



KHYBER PAKHTUNKHWA PUBLIC SERVICE COMMISSION

Provincial Management Services Officers (PMS) In-Service Quota 2018

43

PAPER: ENGLISH GRAMMAR & COMPOSITION

TOTAL MARKS : 100

TIME DURATION: 03 HOURS

SECTION (A) ENGLISH ESSAY (30 MARKS)

Write a comprehensive essay on any one of the given topics. Your essay must build persuasive argument validating your perspective.

- 1 When life gives you lemons, make a lemonade.
- 2 The Concept of Economic Sanctions: A New Form of Colonization
- 3 Kashmir Dispute and its Impact on the Region
- 4 Gender Equality: An Illusion
- 5 The Effect of Internet on Human Relations ✓
- 6 CPEC: The Prospects and Doubts
- 7 Pros and Cons of the Power of Media in Politics.
- 8 Tax Evasion and Responsibility of the Civil Society
- 9 The Effect of Rising Popularity of Fast Food
- 10 "To live is the rarest thing in the world. Most people exist, that is all"

SECTION (B) ENGLISH PRECISE & COMPOSITION (MARKS 70)

Note: Attempt all questions:

Q. 1: Read the following text and answer the question given at the end. The answers must be in your own words: (20 Marks)

Among the natural resources that can be called upon in national plans for development, possibly the most important is human labour. Since English language suffers from a certain weakness in its ability to describe groups composed of both male and female members, this is usually described as manpower.

Without a productive labour force, including effective leadership and intelligent middle management, no amount of foreign assistance or of natural wealth can ensure successful development and modernization.

The manpower for development for the next quarter century will come from the world's present population of infants, children and adolescents. But we are not sure they will be equal to the task. Will they have the health, the education, the skills, the socio-cultural attitudes essential for the responsibilities of development?

For far too many of them the answer is no. The reason is basic. A child's most critical years, with regard to physical, intellectual social and emotional development, are those before he reaches five years of age. During those critical formative years, he is cared for almost exclusively by his mother, and in many parts of the world the mother may not have the capacity to raise a superior child. She is incapable of doing so because of her own poor health, her ignorance and her lack of status and recognition of social and legal rights, of economic parity and of independence.

One essential factor has been overlooked, in fact completely ignored in perceptions on development. This forgotten factor is the role of woman. Development will be handicapped as long as women remain second class citizens, uneducated, without any voice in family or community children, and thereafter producing one baby after another, often only to see half of them die before they reach school age.

We can enhance development by improving women power, by giving women the opportunity to develop themselves. Statistics show that the average family size increase is in inverse ratio to the mother's years of education. It is lowest among college graduates, highest among those

P.T.O

with only primary school training or no education. Malnutrition is most frequent in large families, and increase in frequency with each additional sibling.

The education level of women is significant also because it has direct influence upon their chances of employment, and the number of employed women in a country's total labour force has a direct bearing on the Gross National Product and the disposable income of the individual family. Disposable income, especially in the hands of women, influences food purchasing and therefore the nutritional status of the family. The fact that this additional income derives from the paid employment of women provides a logical incentive to restrict the size of the family.

Questions:

- I. According to this passage which factors together constitute a productive labour?
- II. In what ways does lack of education affect the family?
- III. How have women been marginalized?
- IV. What different means have been suggested to empower women?
- V. What is disposable income? How does a woman's disposable income contribute towards the economic strength of the country?

Q. 2: Write a precise of 100 words of the following passage. Suggest a suitable title. (20 Marks)

Nothing sharpens a people's wits like poverty. Hence many of the greatest people have originally been poor. Poverty often purifies and braces a people's morals. To spirited people, difficult tasks are usually the most delightful ones. If we may rely upon the testimony of history, people are brave, truthful, and magnanimous not in proportion to their wealth, but to their smallness of means. And the best are often the poorest – always supposing that they have sufficient to meet their temporal wants. As is said, "God has created poverty but He has not created misery". And there is certainly a great difference between the two. While honest poverty is honourable, misery is humiliating, in as much as the latter is for the most part the result of misconduct and often of idleness. Poverty is no disgrace to him who can put up with it, but he who finds the beggar's staff get warm in his hand, never does any good, rather a great amount of harm. The poor are often the happiest of people – far more so than the rich, but though they may be envied, no one will be found willing to take their place.

Q. 3: Use any five words from the list below in your sentences clearly bringing out their meanings. (10 Marks)

- | | | |
|-----------|-------------|--------------|
| I. Banal | IV. Tint | VII. Amalgam |
| II. Eerie | V. Chasm | VIII. Zenith |
| III. Gab | VI. Bizarre | |

Q. 4: Rewrite the given sentences by incorporating the instructions given in parenthesis. (10 Marks)

- I. But for the Ministerial intervention, he would have spent the night in jail. (Rewrite the sentence beginning with "IF")
- II. I looked back at the shore. It seemed a long way _____. (Fill in the blank with an appropriate preposition).
- III. The telephone _____ several times before I answered it. (Fill in the blank with a correct verbal phrase).
- IV. The controller of examinations has announced the results. (Change into passive voice).
- V. I was not led to the university by conventional middle class ambitions my grip on middle class was more tenuous than that on the school system. (Punctuate the sentence)

Q. 5: Use any five of the following idioms and phrases in your sentences clearly bringing out their meanings: (10 Marks)

- | | |
|--------------------------|-----------------------------------|
| I. Achilles' heel | V. Nip in the bud |
| II. Keep fingers crossed | VI. To pay through the nose |
| III. Win laurels | VII. A Parthian Shaft |
| IV. Man of straw | VIII. Rome was not built in a day |