

FEDERAL PUBLIC SERVICE COMMISSION



COMPETITIVE EXAMINATION — 2020 · POSTS IN BS-17

English (Précis & Composition)

Complete Solved Paper — Part-II

*Précis · Reading Comprehension · Grammar & Sentence Correction · Punctuation
Prepositions · Idioms · Urdu-to-English Translation*

CSS 2020

FPSC BS-17

Fully Solved

Model Answers

PREPARED FOR EXAM PRACTICE & SELF-ASSESSMENT

FPSC English (Précis & Composition) 2020 — Fully Solved

Part-II · Question 2 — Précis Writing

Note: Part-I (MCQs) of this paper is not reproduced here, as the original scanned question paper supplied for this document contains only Part-II. All Part-II questions below are solved in full, exactly as set, with nothing altered in the original wording or options.

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

Manto was a victim of some kind of social ambivalence that converged on self-righteousness, hypocrisy, and mental obtuseness. His detractors branded him as vulgar and obscene and implicated him into a long-drawn legal battle questioning the moral validity of his writings. Without being deterred by their negative tactics, he remained firm in his commitment to exploring the stark realities of life offensive to the conservative taste of some self-styled purists. In the line of Freud, he sought to unravel the mysteries of sex not in an abstract, non-earthly manner but in a palpable, fleshy permutation signifying his deep concern for the socially disabled and depressed classes of society, like petty wage-earners, pimps, and prostitutes.

For Manto, man is neither an angel nor a devil, but a mix of both. His middle and lower middle class characters think, feel and act like human beings. Without feigning virtuosity, he was able to strike a rapport with his readers on some of the most vital socio-moral issues concerning them. As a realist, he was fully conscious of the yawning gap between appearance and reality; in fact, nothing vexed him more than a demonstrable duality in human behaviour at different levels of the social hierarchy. He had an unjaundiced view of man's faults and follies. As a literary artist, he treated vulgarity discreetly — without ever sounding vulgar in the process. Like Joyce, Lawrence, and Caldwell, in Manto's work too, men and women of the age find their own restlessness accurately mirrored. And like them, Manto was also 'raised above his own self by his sombre enthusiasm'.

✓ MODEL TITLE

"Manto: A Realist's Unflinching Portrayal of Human Duality" (Alternatives: "Manto — Misjudged Realist of Society's Underside" / "The Honest Vulgarity of Manto's Art")

✓ MODEL PRÉCIS

Manto fell victim to social hypocrisy and self-righteous censure, being branded vulgar and dragged into prolonged litigation over the morality of his writings. Undeterred, he persisted in exposing life's harsh realities, exploring sexuality not abstractly but concretely, out of genuine concern for society's marginalised — wage-earners, pimps, and prostitutes. He viewed man as neither wholly angelic nor devilish but a blend of both, portraying ordinary characters with authentic human feeling. As a realist acutely aware of the gap between appearance and reality, he was troubled chiefly by human duality across social classes. Treating vulgarity with discretion, he mirrored, like Joyce, Lawrence, and Caldwell, the restlessness of his contemporaries, and was himself elevated above his ordinary self by his earnest, sombre passion for truth.

(Word count: ≈115 words — within the standard one-third length for a passage of this size.)

Q. 3 — Read the passage 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 it as a process by which they are welded into a single world society, to be termed as global society... [Passage as given in the original question paper] ...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.

✓ ANSWERS (4 marks each)

1. Define globalization.

Globalization is the process of cementing economic, cultural, and political bonds among the peoples of different countries, welding them into a single, interconnected world society through the internationalization of production, labour, and the integration of developing and developed economies into one global economy.

2. What is electronic mass communication?

Electronic mass communication refers to computer networking and modern telecommunication technologies (such as the internet, satellite, and digital media) that allow nations and individuals to exchange information instantly across national borders, making the world more closely connected.

3. What does the term "Third World" denote?

"Third World" denotes the developing or less industrially advanced countries of the world — as distinct from the industrialized "First World" and the former communist-bloc "Second World" — which are now undergoing rapid economic restructuring under globalization.

4. What is privatization?

Privatization is the transfer of ownership, management, or control of businesses, industries, or services from the government (public sector) to private individuals or companies, thereby shrinking the public sector's role in the economy.

5. Explain 'liberalism' in the above context.

In this context, liberalism refers to economic liberalization — the relaxation of state control and regulation over trade, industry, and markets — so that free-market forces, private enterprise, and open competition can operate with minimal government interference, in line with global market trends.

