounged about on some hillside or other apparently doing nothing for the first time in their energetic lives, then they might have gone to their so-called peace conference and come away again with their reputations still unsoiled and the affairs of the world in good trim. Even at the

present time, if half of the politicians in Europe would relinquish the notion that laziness is crime and go away and do nothing for a little space, we should certainly gain by it. Other examples come crowding into mind. Thus, every now and then, certain religious sects hold conferences; but though there are evils abroad that are mountains high, though the fate of civilization is still doubtful, the members who attend these conferences spend their time condemning the length of ladies' skirts and the noisiness of dance bands. They would all be better employed lying flat on their backs somewhere, staring at the sky and recovering their mental health.

Q.3. Read the following passage carefully and answer the questions that follow:

(20)

Education ought to teach us how to be in love and what to be in love with. The great things of history have been done by the great lovers, by the saints and men of science, and artists, and the problem of civilization is to give every man a chance of being a saint, a man of science, or an artist. But this problem cannot be attempted, much less solved, unless men desire to be saints, men of science, and artists. And if they are to desire that continuously and consciously, they must be taught what it means to be these. We think of the man of science or the artist, if not of the saint, as a being with peculiar gifts, not as one who exercises, more precisely and incessantly perhaps, activities which we all ought to exercise. It is a commonplace now that art has ebbed away out of our ordinary life, out of all the things which we use, and that it is practiced no longer by workmen but only by a few painters and sculptors. That has happened because we no longer recognize the aesthetic activity of the spirit, so common to all men. We do not know that when a man makes anything he ought to make it beautiful for the sake of doing so, and that when a man buys anything he ought to demand beauty in it, for the sake of beauty. We think of beauty if we think of it at all as a mere source of pleasure, and therefore it means to us ornament, added to things for which we can pay extra as we choose. But beauty is not an ornament to life, or to the things made by man. It is an essential part of both. The aesthetic activity, when it reveals itself in things made by men, reveals itself in design, just as it reveals itself in the design of all natural things. It shapes objects as the moral activity shapes actions, and we ought to recognize it in the objects and value it, as we recognize and value moral activity in actions. And as actions empty of the moral activity are distasteful to us, so should objects be that are empty of the aesthetic activity. But this is not so with most of us. We do not value it; do not even recognize it, or the lack of it, in the work of others. The artist, of whatever kind, is a man so much aware of the beauty of the universe that he must impart the same beauty to whatever he makes. He has exercised his aesthetic activity in the discovery of the beauty in the universe before he exercises it in imparting beauty to that which he makes. He has seen things in that relation in his own work, whatever it may be. And just as he sees that relation for its own sake, so he produces it for its own sake and satisfies the desire of his spirit in doing so. And we should value his work; we should desire that relation in all things made by man, if we too have the habit of seeing that relation in the universe, and if we knew that, when we see it, we are exercising an activity of the spirit and satisfying a spiritual desire. And we should also know that work without beauty means unsatisfied spiritual desire in the worker; that it is waste of life and common evil and danger, like thought without truth, or action without righteousness.

Questions

1. What has been lamented in the text? (4)
2. What is the difference between an ordinary man and an artist? (4)
3. How can we make our lives beautiful and charming? (4)
4. What does the writer actually mean when he says, "Beauty is not an ornament to life?" (4)
5. Do art and beauty affect our practical life and morals? Justify whether you agree or disagree. (4)

Q.4 (a) Correct only five of the following: (5)

- (i) In the accident one of my arms was broken and my legs bruised.
- (ii) The people who had been raising slogans against the government for many hours they wanted increase in their salaries.
- (iii) You have been working very hard for the last two years, isn't it?
- (iv) John could hardly do not better than to have fought a boss of such dimensions.
- (v) I who have no chance to meet him would rather go with you instead of sitting at home.
- (vi) He not only comes there for swimming but also for coaching new swimmers.
- (vii) When he visited the fair last time, he bought no less than twenty school bags.
- (viii) Ten cattles were grazing in the field.

(b) Re-write the following sentences (Only FIVE) after filling in the blanks appropriately: (5)

- (i) I cannot buy this car _____ this price.
(a) for (b) in (c) at (d) on
- (ii) Send these books _____ my home address.
(a) on (b) at (c) in (d) to
- (iii) Monkeys live _____ trees.
(a) in (b) at (c) upon (d) on
- (iv) I said it _____ his face.
(a) at (b) on (c) to (d) upon
- (v) The manager _____ the receipt of my letter promptly.
(a) accepted (b) realized (c) recognized (d) acknowledged
- (vi) Most foreign students don't like American coffee, and _____.
(a) I don't, too (b) either don't
(c) neither don't (d) neither do I
- (vii) We _____ take care of our parents when they are old.
(a) could (b) would (c) might (d) ought to
- (viii) Yousaf _____ in the garden the whole of yesterday.
(a) has dug (b) was digging (c) dug (d) had dug

Q.5. (a) Choose that analogy of the words written in capital letters. Attempt any five.

