

STUDENT LEARNING OUTCOMES For Grades X

Competency 1: Reading and Thinking Skills

Standard 1: All students will search for, discover and understand a variety of text types through tasks which require multiple reading and thinking strategies for comprehension, fluency and enjoyment.

Benchmark I: Analyze patterns of text organization, and function of various devices used within and beyond a paragraph in a text.

Student Learning Outcomes
Grade X
<ul style="list-style-type: none"> ➤ Analyze passages in the text to identify the theme/ general subject, key idea/ central thought (a statement about the general subject), and supporting details.
<ul style="list-style-type: none"> ➤ Analyze paragraphs to identify words, phrases or sentences that support the main idea through <ul style="list-style-type: none"> • definition • example/ illustration • cause and effect • comparison and contrast • facts, analogies, anecdotes and quotations.
<ul style="list-style-type: none"> ➤ Identify and recognize the functions of <ul style="list-style-type: none"> • pronoun – antecedent relationships. • anaphoric and cataphoric references. • transitional devices used for coherence and cohesion at discourse level.
<ul style="list-style-type: none"> ➤ Analyze the order of arranging paragraphs: <ul style="list-style-type: none"> • Chronological or spatial. • General to specific, specific to general. • Most important to least important and vice versa.

Benchmark II: Analyze complex processes, procedures, events, issues, and various viewpoints, applying reading comprehension and thinking strategies

Student Learning Outcomes Grade
Grade X
<ul style="list-style-type: none"> ➤ Use pre-reading strategies to <ul style="list-style-type: none"> • predict the content of a text from topic / picture, title / headings, key words and visuals etc. by using prior knowledge, asking questions and contextual clues. ➤ Skim text to <ul style="list-style-type: none"> • have general idea of the text. • infer theme/ main idea. ➤ Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to <ul style="list-style-type: none"> • scan to answer short questions. • make simple inferences using context of the text and prior knowledge. • distinguish between what is clearly stated and what is implied. • deduce meaning of difficult words from context. • use context to infer missing words. • read silently with comprehension and extract main idea and supporting detail. • scan to locate an opinion. • distinguish fact from opinion in letters to editors, texts supporting an opinion, etc. • locate examples to support an opinion e.g. a personal anecdote, quotations, examples and analogy, etc.

<ul style="list-style-type: none"> • recognize arguments and counter arguments. • explore viewpoints/ ideas and issues. • follow instructions in maps or user instruction manuals and forms related to extended social and academic environment. • comprehend/interpret text by applying critical thinking. • generate questions to understand text.
<ul style="list-style-type: none"> ➤ Use summary skills to <ul style="list-style-type: none"> • extract salient points and develop a mind map to summarize a text. • follow a process or procedure to summarize the information to transfer the written text to a diagram flow chart or cloze paragraph. ➤ Use critical thinking to respond orally and in writing to the text (post-reading) to <ul style="list-style-type: none"> • give a personal opinion and justify stance related to viewpoints/ ideas and issues in the text read. • relate what is read to his or her own feelings and experiences. • explore causes and consequences of a problem or an issue and propose various solutions. • evaluate material read.
<ul style="list-style-type: none"> ➤ Apply strategies to comprehend questions by marking key words, verbs and tenses in a variety of question types: <ul style="list-style-type: none"> • Literal/ textual/ factual • Interpretive • Inferential • Evaluative • Personal response • Open ended ➤ Respond orally and in writing.

Benchmark III: Analyze information from a visual cue or a graphic organizer to show complex processes, procedures, comparisons, contrasts, and cause and effect relationships

Student Learning Outcomes Grade
Grade X
<ul style="list-style-type: none"> ➤ Interpret the situation in a visual cue and with the help of mind map giving vocabulary, structure and sensory details to write a short description. ➤ Analyze information in bar graphs, line graphs, and diagrams describing complex processes and procedures, comparisons and contrast to write a short written report. ➤ Organize information using various organizational patterns: sequence, comparison, contrast, classification, cause and effect. ➤ Recognize and use appropriate transitional words within and beyond paragraphs for better coherence and cohesion. ➤ Recognize and use appropriate conventions (format, style, expression)

Benchmark IV: Gather, analyze, evaluate and synthesize information to use for a variety of purposes including a research project using various aids and study skills

Student Learning Outcomes Grade
Grade X
<ul style="list-style-type: none"> ➤ Use dictionaries to <ul style="list-style-type: none"> • locate guide words. • locate entry word. • choose appropriate word definition. • identify pronunciation through pronunciation key. • identify syllable division, and stress pattern.

<ul style="list-style-type: none"> • identify parts of speech. • identify correct spellings. • identify phrases through key words. • recognize abbreviations used in a dictionary. • locate phrases and idioms. • comprehend notes on usage.
<ul style="list-style-type: none"> ➤ Locate appropriate synonyms and antonyms in a thesaurus.
<ul style="list-style-type: none"> ➤ Use library skills to <ul style="list-style-type: none"> • alphabetize book titles, words and names. • locate fiction and non fiction books / books by subject. • understand card catalogue. • locate and use card catalogue. • identify three kinds of catalogue cards i.e. author card, title card, subject card. • use case and shelf labels in the library. • use the reference section in the library. • use computer catalogue
<ul style="list-style-type: none"> ➤ Utilize effective study strategies e.g. note-taking / note-making, writing a summary and creating a mind map to organize idea
<ul style="list-style-type: none"> ➤ Use textual aids such as table of contents, footnote, glossary, preface, sub headings etc. to <ul style="list-style-type: none"> • comprehend texts. • identify and select relevant information in a book.
<ul style="list-style-type: none"> ➤ Utilize appropriate informational sources including encyclopedias and internet sources.

