

Version No.			

ROLL NUMBER						



0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9

Answer Sheet No. _____

Sign. of Candidate _____

Sign. of Invigilator _____

ENGLISH COMPULSORY SSC–I (2nd Set)

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) Love is blind. Choose the figure of speech used in the sentence.
- A. Personification B. Simile
 C. Metaphor D. Alliteration
- (2) _____ it was raining, I still walked to school. Fill in the blank with correct transitional device.
- A. Accordingly B. Although
 C. Furthermore D. Consequently
- (3) The doctor gave me a _____ for some medicine last week. Insert the appropriate word.
- A. note B. recipe
 C. prescription D. receipt
- (4) Which one of the following sentences has the use of **intransitive** verb?
- A. Usman sold his old bike to his friend.
 B. Munawar kicked the football.
 C. The horse galloped wildly.
 D. She left the keys on the table.
- (5) I can't help you with your homework because I am not very good at geometry. _____, I know someone who can. Choose the appropriate word.
- A. however B. in addition
 C. for example D. subsequently
- (6) 'Sonnet' is an example of:
- A. poetry B. drama
 C. fiction D. novel

- (7) How happy is he here! Choose the poetic device used in the line.
- | | | | |
|-------------|-----------------------|--------------------|-----------------------|
| A. simile | <input type="radio"/> | B. alliteration | <input type="radio"/> |
| C. metaphor | <input type="radio"/> | D. personification | <input type="radio"/> |
- (8) I felt an **intolerable** sorrow, realizing that my friend could be so mean. The underlined word has the same meaning as:
- | | | | |
|---------------|-----------------------|--------------|-----------------------|
| A. unwelcome | <input type="radio"/> | B. unnatural | <input type="radio"/> |
| C. unbearable | <input type="radio"/> | D. unwanted | <input type="radio"/> |
- (9) It has been an extremely **brutal** summer with very hot temperatures. What does the word brutal mean?
- | | | | |
|-------------|-----------------------|-----------|-----------------------|
| A. harsh | <input type="radio"/> | B. windy | <input type="radio"/> |
| C. pleasant | <input type="radio"/> | D. gentle | <input type="radio"/> |
- (10) He is interested _____ learning English. Fill in the blank with suitable preposition.
- | | | | |
|-------|-----------------------|--------|-----------------------|
| A. on | <input type="radio"/> | B. in | <input type="radio"/> |
| C. to | <input type="radio"/> | D. for | <input type="radio"/> |
- (11) Select the plural form of the word *Alumnus*.
- | | | | |
|-----------|-----------------------|------------|-----------------------|
| A. alumni | <input type="radio"/> | B. alumnae | <input type="radio"/> |
| B. alumus | <input type="radio"/> | C. alumna | <input type="radio"/> |
- (12) These students are best friends, and they plan to go to college together. Identify the sentence type as:
- | | | | |
|------------|-----------------------|---------------------|-----------------------|
| A. simple | <input type="radio"/> | B. compound | <input type="radio"/> |
| C. complex | <input type="radio"/> | D. compound-complex | <input type="radio"/> |
- (13) My sister is a very kind and generous person. _____, she helps me with my homework and drives me to basketball practice.
- | | | | |
|----------------|-----------------------|-----------------|-----------------------|
| A. Likewise | <input type="radio"/> | B. Additionally | <input type="radio"/> |
| C. As a result | <input type="radio"/> | D. For example | <input type="radio"/> |
- (14) Tania is older _____ Saira, while Resham is _____ oldest. Fill in the blanks with suitable words related to degrees of adjective.
- | | | | |
|--------------|-----------------------|--------------|-----------------------|
| A. than, the | <input type="radio"/> | B. then, the | <input type="radio"/> |
| C. from, the | <input type="radio"/> | D. than, an | <input type="radio"/> |
- (15) Would you mind _____ the gate, please? Fill in the blanks with suitable form of verb.
- | | | | |
|-------------|-----------------------|------------|-----------------------|
| A. closed | <input type="radio"/> | B. close | <input type="radio"/> |
| C. to close | <input type="radio"/> | D. closing | <input type="radio"/> |

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Federal Board SSC-I 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 40)

Q.2 Read the following passage carefully and answer any **FIVE** questions including **Question No.(i)** appended to it.

Note: Question (i) about summary writing is compulsory carrying 06 marks while rest of the questions carry 03 marks each. **(6 + 4 x 3 = 18)**

Drug addiction is a common problem all over the world today. There are many forms of drug addiction but the most dangerous of all is the absolute dependence on it. Long term use of drugs causes permanent mental and physical sickness. Some kinds of drugs that cause disturbance of mind and body are heroin, marijuana, tobacco, valium, cocaine and alcohol.