(i) LION : ROAR

(a) Snake : Slither

(c) Lizard : Crawl

(b) Goat : Bleat

(d) Elephant : Tusk

(ii) SHADOW : LIGHT

(a) Flood : Rain

(c) Reaction : Action

(b) Image : Object

(d) House : Bricks

(iii) CLOT : BLOOD

(a) Ink : Water

(c) Vaporize : Camphor

(b) Curdle : Milk

(d) Brew : Coffee

(iv) FEARFUL : COWER

(a) Humble : Boast

(c) Aarrogant : Strut

(b) Weak : Exercise

(d) Wise : Dispute

(v) EXPEDITE : HASTEN

(a) Conscript : Write down

(c) Facilitate : Make easiest

(b) Diver : Make harder

(d) Satirize : Praise

(vi) WOOD : FURNITURE

(a) Father : Child

(c) Soil : Clay

(b) Tree : Seedling

(d) Stone : Sculpture

(vii) SURGEON : DEXTEROUS

(a) Clown : Fat

(c) Athlete : Tall

(b) Actress : Beautiful

(d) Acrobat : Agile

(viii) LECHER : LUST

(a) Pitch : Herb

(c) Business : Profit

(b) Glutton : Greed

(d) Showbiz : Fame

(b) Punctuate the following text, where necessary.

A quaker was one day walking on country road he was suddenly met by a highwayman pointing a pistol the man exclaimed your money or your life my friend said the quaker I cannot deliver my money for I should be helping thee in evildoing however exchange is lawful and I will give thee my purse for the pistol the robber agree on receiving the purse the quaker at once held the pistol at the robbers head and said now friend my purse back or the weapon may go off fire said the robber there is no powder in the pistol

Q.6. (a) Explain the difference between the following word pairs (Any FIVE) by using each word in your own sentences:

(i) Wrath, Wroth

(iii) Subtler, Sutler

(v) Minute, Minuet

(ii) Veracity, Voracity

(iv) Retenue, Retinue

(vi) Furor, Furore

- (b) Has only five of the following in sentences which illustrate their meaning: (5)
- | | |
|------------------------------|----------------------|
| (i) Spirit away | (ii) Plough back |
| (iii) Bapsi baysi | (iv) Ring a bell |
| (v) Be left holding the baby | (vi) Esp in hand |
| (vii) Hold out a carrot | (viii) Over the moon |

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

اپنے بوسیدہ عیبوں کو مٹانے کے لیے پورا پورا شعور رکھنا ہے کہ ہمارے دل میں ان کی کیا جگہ ہے۔
 ہمارے دوست اکثر ہمارے دل کے عیبوں کو مٹانے کے لیے آتے ہیں اور ہمارے دل کو صاف کرنے میں مدد دیتے ہیں۔
 ہماری حساسیت کو ایک عسکر پر پڑا رکھنے سے اس کو ہمارے عیبوں کے لیے ایک حیلے سے لانا کہ چھپانے والا۔ تاکہ اس
 سے چشم پوشی کرتے ہیں۔ بڑھتی ہوئی حساسیت ہمارے دل میں ان کی جگہ اور ان کے لیے سے احمق بنا کر دے
 عیب نکالتا ہے، اگر وہ کسی سے چھوٹی بات کو بڑا بنا دیتا ہے۔ اگر اس میں ایک بڑا بڑا عیب ہے تو اس سے
 دوست ہمیشہ اپنے دوست کی عیبوں کو بڑھاتا ہے اور ان کی جگہ میں اپنے دل میں ان کا پورا جگہ لے لیتا ہے۔
 ہونا چاہیے کہ وہ ان میں ہمارے عیبوں سے بچا کر لے لے۔ اس وقت اس میں ایک عیب ہے تو دوست
 سے بہتر ثابت ہوتا ہے۔

WORLD TIMES

**FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION - 2018
FOR RECRUITMENT TO POSTS IN BS-17
UNDER THE FEDERAL GOVERNMENT**

English (Précis & Composition)

Time Allowed: Three Hours

(PART-I MCQs)

MARKS: 20

PART -I (MCQs) Maximum 30 Minutes

(PART-II)

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) Candidate must 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 attempted question will not be considered.