Competency 1: Reading and Thinking Skills

Standard 2: All students will read and analyze literary text to seek information, ideas, enjoyment, and to relate their own experiences to those of common humanity as depicted in literature.

Benchmark I: Analyze short stories, poems, and essays; make connections between literary texts and their own lives

Student Learning Outcomes Grade
Grade X
<ul style="list-style-type: none"> ➤ Read text to make predictions about story line / content, characters, using contextual clues and prior knowledge. ➤ Analyze story elements: characters, events, setting, plot, theme, tone, point of view. ➤ Identify the speaker or narrator in a selection. ➤ Recognize the author’s purpose and point of view.
<ul style="list-style-type: none"> ➤ Read a text to <ul style="list-style-type: none"> • make connections between their own lives and the characters, events, motives, and causes of conflict in texts. • make inferences and draw conclusion about character using supportive evidence from the text. • compare characters in a literary selection to near similar one’s in real life.
<ul style="list-style-type: none"> ➤ Recognize genres of literature, fiction, nonfiction, poetry, legend, myth.
<ul style="list-style-type: none"> ➤ Read a poem and give orally and in writing <ul style="list-style-type: none"> • Theme and its development. • Personal response with justification. • Paraphrase/ summary
<ul style="list-style-type: none"> ➤ Read and analyze how a writer/ poet uses language to <ul style="list-style-type: none"> • appeal to the senses through use of figurative language including similes and metaphors. • affect meaning through use of synonyms with different connotations and denotations. • create imagery. ➤ Read and recognize literary techniques such as repetition, personification and alliteration.

Competency 2: Writing Skills

Standard 1: All students will produce with developing fluency and accuracy, academic, transactional and creative writing, which is focused, purposeful and shows an insight into the writing process.

Benchmark I: Analyze a variety of written discourse to use in their own compositions, techniques for effective text organization, development, and author's techniques that influence reader.

Student Learning Outcomes Grade	
Grade X	
➤	Develop focus for own writing by identifying audience and purpose.
➤	Select and use a variety of pre-writing strategies such as brainstorming, mind mapping, outlining etc.
➤	Analyze an essay to identify the general subject, main idea (a statement about the general subject), key ideas , supporting details and transitional devices .
➤	Write an essay on a general subject: <ul style="list-style-type: none">• Write an introductory paragraph with a clear central thought.• Provide key ideas which prove, explain or support the central thought.• Use a separate paragraph for each key idea.• Incorporate evidence (facts, quotations, etc), examples (analogies, anecdotes, etc.), or different points of view (elaborating an idea/opinion) to support each key idea.• Use appropriate transitional devices to connect ideas within and between paragraphs.• Add a closing or summary paragraph with a synthesis of central idea, syntheses of each supporting idea, a general concluding statement.• Use correct conventions of grammar and punctuation.
➤	• Use appropriate vocabulary.

Benchmark II: Write a variety of expository, persuasive, analytical essays, and personal narratives for different purposes and audiences.

Student Learning Outcomes Grade	
Grade X	
➤	Analyze to use in their own writing, features of an expository composition showing comparison and contrast between things, events, situations, places, action, idea or a problem: <ul style="list-style-type: none">• Methods for organizing comparison and contrast.• Connectives of comparison and contrast.• Similes and metaphors for comparison and contrast.
➤	Write a personal narrative (autobiographical): <ul style="list-style-type: none">• Include choice of time period in one's life.• Include clear statement of personality traits at that time.• Include significant details and an incident used to portray personality.
➤	Write a persuasive /argumentative essay on a given topic: <ul style="list-style-type: none">• Distinguish fact from opinion.• State an opinion on the topic.• List ideas and arguments that support opinion.• Organize ideas and supporting arguments in a clear, structured and logical manner.• Distinguish between language used for persuasion and propaganda.• Use persuasive language to enhance ideas.• Use special devices to support arguments (e.g. Appeal to logic through reasoning, appeal to emotion or ethical belief, relating a personal anecdote or analogy).

➤ Anticipate and respond to opposing arguments by defending point of view with factual evidence, quotations, expert opinion, logical reasoning, and commonly held beliefs.
<ul style="list-style-type: none"> ➤ Analyze a simple sample book review of a story book to write one. ➤ Write a book review of a simple story book: <ul style="list-style-type: none"> • Write a summary of the book. • Gather information about the author. • Evaluate the plot, character and setting. • Prepare an outline for the book review. • Write, revise, and proof read the review
<ul style="list-style-type: none"> ➤ Analyze questions to write effective and focused answers of required length: <ul style="list-style-type: none"> • Mark key words. • Identify verbs and tenses. • Recognize question types such as <ol style="list-style-type: none"> i. Literal/ textual/ factual ii. Interpretive iii. Inferential iv. Evaluative v. Personal response vi. Open ended
<ul style="list-style-type: none"> ➤ Use summary skills to write summary/ précis of simple passages / poems. ➤ Use paraphrasing skills to paraphrase stanzas: <ul style="list-style-type: none"> • Mark thought groups in the stanza. • Restate the message in simple prose. • Replace poetic words with simple ones.