Drug addiction is caused by the environmental factors. A few important environmental factors that may cause drug addiction are bad peer influence and troubled domestic background. When young people remain in bad company and do experiments in the name of adventure, they may fall prey to addiction. The people who are dissatisfied and discontented with their lives may also resort to drug addiction in order to seek and escape from responsibilities of life.

The most important measure to be taken in this regard is the rehabilitation and recovery of a drug addict. In many countries, including Pakistan, addicts, their families and friends consider it a taboo to share their problem with others. They feel embarrassed to talk about it for fear of being declared an outcast. This not only makes the cure difficult but in most of the cases the addicts die due to lack of timely treatment and counselling.

Rehabilitation centers are the best places for the recovery process of the addicts. Complete medical support and guidance is provided to these people in these centers. Drug abusers, therefore, must be taken to proper and certified rehabilitation centers where proper treatment and cure is available for them. However, this requires rapid identification of the problem of drug addiction and full cooperation of the victims with the team of these centers.

QUESTIONS:

- i. Write down the summary of the passage. Also suggest a suitable title. (5+1=6)
- ii. Explain in your own words the difference between addiction and dependence.
- iii. How does a person get addicted?
- iv. How does the drug addiction affect a community?
- v. What are some effective treatments for drug addicts?
- vi. Evaluate writer's stance that addicts their families and friends, consider it a taboo to share their problem with others. Explain how drug addiction is a taboo? Give your point of view.
- vii. Write meaning of the underlined words.

- Q.3** a. Paraphrase any **ONE** of the following stanzas: (3)
The woods are lovely, dark and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

OR

The man of life upright
Whose guiltless heart is free
From all dishonest deeds,
Or thought of vanity.

- b. Read the following stanza carefully and answer the questions given at the end: (6)
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.

QUESTIONS:

- i. Identify and write any two poetic devices used in the stanza. (2)
- ii. What is the effect of the beauty of nature on human life? (2)
- iii. Explain what is stated clearly and what is the implied message of the stanza? (2)

OR

My life is cold, and dark, and dreary;
It rains, and the wind is never weary;
My thoughts still cling to the mouldering past,
But the hopes of youth fall thick in the blast,
And the days are dark and dreary.

QUESTIONS:

- i. Write the rhyming scheme and also write any one poetic device used in the stanza. (1+1)
- ii. Which aspect of human life has been depicted in the stanza? (2)
- iii. How does the mood of the poet correspond with the environment around? (2)

- Q.4** a. Fill in the blanks with appropriate adjectives. (5)
Rich nations can afford to feed the _____people. The _____people, whose stories appeared in this newspaper last week, have now found a place to live in. _____people need to be looked after, so money must be spent on hospitals. Life must be very hard for _____people in our society today, so government must set new industries to overcome this issue. The prices of daily consumer items must be reduced to give _____advantage to the general public.

- b. Use the Verbs as directed in the parentheses. (any **FIVE**) (5)
- i. She cuts vegetables. (change into simple past tense)
 - ii. He drew the sword that he might defend himself. (change into past continuous)
 - iii. The time when the boat leaves is not yet fixed. (change into simple future)
 - iv. He thought that he was safe there. (change into past perfect tense)
 - v. It is raining. (change into present perfect continuous tense)
 - vi. The report that he was killed is untrue.(change into interrogative tense)
 - vii. He thought he knew your address.(change into simple present tense)

c. Punctuate the following paragraph/line(s): (3)

.so youre on the job every day I hugged him

SECTION – C (Marks 20)

Q.5 Write an email to your father asking him to send you some funds for admission fee. (8)

OR

Write an application for sick leave to the headmaster of your school. (8)

Q.6 Write a paragraph of about 80 to 100 words on any **ONE** of the following: (6)
Nature, The Best Healer OR My Identification, Educated Pakistan

Q.7 Translate the following passage into Urdu: (6)

Pakistan is facing several national and international problems these days. Our enemies are in a constant pursuit to harm us. We know it very well. The enemy of the Muslim Ummah is very clever and cunning. To get out of these problems, we need a sincere and honest leader who can bring us out of destruction and oppression. We need to learn a lesson from our glorious past.

OR

Write a dialogue between a customer and a shopkeeper on prices of daily consumer items highlighting the issue of inflation (rising prices).