PART-II

Q.2. Write a précis of the following passage in about 120 words and also suggest a suitable title: (20)

It is in the temperate countries of northern Europe that the beneficial effects of cold are most manifest. A cold climate seems to stimulate energy by acting as an obstacle. In the face of an insuperable obstacle our energies are numbed by despair; the total absence of obstacles, on the other hand leaves no room for the exercise and training of energy; but a struggle against difficulties that we have a fair hope of over-coming, calls into active operation all our powers. In like manner, while intense cold numbs human energies, and a hot climate affords little motive for exertion, moderate cold seems to have a bracing effect on the human race. In a moderately cold climate man is engaged in an arduous, but no hopeless struggles and with the inclemency of the weather. He has to build strong houses and procure thick clothes to keep himself warm. To supply fuel for his fires, he must hew down trees and dig coal out of the earth. In the open air, unless he moves quickly, he will suffer pain from the biting wind. Finally, in order to replenish the expenditure of bodily tissue caused by his necessary exertions, he has to procure for himself plenty of nourishing food.

Quite different is the lot of man in the tropics. In the neighbourhood of the equator there is little need of clothes or fire, and it is possible with perfect comfort and no danger to health to pass the livelong day stretched out on the bare ground beneath the shade of a tree. A very little fruit or vegetable food is required to sustain life under such circumstances, and that little can be obtained without much exertion from the bounteous earth.

We may recognize must the same difference between ourselves at different seasons of the

year, as there is between human nature in the tropics and in temperate climes. In hot weather we are generally languid and inclined to take life easily; but when the cold season comes, we find that we are more inclined to vigorous exertion of our minds and bodies.

Q.3. Read the following passage carefully and answer the questions that follow: (10)

The third great defect of our civilization is that it does not know what to do with its knowledge. Science has given us powers fit for the gods, yet we use them like small children. For example, we do not know how to manage our machines. Machines were made to be man's servants; yet he has grown so dependent on them that they are in a fair way to become his master. Already most men spend most of their lives looking after and waiting upon machines. And the machines are very stern masters. They must be fed with coal, and given petrol to drink, and oil to wash with, and they must be kept at the right temperature. And if they do not get their meals when they expect them, they grow sulky and refuse to work, or burst with rage, and blow up, and spread ruin and destruction all-around them. So we have to wait upon them very attentively and do all that we can to keep them in a good temper. Already we find it difficult either to work or play without the machines, and a time may come when they will rule us altogether, just as we rule the animals.

And this brings me to the point at which I asked, "What do we do with all the time which the machines have saved for us, and the new energy they have given us?" On the whole, it must be admitted, we do very little. For the most part we use our time and energy to make more and better machines; but more and better machines will only give us still more time and still more energy, and what are we to do with them? The answer, I think, is that we should try to become more civilized. For the machines themselves, and the power which the machines have given us, are not civilization but aids to civilization. But you will remember that we agreed at the beginning that being civilized meant making and linking beautiful things. Thinking freely, and living rightly and maintaining justice equally between man and man. Man has a better chance today to do these things than he ever had before; he has more time, more energy, less to fear and less to fight against. If he will give his time and energy which his machines have won for him to making more beautiful things, to finding out more and more about the universe, to removing the causes of quarrels between nations, to discovering how to prevent poverty, then I think our civilization would undoubtedly be the greater, as it would be the most lasting that there has ever been.

Questions

1. Instead of making machines our servants the author says they have become our masters. In what sense has this come about? (4)
2. The use of machines has brought us more leisure and more energy. But the author says that this has been a curse rather than a blessing. Why? (4)
3. What exactly is the meaning of 'civilization'? Do you agree with the author's views? (4)
4. 'Making more beautiful things' - what does this expression mean? Make a list of the beautiful things that you would like to make and how you would make them. (4)
5. Mention some plans you may have to prevent poverty in the world. Who would receive your most particular attention, and why? (4)

Q.4 (a) Correct only five of the following:

- (i) They only work when they have no money. (5)
- (ii) They left the hotel here they had been staying in a motor-car.
- (iii) I cannot by no means allow you to do so.
- (iv) My friend said he never remembered having read a more enjoyable book.
- (v) Going up the hill, an old temple was seen.
- (vi) One day the bird did not perform certain tricks which had thought it to his satisfaction.
- (vii) I was rather impressed by the manner of the orator than by his matter.
- (viii) What an awful weather!