Benchmark III: Write expository, persuasive, analytical essays, and personal narratives to produce a variety of academic and creative texts for various audiences

Student Learning Outcomes Grade
Grade X
<ul style="list-style-type: none"> ➤ Write and revise formal letters to people in extended social and academic environment for various purposes. Write the address on the envelope clearly and in proper format. ➤ Analyze letters to editor to recognize effective ways of explaining and presenting an idea, a point, or an opinion. ➤ Write and revise letters to editor expressing ideas, points, or opinions by supporting it with anecdotes, quotations, examples, analogies, etc. ➤ Write and revise letters to editor expressing ideas, points, or opinions by supporting it with anecdotes, quotations, examples, analogies, etc. ➤ Analyze and compare various formal emails to note differences of conventions, vocabulary, style and tone. ➤ Write formal e mails in extended social and academic environment.
<ul style="list-style-type: none"> ➤ Analyze various forms currently required in extended social and academic environment. ➤ Fill in forms legibly, following instructions and supplying correct information.

Benchmark IV: Plan and draft their writing; revise and edit for various organization patterns of sequence, comparison, contrast, classification, cause and effect, logical flow of ideas through flexible and clear signal and reference words, point of view, supporting evidence, overall effect, appropriate punctuation and vocabulary.

Student Learning Outcomes Grade
Grade X
<ul style="list-style-type: none"> ➤ Develop focus for own writing by identifying audience and purpose.
<ul style="list-style-type: none"> ➤ Select and use a variety of pre-writing strategies such as brainstorming, mind mapping, outlining etc

<ul style="list-style-type: none"> ➤ Plan, draft and revise writing to ensure that it <ul style="list-style-type: none"> • is focused, purposeful and reflects insight into the writing situation. • has an organizational pattern that reflects a clear overall progression of ideas through proper use of signal and reference words. • uses writing strategies as are appropriate to the purpose of writing. • has varied sentence structure and length. • has a good command of language with precision of expression.
<ul style="list-style-type: none"> ➤ Proof read and edit their own, peers' and given texts for <ul style="list-style-type: none"> • faulty sentence structure. • errors of subject / verb agreement. • unclear pronoun reference. • errors of correct word form. • errors of punctuation and spelling.

Competency 3: Oral Communication Skills

Standard 1: All students will use appropriate social and academic conventions of spoken discourse for effective oral communication with individuals and in groups, in both informal and formal settings.

Benchmark I: Use extended linguistic exponents to communicate appropriately for various functions and co-functions of advice, hopes, fears, queries, in extended social environment.

Student Learning Outcomes Grade
Grade X
<ul style="list-style-type: none"> ➤ Select and use appropriate expression for various functions: <ul style="list-style-type: none"> • Ask and respond to questions of academic and social nature. • Ask and express preferences, emotions, wishes needs and requirements by giving reasons. • Express satisfaction/ dissatisfaction, approval/ disapproval, and agreement/ disagreement (fully and partially) politely. • Express hopes and fears. • Express refusal politely. • Seek and offer advice. • Express personal needs, feelings, emotions and ideas.

Benchmark II: Demonstrate through formal talks, group oral presentations, informal interviews, the social and academic conventions and dynamics to communicate information/ ideas

Student Learning Outcomes Grade
Grade X
<ul style="list-style-type: none"> ➤ Demonstrate heightened awareness of conventions and dynamics of group discussion and interaction: <ul style="list-style-type: none"> • Offer and respond to greetings, compliments, invitations, introductions and farewells. • Demonstrate an understanding of ways to show gratitude, apology, anger and impatience. • Ask, restate and simplify directions and instructions. • Present and explain one's point of view clearly. • Support or modify one's opinions with reasons. • Acknowledge others' contributions. • Agree and disagree politely at appropriate times. • Share information and ideas. • Clarify and restate information and ideas. • Modify a statement made by a peer. • Exhibit appropriate conventions of interruptions. • Negotiate solutions to problems, interpersonal misunderstandings, and disputes.

<ul style="list-style-type: none"> • Express humour through verbal and non verbal means. • Summarize the main points of discussion for the benefit of the whole group. • Join in a group response at the appropriate time. • Use polite forms to negotiate and reach consensus.
<ul style="list-style-type: none"> ➤ Identify and analyze appropriate expressions and interviewing techniques to conduct and give short interviews of a friend or relative on specific topics: <ul style="list-style-type: none"> • Introduce self and others. • Prepare and ask relevant questions for an interview. • Give appropriate responses using reciprocal ability. • Make notes of the responses in an interview. • Respond appropriately and effectively to questions. • Use language that is appropriate. • Demonstrate sensitivity and respect to others. • Compile the oral responses of the interview in written form.
<ul style="list-style-type: none"> ➤ Create and deliver simple group/ class presentations on various themes, problems and issues: <ul style="list-style-type: none"> • Negotiate verbally to identify roles in preparations for presentations. • Present and explain one's point of view clearly. • Support or modify one's opinions with reasons. • Acknowledge others' contributions. • Present with clarity, the main point or subject of the presentation. • Support the topic or subject with effective factual information. • Structure ideas and arguments in a coherent logical fashion. • Exhibit appropriate etiquettes of interacting with audience. • Demonstrate appropriate conventions for use of various audio-visual aids. ➤ Evaluate to comment orally on the presentation of peers against a pre-developed student/ teacher criteria: <ul style="list-style-type: none"> • Clear and cohesive main idea. • Consistent organization of ideas. • Sufficient supporting detail. • Effective speaking style. • Appropriate body language, dress and posture. • Suitable tone. • Appropriate interaction with audience. • Appropriate selection and use of audio-visual aids.