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ENGLISH (COMPULSORY) SSC-I (2nd Set)
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)	1	2	1	Read and recognize literary techniques such as repetition, personification and alliteration	K	1
2.	Q-1 (2)	1	1	I	Identify and recognize the functions of transitional devices used for coherence and cohesion.	K	1
3.	Q-1 (3)	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
4.	Q-1 (4)	4	3	I	Illustrate use of transitive and intransitive verbs.	K	1
5.	Q-1 (5)	1	1	I	Identify and recognize the functions of transitional devices used for coherence and cohesion.	K	1
6.	Q-1 (6)	1	2	I	Recognize genres of literature, fiction, nonfiction, poetry, legend, myth.	K	1
7.	Q-1 (7)	1	2	1	Read and recognize literary techniques such as repetition, personification and alliteration	K	1
8.	Q-1 (8)	4	2	1	Enhance and use appropriate vocabulary and correct spelling in speech and writing: ► Deduce the meaning of unfamiliar words from the context using contextual clues.	K	1
9.	Q-1 (9)	4	2	I	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	U	1
10.	Q-1(10)	4	3	1	Illustrate the use of prepositions of position, time and movement and direction	K	1
11.	Q-1 (11)	4	3	I	Apply rules of change of number of nouns learnt earlier.	K	1
12.	Q-1 (12)	4	3	3	Identify and differentiate between simple, compound and complex sentences.	U	1
13.	Q-1 (13)	1	1	I	Identify and recognize the functions of transitional devices used for coherence and cohesion.	K	1

14.	Q-1 (14)	4	3	I	Classify adjectives into different types.	K	1
15.	Q-1 (15)	4	3	I	Illustrate use of regular and irregular verbs in speech and writing.	K	1
16.	Q-2 (i)	2	1	II	Use summary skills to write summary/ précis of simple passages / poems	A	6
17.	Q-2 (ii)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to scan to answer short questions.	U	3
18.	Q-2 (iii)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to scan to answer short questions.	U	3
19.	Q-2 (iv)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to scan to answer short questions.	U	3
20.	Q-2 (v)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies while reading to comprehend/interpret text by applying critical thinking.	K	3
21.	Q-2 (vi)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to explore viewpoints/ideas and issues.	U	3
22.	Q-2 (vii)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to deduce meaning of difficult words from context.	U	3
23.	Q-3-(a)-I & II	2	1	II	Use paraphrasing skills to paraphrase stanzas ► Restate the message in simple prose	U	3
24.	Q-3- (b)- (I &II)-i	1	2	1	Read and recognize literary techniques such as repetition, personification and alliteration.	K	1
25.	Q-3- (b)- (I &II)-ii	1	2	1	► Read a poem and give orally and in writing • Theme and its development. Personal response with justification	U	1
26.	Q-3- (b)- (I &II)-iii	1	2	1	► Read a poem and give orally and in writing • Theme and its development. Personal response with justification	U	1
27.	Q-4 (a)	4	3	1	► Classify adjectives into different types. Change and use degrees of adjectives.	U	5
28.	Q-4 (b)	4	3	I	► Illustrate use of tenses learnt earlier. Identify, change the form of, and use Present and Past Perfect Continuous tenses	K	5
29.	Q-4 (c)	4	3	II	Recognize and rectify faulty punctuation in given passages	U	3

30.	Q-5	2	1	III	Write informal e mails in extended social and academic environment/ Write and revise applications to people in extended environment using correct format, layout and tone.	U + A	4+4
31.	Q-6	2	1	I	Write a unified paragraph on a given topic to show <ul style="list-style-type: none"> • Clear topic sentence using specific words, vivid verbs, modifiers, etc. • Adequate supporting detail (example, illustration, definition, evidence, comparison, contrast, cause and effect, clarification, explanation) to develop the main idea. • Appropriate pronoun-antecedent relationship and transitional devices within a paragraph. • Chronological / sequential / spatial order of arranging detail. • Order of importance (most important to least important and vice versa, general to specific and vice versa). 	A	6
32.	Q-7	4	2	I	Translate passages from English to Urdu. Use the knowledge of literal and figurative meaning, grammatical gender and syntax to translate passages from English to Urdu. OR	U	6
		2	1	4	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. 		

** K= Knowledge, U= Understanding & A= Application

ENGLISH COMPULSORY SSC-I (2nd Set)

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	1-1(1), 1-2(1), 1-5(1), 1-6(1), 1-7(1), 1-13(1), 2-v(3),3-b-(I&II)-i(2)		1-4(1), 1-8(1), 1-10(1), 1-11(1), 1-14(1),1-15(1), 4-b(7)	24	28.9%
Understanding Based	1-3(1),2-ii(3) , 2-iii(3), 2-iv(3), 2-vi(3), 2-vii(3), 3-b-(I&II)-ii(2),3-b-(I&II)-iii(2)	3-a-I &II(3), 5-(4)	1-9(1), 1-12(1), 4-a(5), 4-c(3),7(6)	43	51.8%
Application Based		2-i(6),5-(4), 6-(6)		16	29.3%
Total Marks	31	23	24	83	100%

Key:

2-iv(3)

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

Note: (i) The policy of FBISE 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