(b) Use punctuation marks where needed in the following sentences:

- (i) There is a slavery that no legislation can abolish the slavery of caste. (5)
- (ii) All that I am all that I hope to be I owe to my angel mother.
- (iii) Take away that bauble said Cromwell pointing to the mace which lay upon the table
- (iv) There is only one cure for the evils which newly acquired freedom produces and that cure is freedom
- (v) History it has been said is the essence of innumerable biographies

Q.5 (a) Fill the following blanks (any FIVE) appropriate preposition. (5)

(i) _____ a Ford he has a Fiat Car.

- (a) in
- (b) before
- (c) besides
- (d) despite

(ii) I saw him felling a big tree _____ a hatchet.

- (a) with
- (b) through
- (c) by
- (d) at

(iii) I must start _____ dawn to reach the station in time.

- (a) on
- (b) at
- (c) by
- (d) after

(iv) I have known him _____ a long time.

- (a) since
- (b) from
- (c) for
- (d) over

(v) "Will you walk _____ my parlour?"

- (a) in
- (b) to
- (c) by
- (d) into

(vi) The public are cautioned _____ pickpockets.

- (a) against
- (b) about
- (c) of
- (d) for

(b) Rewrite the following dialogue, written in direct speech, in a paragraph form. (5)

Jack: Hello, Swarup! Swatting away as usual. Come out, man; shut up your old books, and come and have a game of tennis.

Swarup: I am sorry I cannot do that, Jack. The examination is drawing near, and I want every hour I can get for study.

FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION FOR RECRUITMENT TO POSTS
IN R.P.S. -12, UNDER THE FEDERAL GOVERNMENT, 2019

ENGLISH (PRECIS & COMPOSITION)

Time Allowed: 3 Hours

Maximum Marks: 100

- Notes: (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 attempted question will not be considered.

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 side 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 Sten'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 some thing 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 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 pulsed 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)

Q4. Correct only FIVE of the following:

- (i) He enjoyed during the holidays. (10)
- (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.

25. (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 when the rooster scolded you dont know that but it was too late the lion had turned and killed the donkey oh my poor stupid friend the rooster said as he watched the lion eating the donkey the lion wasn't 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.

26. 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
- (v) Sit on the fence
- (vi) In a jiffy
- (vii) To preen oneself

27. Translate the following into English by keeping in view figurative/idiomatic expressions. (10)

پاکستان، افغانستان میں امن کے لیے پُر عزم ہے کیونکہ افغانستان میں امریکہ پاکستان کے لیے انتہائی اہم ہے۔ تاریخی تناظر میں دیکھا جائے تو پاکستان اور افغانستان بڑوسی برابر اسلامی ملک ہونے کے ناتے تاریخی، ثقافتی، لسانی رشتوں میں جڑے ہوئے ہیں۔ یہ رشتے ٹوٹتے ہیں۔ لوگوں کا انحصار ایک دوسرے پر ہے اور دونوں الگ الگ رہ بھی نہیں سکتے۔ پاکستان کا موقف روز بروز سے یہی رہا ہے کہ افغان مسئلے کا سیاسی حل نکالا جائے۔ اس موقف کی حمایت چین بھی کرتا ہے۔ اس ضمن میں چین نے کہا ہے کہ افغان تنازع کا افغان قیادت میں ہونے والے امن مذاکرات سے ہی حل ممکن ہے۔ پاکستان اور چین اسٹریجک شراکت داری کے لیے افغان تنازع کو مذاکرات کے ذریعے حل کرنے میں اپنا کردار ادا کریں گے۔

Jack: Oh! Hang all examinations! I do not worry about mine. What is the use of them, any way?

Swarup: Well, you can't get a degree if you don't pass the examination; and I have set my heart on being a graduate.

Jack: And pray what good will graduation do you? You may get a clerkship in a government office; but that's all, and there are hundreds of fellows who have got their degrees, and are no nearer getting jobs of any sort.

Swarup: That may be so; but I am not studying so much to pass my examination and obtain my degree, as to store my mind with knowledge and develop my intellectual faculties.