Competency 4: Formal and Lexical Aspects of Language.

Standard 1, Pronunciation: All students will understand and articulate widely acceptable pronunciation, stress and intonation patterns of the English language for improved communication.

Benchmark I: Pronounce (acceptably) new words, and use appropriate stress and intonation pattern in sustained speech to communicate effectively.

Student Learning Outcomes Grade	
Grade X	
<ul style="list-style-type: none"> ➤ Use the pronunciation key (in a dictionary) to pronounce words with developing accuracy. ➤ Recognize silent letters in words and pronounce them with developing accuracy. ➤ Recognize, pronounce and represent primary and secondary stress in words. Refer to a dictionary, if required 	
<ul style="list-style-type: none"> ➤ Recognize and use varying intonation patterns as aids in spoken and written discourse to <ul style="list-style-type: none"> • show attitude. • highlight focus in meaning. • divide speech into thought groups. 	

Competency 4: Formal and Lexical Aspects of Language

Standard 2, Vocabulary: All students will enhance vocabulary for effective communication.

Benchmark I: Analyze different kind of texts to identify how lexical items are used to convey different meanings; use lexical items in context and with correct spellings; use lexical items to show different meanings in their own speech and writing.

Student Learning Outcomes Grade
Grade X
<ul style="list-style-type: none">• Enhance and use appropriate vocabulary and correct spelling in speech and writing:<ul style="list-style-type: none">• Illustrate the use of dictionary for finding appropriate meaning and correct spellings.• Use a thesaurus to locate the synonyms closest to the meaning of the given word in the context.• Examine and interpret transitional devices that show comparison, contrast, reason, concession, condition, emphasis.• Deduce the meaning of unfamiliar words from the context using contextual clues.• Analyze and understand common roots and use that knowledge to recognize the meaning of new words.• Analyze and understand common prefixes and suffixes; use that knowledge to determine the meaning of unfamiliar words.• Understand connotations and denotations; explore the use of synonyms with varying shades of meaning used for various purposes e.g. propaganda, irony, parody and satire.• Examine and focus the vocabulary that indicates the writer's attitude.• Recognize words that vary in meaning according to their connotations.• Use appropriate connotation in their own writing.• Identify and avoid verbosity; use one word substitution, eliminate redundancy.• Show cultural and gender sensitivity by making appropriate adjustments in language for social, academic and daily life situations.

Competency 4: Formal and Lexical Aspects of Language

Standard 3, Grammar and Structure: All students will understand grammatical functions and use the principles of grammar, punctuation, and syntax for developing accuracy in their spoken and written communication.

Benchmark I: Recognize grammatical functions and concepts of tense and aspect, selected transitional devices and modal verbs, and use them in their speech and writing.

Student Learning Outcomes Grade
Grade X
NOUNS, NOUN PHRASES AND CLAUSES <ul style="list-style-type: none">➤ Demonstrate use of more collective, countable and uncountable, material and abstract nouns.➤ Apply rules of change of number of nouns learnt earlier.➤ Recognize and demonstrate use of some nouns that change meaning in the plural form e.g. arm-arms (a part of body), arms (weapons).
PRONOUNS <ul style="list-style-type: none">➤ Illustrate use of pronouns learnt earlier.➤ Identify, and demonstrate use of relative pronouns.➤ Recognize the rules for using indefinite pronouns.➤ Illustrate use of pronoun-antecedent agreement.➤ Illustrate use of anaphoric and cataphoric references.
ARTICLES <ul style="list-style-type: none">➤ Apply rules for use of a, an and the, wherever applicable in speech and writing.
TENSES <ul style="list-style-type: none">➤ Illustrate use of tenses learnt earlier.➤ Identify, change the form of, and use Present and Past Perfect Continuous tenses

ADJECTIVES AND ADJECTIVE PHRASES AND CLAUSES <ul style="list-style-type: none"> ➤ Classify adjectives into different types. Change and use degrees of adjectives. ➤ Follow order of adjectives in sentences. ➤ Form adjectives from nouns and verbs. ➤ Use adjective phrases and clauses.
ADVERBS AND ADVERBIALS <ul style="list-style-type: none"> ➤ Illustrate use of adverbs learnt earlier. ➤ Recognize varying positions of adverbs in sentences according to their kinds and importance. ➤ Identify and use degrees of comparison of adverbs. ➤ Use adverbial phrases and clauses
PREPOSITIONS AND PREPOSITIONAL PHRASES <ul style="list-style-type: none"> ➤ Use prepositional phrases and clauses.
TRANSITIONAL DEVICES <ul style="list-style-type: none"> ➤ Use transitional devices learnt earlier

Benchmark II: Recognize and use punctuation including use of commas in phrases, complex clauses and sentences

Student Learning Outcomes Grade
Grade X
<ul style="list-style-type: none"> ➤ Recognize and use comma to separate <ul style="list-style-type: none"> • a subordinate clause which precedes a main clause. • a non-defining relative clause. • coordinate clauses joined by one of the pure conjunctions. ➤ Recognize and use colon to separate independent clauses when there is a sharp antithesis. ➤ Recognize and use semicolon between <ul style="list-style-type: none"> • parts of a compound sentence when no conjunction is used. • the clauses of a compound sentence before conjunctive adverbs. ➤ Recognize and use quotation marks to enclose <ul style="list-style-type: none"> • both parts of an interrupted quotation. • unusual or peculiar terms to which attention is directed to make the meaning clearer. ➤ Recognize and use hyphen to indicate the division of a word at the end of a line. ➤ Recognize and use dash as a separator to indicate that a sentence has been broken off, or to indicate a new direction of thought. ➤ Recognize and use parenthesis (Round Brackets) to <ul style="list-style-type: none"> • enclose numbers or letters in enumerations in the text. • express an amount in numbers previously expressed in words. • mark off explanatory or supplementary material. ➤ Recognize and use omission marks or ellipses to signify the omission or deletion of letters or words in sentences.