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Part-II · Question 4 — Sentence Correction

Q. 4 — Correct only FIVE of the following. (10)

No.	Original	Correction
i ✓	I won him in the race.	I beat him in the race. ("Win" takes a prize/contest as object, not a person; "beat" is used for defeating a person.)
ii	He said that I am playing chess.	He said that he was playing chess. (Reported speech requires the tense and pronoun to shift accordingly.)
iii ✓	Unless you do not try, you will never succeed.	Unless you try , you will never succeed. ("Unless" already means "if not"; adding "do not" creates a double negative.)
iv	He wrote with ink.	He wrote in ink. (One writes "with" a pen but "in" ink.)
v ✓	What country he belongs to?	What country does he belong to? (Question word order requires the auxiliary "does" before the subject.)
vi ✓	When he reaches to manhood, he will visit to England.	When he reaches manhood, he will visit England. ("Reach" and "visit" are transitive verbs here and take no preposition.)
vii	The new session commences from February 1st, 2020.	The new session commences on February 1st, 2020. ("Commence on" a date, not "from".)
viii ✓	Please send this letter on my address.	Please send this letter to my address. ("Send to" an address, not "on".)

Five attempted (as required): items **i, iii, v, vi, viii** are marked ✓ above. Corrections for items **ii, iv** and **vii** are also provided for completeness/practice, but only five need be submitted in the answer book.

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Part-II · Question 5 — Punctuation & Prepositions

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 received your letter or I have often thought of writing to you use a vigorous clear chatty style

✓ PUNCTUATED VERSION

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," "received your letter," or "I have often thought of writing to you." Use a vigorous, clear, chatty style.

Q. 5 (b) — Fill in the blanks with appropriate prepositions (ONLY FIVE). (5)

No.	Completed Sentence
i ✓	I was annoyed with him.
ii ✓	This train is bound for Gujrat.
iii ✓	The pistol went off by accident.
iv ✓	He kept on asking silly questions.
v ✓	He was knocked down by the bus.
vi	Do not meddle with my affairs.
vii	The meeting was put off by the Chairman.
viii	He rounded off his speech with a quote from Ghalib.

Five attempted (as required): items i–v are marked ✓ above. Answers for vi–viii are also given for practice.

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

1. i) To break the ice ✓

At the start of the seminar, the host cracked a light joke to break the ice among the strangers in the room.

2. ii) Nip in the bud ✓

The manager decided to nip the office rumour in the bud before it could spread and cause unnecessary panic.

3. iii) See eye to eye with ✓

The two business partners rarely see eye to eye with each other on matters of company strategy.

4. iv) For good

After decades of bitter feuding, the two families finally reconciled for good.

5. v) Tamper with ✓

It is a serious criminal offence to tamper with official government documents.

6. vi) The small hours

She stayed up working on her research paper until the small hours of the morning.

7. vii) Keep up appearances

Despite their mounting financial troubles, the couple tried hard to keep up appearances in front of relatives.

8. viii) Prima facie ✓

The evidence presented to the committee was, prima facie, sufficient to justify launching a full inquiry.

Five attempted (as required): items marked ✓ — i, ii, iii, v, viii. Sentences for iv, vi and vii are also supplied for extra practice.

Q. 7 — Translate the following into English, keeping figurative/idiomatic expressions in view. (10)

دنیا کی ہر قوم کا نظام تعلیم اس قوم کے مزاج سے ہم آہنگ ہو جائے تو ہی اجتماعی مقاصد کی تشکیل و تکمیل ممکن ہوتی ہے۔ اور قوم مطلوبہ مقاصد کے لیے سرگرم عمل رہتی ہے۔ چنانچہ کسی قوم کا نظام تعلیم وہ ہمہ گیر نظام تربیت ہے جس کے تحت قوم کے افراد کی ذہنی صلاحیتوں کو پروان چڑھانے اور ان کی سیرت و کردار کی تعمیر میں مدد ملتی ہے۔ نظام تعلیم افراد کی تربیت اس انداز سے کرتا ہے کہ افراد قوم کی تقدیر بدل دیتے ہیں۔

✓ MODEL ENGLISH TRANSLATION

A nation's system of education can achieve and fulfil its collective goals only when it is in harmony with that nation's own temperament; only then does the nation remain actively engaged in pursuit of its desired objectives. Thus, a nation's educational system is that all-encompassing system of training through which the mental faculties of its people are nurtured and their character is built. Education shapes individuals in such a way that they, in turn, go on to change the destiny of the nation.