Q.6. (a) Explain the difference between the following word pairs (Any FIVE) by using each word in your own sentences: (5)

(i) Callous, Callus

(iii) Faint, Feint

(v) Lose, Loose

(vii) Shear, Sheer

(ii) Born, Borne

(iv) Dinghy, Dingy

(vi) Waiver, Waver

(viii) Resister, Resistor

(b) Use ONLY FIVE of the following in sentences which illustrate their meaning: (5)

(i) Show and tell

(iii) To the death

(v) Het up

(vii) It's about time

(ii) Helter-skelter

(iv) Tilt at windmills

(vi) The whole ball of wax

(viii) Bunch-up

Q.7. Translate the following Urdu paragraph into English by keeping in view figurative/idiomatic expressions. (10)

لاہور شہر سیاست ہی نہیں ثقافت کا اہم ترین مرکز ہے۔ مغلوں کی ثقافت نے عروج کا زمانہ اس شہر میں دیکھا۔ سکھ ثقافت کا بھی یہی مرکز تھا۔ علم و ادب کی ثقافت بھی اسی شہر کے حصہ میں آئی۔ اہل تصوف کا بھی یہی مرکز تھا۔ تصوف کی مشہور کتاب کشف المحجوب کے مصنف حضرت علی ہجویری المشور حضرت داتا گنج بخش بھی اسی شہر میں مدفون ہیں۔ انگریزوں کے دور میں بھی لاہور کا فیشن پورے ہندوستان میں رائج ہوتا تھا۔ قیام پاکستان کے بعد بھی اس شہر کی اہمیت کم نہیں ہوئی۔

FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION -2020
FOR RECRUITMENT TO POSTS IN BS-17
UNDER THE FEDERAL GOVERNMENT
ENGLISH (PRÉCIS & 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 attempted 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 being. 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 unjaundiced view of man's fault 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.'

Q.3. Read the following passage carefully and answer the questions given at the end. (20)

Globalization is viewed by its proponents as a process of cementing economic, cultural and political bonds between peoples of different countries of the world. One may regard as a process by which they are welded into a single world society, to be termed as global society. It means internationalization of production and labour leading to integration of economies of developing and developed countries into global economy. To quote Rosabeth M. Kanter. "The world is becoming a global shopping mall in which ideas and products are available everywhere at the same time."

Globalization is a natural outcome of computer networking and electronic mass communication. Information technology has made it possible for nations of the world to contact one another beyond their national borders. Besides, globalization is also promoted through the growth and proliferation of multinational companies and corporations that operate as transporter networks. Anyhow, the flow of capital technology and labour across the borders of countries has accentuated the process of globalization.

Deregulation, liberalism and privatization being assiduously pursued in the developing countries are some other manifestations of globalization. These countries are opening their economies to follow these trends. The size of the public sector is shrinking for the private sector to assume an increasingly important role in the economic development of the Third World countries. The downsizing of the public sector is in line with the spirit of market economy. This is suggested as a measure to cover up their fiscal deficit.

Questions: (4 marks each)

1. Define globalization.
2. What is electronic mass communication?
3. What does the term Third World denote?
4. What is privatization?
5. Explain 'liberalism' in the above context.

(10)

Q.4. Correct only FIVE of the following:

- (i) I won him in the race.
- (ii) He said that I am playing chess.
- (iii) Unless you do not try, you will never succeed.
- (iv) He wrote with ink.
- (v) What country he belongs to?
- (vi) When he reaches to manhood, he will visit to England.
- (vii) The new session commences from February 1st, 2020.
- (viii) Please send this letter on my address.

Q.5. (a) Punctuate the following text, where necessary. (5)

Letters between relatives and friends are called personal letters the most important thing in such letters is the content don't begin with a hackneyed phrase like I was delighted to get your letter or I have often thought of writing to you use a vigorous clear chatty style.

(b) Re-write the following sentences (ONLY FIVE) after filling in the blanks with appropriate prepositions. (5)

- (i) I was annoyed _____ him.

- (ii) This train is bound _____ Gujrat.
 (iii) The pistol went _____ by an accident.
 (iv) He kept _____ asking silly questions.
 (v) He was knocked _____ by the bus.
 (vi) Do not meddle _____ my affairs.
 (vii) The meeting was put _____ by the Chairman.
 (viii) He rounded _____ his speech with a quote from Ghalib.

Q.6. Use ONLY FIVE of the following in sentences which illustrate their meanings. (10)

- (i) To break the ice (ii) Slip in the bud
 (iii) See eye to eye with (iv) For good
 (v) Tamper with (vi) The small hours
 (vii) Keep up appearances (viii) Prima facie

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 ہونا ہے جو قوم اور ملی مقاصد کی تشکیل و تکمیل کرتا ہے۔ اور قوم مطلوبہ مقاصد کے لئے تیز گرم عمل کرتی ہے۔ دنیا بھر کی قوم کا نظام تعلیم وہ ہے جو گہرے نظام تربیت ہے جس کے تحت قوم کے افراد کی ذہنی صلاحیتوں کو پروان چڑھائے اور ان کی مسرت 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۔

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