Benchmark III: Analyze sentence types and structure, recognize and apply the concept and function of coordination and subordination in extended writing tasks

Student Learning Outcomes Grade
Grade X
SENTENCE STRUCTURE <ul style="list-style-type: none"> ➤ Analyze sentences for clauses and phrases. Identify and differentiate between main, subordinate and relative clause
TYPES OF SENTENCES <ul style="list-style-type: none"> ➤ Classify, use, convert and make declarative (affirmative and negative), interrogative, exclamatory, and imperative sentences. ➤ Identify and differentiate between simple, compound and complex sentences. ➤ Use conditional sentences.

➤ Recognize the rules of and change the narration of statements, requests/ orders and questions.

Competency 5: Appropriate Ethical and Social Development

Standard 1: All students will develop ethical and social attributes and values relevant in a multicultural, civilized society

Please note: This competency will be developed and incorporated across the other four competencies; hence, the teaching and learning of the appropriate values and attributes is to be embedded in the chosen themes and topics of the reading texts, and through writing and speaking activities performed in the learning environment of the class.

Benchmark I: Recognize and practice values and attributes such as tolerance, humanism, patience, equity, justice, honesty, empathy, etc., relevant for peaceful coexistence between individuals, groups and nations.

Benchmark II: Develop and portray through actions, a sense of importance of individual worth; simultaneously valuing diversity and equality among people.

Benchmark III: Understand and evaluate contemporary social, economic and scientific developments/ issues so as to participate in the global society as aware and thinking individuals.

POLICY GUIDELINES

Paper Pattern and Distribution of Marks English SSC-II

The question paper is organized into three sections, namely: "Section A, B & C". Questions posed may be of the IQ level of SSC-II students with regard to content and difficulty level. Distribution of the questions with respect to cognitive domain shall approximately be 30 % Knowledge (K), 50 % Understanding (U) and 20 % Application (A).

SECTION – A(Marks 15)

While writing MCQs, sufficient representation may be given to the various assessable areas of competencies and their SLOs.

SECTION – B(Marks 36)

Q.2	This part of the question paper will consist of a comprehension passage of 250 to 350 words having equal level of difficulty as taught in classroom appending seven questions of varying SLOs and Cognitive Domains of learning. The students are required to answer five parts including compulsory Question (i) about summary/precis writing bearing six marks. The other parts will be of three marks each. The passage of SSC-II level will be aligned with themes and subthemes mentioned in the curriculum. The religious, ethnic and gender biases will be taken into consideration while selecting the passage.	6+4x3=18 Marks
Q.3	a. Candidates are required to paraphrase a given stanza of difficulty level of SSC-II. b. Candidates are required to answer variety of questions based on the given Stanza aligned with the SLOs. Questions related to the theme, values, central ideas, figures of speech, vocabulary, subject matter and any other identical SLOs based area of given stanza/stanzas will be included.	2 Marks 4 Marks
Q.4	This question shall consist of three parts i.e. a, b and c. Candidates are required to: a. Fill in the blanks of a passage to convey meaning, using suitable verbs.(Other identical grammatical items mentioned in bifurcated SLOs for SSC-II may also be asked.) b. Change the narration of a given text/sentences. (Other identical grammatical items mentioned in bifurcated SLOs for SSC-II may also be asked). c. This question is based on conversion of various forms of sentences as per given directions. (Other identical grammatical items mentioned in bifurcated SLOs for SSC-II may also be asked).	4 Marks 4 Marks 4 Marks

SECTION – C(Marks 24)

Q.5	Candidates are required to compose and write formal email/letter/application.	8 marks	
Examination Hall	0.5	City: A.B.C.	0.5
Date	05	Salutation	0.5
Recipient's address (e.g. Editor's address)	01		
Subject	0.5		
Body of the letter	04	Yours	0.5

i. Opening		sincerely/ truly/faithfully	
ii. Objective of letter/application writing			
iii. Conclusion/closing			
X.Y.Z.			
OR			
From:(sender's address)		abc@gmail.com	0.5
To: (recipient's address)		def@gmail.com	0.5
Date		20 th November 2021	0.5
Blank line			
Subject			0.5
(Salutation)		Dear friend/uncle/. . .	0.5
Body of the email	05	Yours sincerely X.Y.Z.	0.5
i. Opening			
ii. Objective email writing			
iii. Conclusion/closing			
Candidates are required to write a formal email/application/letter. Note: Either formal email/application/letter can be given.			
Inside address			1
Subject			0.5
Salutation			0.5
Body of the application			5.0
Yours obediently X.Y.Z.			0.5
	Date		0.5
Note: Marks for the format SHALL ONLY BE AWARDED if the body of the email/letter/application is written relevantly.			
Q. 6	The students are required to develop a passage using the transitional devices of sequence/comparison contrast/cause and effect and other identical test items aligned with the bifurcated SLOs of SSC-II.		6
Q.7	Candidates are required to write an essay on one out of three topics in about 200-250 words.		10 Marks

Version No.			

ROLL NUMBER						



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1	1	1	1	1	1	1	1	1	1	1	1
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3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5
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9	9	9	9	9	9	9	9	9	9	9	9

Answer Sheet No. _____

Sign. of Candidate _____

Sign. of Invigilator _____

ENGLISH COMPULSORY SSC–II

SECTION – A (Marks 15)

Time allowed: 20 Minutes

Section – A is compulsory. All parts of this section are to be answered on this page and handed over to the Centre Superintendent. Deleting/overwriting is not allowed. **Do not use lead pencil.**

Q.1 Fill the relevant bubble for each part. Each part carries one mark.

- (1) Which one of the following sentence possesses the Adverb of place?
- A. I ran upstairs to my room.
- B. Do you usually play football?
- C. The horse galloped wildly.
- D. The girl read the book silently.
- (2) He finished the dish of ice cream very quickly. What is the adjective phrase in this sentence?
- A. he finished B. very quickly
- C. of ice cream D. the dish of ice cream
- (3) The students need to submit an _____ to complete the application for admission. Choose the word with correct spellings to fill in the blank?
- A. affedevit B. afidevit
- C. affidavit D. affidavit
- (4) “**Fake** diamond rings are quite affordable.” Which one of the following contains the best synonym for the underlined word in the sentence?
- A. original B. imitation
- C. loyal D. trustworthy
- (5) At the end of the speech the whole assembly gave the speakers a standing _____. Fill in the blank with suitable word from the following options:
- A. ovation B. jeering
- C. cheering D. support
- (6) If you can _____ the cost of travel, there is of course no substitute for visiting the country itself. Choose the suitable option to fill in the blank.
- A. afford B. spend
- C. expend D. calculate

- (7) Nafeesa is afraid_____ spiders. Choose a suitable option to fill in the blank.
- | | | | | | |
|----|-------|-----------------------|----|----|-----------------------|
| A. | from | <input type="radio"/> | B. | in | <input type="radio"/> |
| C. | about | <input type="radio"/> | D. | of | <input type="radio"/> |
- (8) Identify the simple sentence from the sentences given below:
- | | | |
|----|---|-----------------------|
| A. | Because you scored the highest on the test, you will get a prize from your teacher today. | <input type="radio"/> |
| B. | Those clouds promise rain; we should hurry before we get caught in a flash flood. | <input type="radio"/> |
| C. | The largest mammal is found in the sea. | <input type="radio"/> |
| D. | I was feeling really sick, so I had to go to the doctor. | <input type="radio"/> |
- (9) The teacher set some homework_____ the end of the lesson. Fill in the blank with suitable preposition.
- | | | | | | |
|----|-------|-----------------------|----|----|-----------------------|
| A. | about | <input type="radio"/> | B. | in | <input type="radio"/> |
| C. | of | <input type="radio"/> | D. | at | <input type="radio"/> |
- (10) I played the guitar but my brother played _____ piano.
- | | | | | | |
|----|------|-----------------------|----|-------|-----------------------|
| A. | hers | <input type="radio"/> | B. | her | <input type="radio"/> |
| C. | his | <input type="radio"/> | D. | their | <input type="radio"/> |
- (11) Just before he got there, a tree branch _____ down on the car.
- | | | | | | |
|----|------------|-----------------------|----|----------|-----------------------|
| A. | will crash | <input type="radio"/> | B. | crash | <input type="radio"/> |
| C. | crashed | <input type="radio"/> | D. | crashing | <input type="radio"/> |
- (12) A lie has no legs. Which poetic device is used in the sentence?
- | | | | | | |
|----|-----------------|-----------------------|----|--------------|-----------------------|
| A. | Personification | <input type="radio"/> | B. | Simile | <input type="radio"/> |
| C. | Metaphor | <input type="radio"/> | D. | Alliteration | <input type="radio"/> |
- (13) _____ it was raining, I still walked to school. Choose suitable transitional device from the following:
- | | | | | | |
|----|--------------|-----------------------|----|-------------|-----------------------|
| A. | consequently | <input type="radio"/> | B. | accordingly | <input type="radio"/> |
| C. | as a result | <input type="radio"/> | D. | although | <input type="radio"/> |
- (14) I _____ my mobile phone since 2009. Fill in the blank with correct form of verb.
- | | | | | | |
|----|----------|-----------------------|----|-----------|-----------------------|
| A. | have had | <input type="radio"/> | B. | have | <input type="radio"/> |
| C. | had | <input type="radio"/> | D. | am having | <input type="radio"/> |
- (15) “Life is but a walking shadow” is an example of:
- | | | | | | |
|----|-----------------|-----------------------|----|--------------|-----------------------|
| A. | personification | <input type="radio"/> | B. | simile | <input type="radio"/> |
| C. | metaphor | <input type="radio"/> | D. | alliteration | <input type="radio"/> |



Federal Board SSC-II Examination
English (Compulsory) Model Question Paper
(Curriculum 2006)

Time allowed: 2.40 hours

Total Marks: 60

Note: Answer the questions in sections 'B' and 'C' at the place specified for it therein on the separately provided E-Sheet. Write your answers neatly and legibly.

SECTION – B (Marks 36)

Q.2 Read the following passage carefully and answer all the questions appended to it.

Note: Question No. (i) about summary writing carries 06 marks while rest of the questions carry 03 marks each. **(6 + 4 × 3 = 18)**

I also belonged to the following clubs: Reading Club (two years), second year as Secretary Reading Club, and Computer Club. In the year 2009, I received awards in the following classes: Computer Applications, Geography, and Advanced Algebra/Trigonometry. I also received an award for Most Encouraging Student. I currently belong to the Hiking and Outdoor Club, and Environmental Awareness Club. In addition, this year I participated in a programme called "Read With a Friend." In this programme I, along with a group of students, went to the nearby elementary school to read to a class of students from Kindergarten to Fifth Grade.

In order to gain an understanding of independence and responsibility, I held several summer jobs in the preceding two years. I also worked to help myself financially in a boarding school. My first summer job was at the English Language Center. My second job was at McDonalds, and my past summer job was at D.K. Academy. I am thankful to all these institutions for these job experiences. They have prepared me mentally and financially. This is important in a way that I am now more **mature** and responsible; which helps me not to be worried about the future but to look forward to it.

I am glad that I have got a taste of what the real world has to offer. I have learned many lessons from my Public High School, **boarding** school, and my work experiences. I am now ready to learn many more lessons through my college experience. Although it has been tough, I have succeeded so far. I am prepared to **excel** and make it much further in the years to come with my college education. This developing positive outlook has given me motivation that I need to become successful. I never give up. When I am determined to achieve, "I shoot for the moon and land amongst the stars."

QUESTIONS:

- i. Summarize the given passage. Also suggest a suitable title to it. (5+1=6)
- ii. What are writer's achievements as a student? **OR**
How has the writer got taste of real world?
- iii. What was writer's purpose of doing summer jobs?
- iv. How has the writer spent his summer vacation? **OR**
What has the writer gained from summer job experiences?
- v. Give the **SYNONYMS** of the words that are underlined in the passage. **OR**
Give the antonyms of the words that are underlined in the passage.

- Q.3** a. Paraphrase any **ONE** of the following stanzas: (2)
- Once or twice though you should fail,
Try, try again;
If you would at last prevail,
Try, try again;
If we strive, 'tis no disgrace
Though we do not win the race;
What should you do in the case?
Try, try again.

OR

Continuous as the stars that shine
And twinkle on the Milky Way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

- b. Read the following poem/stanzas carefully and answer the questions appended to it:

The wind is now
a roaring, smashing
monster of destruction,
raking all man's work
from the valleys,
from the vales,
and sends them spinning,
broken flying

QUESTIONS:

- i. Give two examples of visual imagery from the given stanza? (2)
- ii. With what the wind is compared? What does the wind do? (2)

OR

In spite of war, in spite of death,
In spite of all man's sufferings,
Something within me laughs and sings
And I must praise with all my breath.

In spite of war, in spite of hate
Lilacs are blooming at my gate,
Tulips are tripping down the path
In spite of war, in spite of wrath.

QUESTIONS:

- i. What are the things that flourish despite the damages of war? (2)
- ii. Elaborate the implied message of the stanzas. (2)

- Q.4** a. Fill in the blanks with appropriate modal auxiliary verbs as per direction given in the brackets. (Any **Four**) (4)

- i. My grandmother is eighty-five, but she _____ still read and write without glasses. (Ability)
- ii. _____ I come with you? (Permission)
- iii. _____ you help me with the housework, please? (Polite request)
- iv. There was a time when I _____ stay up very late. (Past ability)

- v. You _____ not lose any more weight. You are already slim. (Necessity)
- vi. Our country _____ become a super power by 2025. (Possibility)
- b. Rewrite the sentence with the **Adverb** form of the underlined word.(any **Four**)(4)
- He is **certain** to come.
 - Her dress was **poor**.
 - That he had made a mistake was **evident**.
 - He treated me with **scorn**.
 - His action was **wise**.
- c. Do as directed (any **FOUR**) of the following: (4)
- The coach said to the players, “Bravo! you have played well.”(Change into indirect speech)
 - Every morning he has to go for a walk. (Change into an interrogative sentence)
 - It grows slowly. (Change into a negative sentence)
 - "Please sit down", said the headmaster. (Change into indirect speech)
 - He is never on time. (Change into affirmative sentence)
 - I saw an old beggar. He was sitting under a tree. (Change into a simple sentence)

SECTION – C (Marks 24)

Q.5 Write an application to the Managing Director of a firm for the post of Manager. (8)

OR

Write a letter to the editor of a newspaper about the increasing number of crimes committed by teenagers drawing attention of the concerned authorities to take the remedial measures.

Q.6 Use the appropriate transitional devices from the list below to fill in any **SIX** blanks in the following passage. (6)

In other words	Furthermore	as well as	Same as	Although	but	As a result	yet
----------------	-------------	------------	---------	----------	-----	-------------	-----

Drawing, _____, other skills is all about taking the time to master each step. _____, mastering the art of drawing doesn't happen in a day. _____, it's a skill that takes daily practice _____dedication to improve your craft. _____it is important not to burn yourself out, _____ you need to practice enough. _____ some people make an eager start, _____ not many can show enough patience. _____, they quit without it before mastering it.

Q.7 Write an essay on any **ONE** of the following topics: (200-250 words) (10)

Importance of English

OR

Role of Media

OR

Benefits of Digital Technology

* * * * *

ENGLISH (COMPULSORY) SSC-II
Student Learning Outcomes Alignment Chart
(Curriculum 2006)

S #	Q No.		Competency No.	Standard No.	Bench Mark No.	Student Learning Outcomes	Cognitive Level **	Allocated Marks in Paper
1.	Q-1	(1)	4	3	I	Recognize varying positions of adverbs in sentences according to their kinds and importance	K	1
2.	Q-1	(2)	4	3	I	Use adjective phrases and clause	K	1
3.	Q-1	(3)	4	2	I	Enhance and use appropriate vocabulary and correct spelling in speech and writing	K	1
4.	Q-1	(4)	4	2	I	<ul style="list-style-type: none"> ▶ Enhance and use appropriate vocabulary and correct spelling in speech and writing ▶ Understand connotations and denotations; explore the use of synonyms with varying shades of meaning used for various purposes e.g. propaganda, irony, parody and satire. 	U	1
5.	Q-1	(5)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while reading) to use context infer missing words.	U	1
6.	Q-1	(6)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to use context to infer missing words.	U	1
7.	Q-1	(7)	4	3	1	Illustrate the use of prepositions of position, time and movement and direction	K	1
8.	Q-1	(8)	4	3	III	Identify and differentiate between simple, compound and complex sentences	K	1
9.	Q-1	(9)	4	3	1	Illustrate the use of prepositions of position, time and movement and direction	K	1
10.	Q-1	(10)	4	3	I	Illustrate use of pronouns learnt earlier.	K	1
11.	Q-1	(11)	4	3	I	Illustrate use of tenses learnt earlier.	K	1
12.	Q-1	(12)	1	2	I	Read and analyze how a writer/ poet uses language to appeal to the senses through use of figurative language including similes and metaphors.	U	1
13.	Q-1	(13)	1	1	III	Recognize and use appropriate transitional words within and beyond paragraphs for better coherence and cohesion.	K	1
14.	Q-1	(14)	4	3	I	Illustrate use of tenses learnt earlier.	K	1

15.	Q-1	(15)	1	2	I	Read and analyze how a writer/ poet uses language to appeal to the senses through use of figurative language including similes and metaphors.	U	1
16.	Q-2	(i)	1	1	II	Use summary skills to <i>extract salient points and develop a mind map to summarize a text.</i>	U	6
17.	Q-2	(ii)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to <i>scan to answer short questions.</i>	U	3
18.	Q-2	(iii)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to <i>scan to answer short questions.</i>	K	3
19.	Q-2	(iv)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to <i>scan to answer short questions.</i>	U	3
20.	Q-2	(v)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to <i>deduce meaning of difficult words from context.</i>	U	3
21.	Q-3-(a)-I & II		2	1	II	Use paraphrasing skills to paraphrase stanzas ► Restate the message in simple prose	U	2
22.	Q-3 -(b)-(I &II)-(i)		1	2	I	Read and analyze how a writer/ poet uses language to <i>appeal to the senses through use of figurative language including similes and metaphors.</i> /Read a poem and give orally and in writing <i>Theme and its development, Personal response with justification, summary.</i>	U	2
24.	Q-3-(b) – (I&II)-(ii)		1	2	I	Read a poem and give orally and in writing <i>Theme and its development, Personal response with justification, summary.</i>	U	2
25.	Q-4	(a)	2	1	II	Identify verbs and tenses.	K	4
26.	Q-4	(b)	4	3	I	Illustrate use of adverbs learnt earlier.	K	4
27.	Q-4	(c) (i&iv) (ii, iii&v) (vi)	4	3	III	Recognize the rules of and change the narration of statements, requests/ orders and questions. Classify, use, convert and make declarative (affirmative and negative), interrogative, exclamatory, and imperative sentences. Identify and differentiate between simple, compound and complex sentences	U	4
28.	Q-5		2	1	III	► Write and revise applications to people in extended environment using correct format, layout and tone / Analyze letters to editor to recognize effective ways of explaining and presenting an idea, a point, or an opinion. ► Write formal emails in extended social and academic environment	A	8
29.	Q-6		1	1	III	Organize information using various organizational patterns: sequence, comparison, contrast, classification, cause and effect.	U	6

30.	Q-7	2	1	II	➤ Write a persuasive/argumentative essay on a given topic.	A	10
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** K= Knowledge, U= Understanding & A= Application

ENGLISH COMPULSORY SSC-II

Table of Specifications

Assessment Objectives	Competency-1 Reading and Thinking Skills	Competency-2 Writing Skill	Competency-4 Formal and Lexical Aspects of Language	Marks	Percentage
Knowledge Based	1-13(1),2-iii(3)	4-a(6)	1-1(1), 1-2(1), 1-3(1), 1-7(1), 1-8(1), 1-9(1),1-10(1), 1-11(1), 1-14(1),4-b(5)	24	27.9%
Understanding Based	1-5(1), 1-6(1), 1-12(1), 1-15(1), 2-ii(3), 2-iv(3), 2-v(3), 2-vii(3),3-b-(I&II)-i(2), 3-b-(I&II)-ii(2), 6-(6)	3-a-(I&II)(2)	1-4(1), 4-c(6)	44	51.2%
Application Based		2-i(6), 5-(8),7-(10)		18	20.9%
Total Marks	39	26	21	86	100%

Key:

1-3(1)

Q.No.- Part No. (Allocated marks)

Note: (i) The policy of F.B.I.S.E for knowledge based questions, understanding based questions and application based questions is approximately as follows:

- 30% knowledge based.
- 50% understanding based.
- 20% application based.

(ii) The total marks specified for each unit/content in the table of specification is only related to this model question paper.

(iii) The level of difficulty of the paper is approximately as follows:

- 40% easy
- 40% moderate
- 20% difficult