

## STUDENT LEARNING OUTCOMES For Grades IX

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

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

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

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

**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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Grade IX                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ Analyze information in bar graphs, line graphs, and diagrams describing complex processes and procedures, comparisons and contrast to write a short written report.</li> <li>➤ Organize information using various organizational patterns: sequence, comparison, contrast, classification, cause and effect.</li> <li>➤ Recognize and use appropriate transitional words within and beyond paragraphs for better coherence and cohesion.</li> <li>➤ Recognize and use appropriate conventions (format, style, expression)</li> </ul> |

**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                                                                                                                                                                                                                                                            |
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| Grade IX                                                                                                                                                                                                                                                                                   |
| <ul style="list-style-type: none"> <li>➤ Use dictionaries to <ul style="list-style-type: none"> <li>• locate guide words.</li> <li>• locate entry word.</li> <li>• choose appropriate word definition.</li> <li>• identify pronunciation through pronunciation key.</li> </ul> </li> </ul> |

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

**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**

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

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| ➤ Read and recognize literary techniques such as repetition, personification and alliteration. |
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**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.

| <b>Student Learning Outcomes Grade</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>Grade IX</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>➤ Develop focus for own writing by identifying audience and purpose.</li> <li>➤ Select and use a variety of pre-writing strategies such as brainstorming, mind mapping, outlining etc.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>➤ Write a unified paragraph on a given topic to show               <ul style="list-style-type: none"> <li>• Clear topic sentence using specific words, vivid verbs, modifiers, etc.</li> <li>• Adequate supporting detail (example, illustration, definition, evidence, comparison, contrast, cause and effect, clarification, explanation) to develop the main idea.</li> <li>• Appropriate pronoun-antecedent relationship and transitional devices within a paragraph.</li> <li>• Chronological / sequential / spatial order of arranging detail.</li> <li>• Order of importance (most important to least important and vice versa, general to specific and vice versa).</li> </ul> </li> </ul> |

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

| <b>Student Learning Outcomes Grade</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>Grade IX</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>➤ Analyze a simple sample book review of a story book to write one.</li> <li>➤ Write a book review of a simple story book:               <ul style="list-style-type: none"> <li>• Write a summary of the book.</li> <li>• Gather information about the author.</li> <li>• Evaluate the plot, character and setting.</li> <li>• Prepare an outline for the book review.</li> <li>• Write, revise, and proof read the review</li> </ul> </li> </ul>                                                  |
| <ul style="list-style-type: none"> <li>➤ Analyze questions to write effective and focused answers of required length:               <ul style="list-style-type: none"> <li>• Mark key words.</li> <li>• Identify verbs and tenses.</li> <li>• Recognize question types such as                   <ol style="list-style-type: none"> <li>i. Literal/ textual/ factual</li> <li>ii. Interpretive</li> <li>iii. Inferential</li> <li>iv. Evaluative</li> <li>v. Personal response</li> <li>vi. Open ended</li> </ol> </li> </ul> </li> </ul> |
| <ul style="list-style-type: none"> <li>➤ Use summary skills to write summary/ précis of simple passages / poems.</li> <li>➤ Use paraphrasing skills to paraphrase stanzas:               <ul style="list-style-type: none"> <li>• Mark thought groups in the stanza.</li> <li>• Restate the message in simple prose.</li> <li>• Replace poetic words with simple ones.</li> </ul> </li> </ul>                                                                                                                                             |

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

| <b>Student Learning Outcomes Grade</b> |                                                                                                                                                                                |
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| <b>Grade IX</b>                        |                                                                                                                                                                                |
| ➤                                      | Write and revise applications to people in extended environment using correct format, layout and tone.                                                                         |
| ➤                                      | Analyze and compare various informal emails to note differences of conventions, vocabulary, style and tone. Write informal emails in extended social and academic environment. |
| ➤                                      | 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.**

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

**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 cofunctions of advice, hopes, fears, queries, in extended social environment.**

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

- 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**

| <b>Student Learning Outcomes Grade</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
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| <b>Grade IX</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <ul style="list-style-type: none"> <li>➤ Demonstrate heightened awareness of conventions and dynamics of group discussion and interaction:               <ul style="list-style-type: none"> <li>• Offer and respond to greetings, compliments, invitations, introductions and farewells.</li> <li>• Demonstrate an understanding of ways to show gratitude, apology, anger and impatience.</li> <li>• Ask, restate and simplify directions and instructions.</li> <li>• Present and explain one's point of view clearly.</li> <li>• Support or modify one's opinions with reasons.</li> <li>• Acknowledge others' contributions.</li> <li>• Agree and disagree politely at appropriate times.</li> <li>• Share information and ideas.</li> <li>• Clarify and restate information and ideas.</li> <li>• Modify a statement made by a peer.</li> <li>• Exhibit appropriate conventions of interruptions.</li> <li>• Negotiate solutions to problems, interpersonal misunderstandings, and disputes.</li> <li>• Express humour through verbal and non verbal means.</li> <li>• Summarize the main points of discussion for the benefit of the whole group.</li> <li>• Join in a group response at the appropriate time.</li> <li>• Use polite forms to negotiate and reach consensus.</li> </ul> </li> </ul> |  |
| <ul style="list-style-type: none"> <li>➤ 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"> <li>• Introduce self and others.</li> <li>• Prepare and ask relevant questions for an interview.</li> <li>• Give appropriate responses using reciprocal ability.</li> <li>• Make notes of the responses in an interview.</li> <li>• Respond appropriately and effectively to questions.</li> <li>• Use language that is appropriate.</li> <li>• Demonstrate sensitivity and respect to others.</li> <li>• Compile the oral responses of the interview in written form.</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <ul style="list-style-type: none"> <li>➤ Create and deliver simple group/ class presentations on various themes, problems and issues:               <ul style="list-style-type: none"> <li>• Negotiate verbally to identify roles in preparations for presentations.</li> <li>• Present and explain one's point of view clearly.</li> <li>• Support or modify one's opinions with reasons.</li> <li>• Acknowledge others' contributions.</li> <li>• Present with clarity, the main point or subject of the presentation.</li> <li>• Support the topic or subject with effective factual information.</li> <li>• Structure ideas and arguments in a coherent logical fashion.</li> <li>• Exhibit appropriate etiquettes of interacting with audience.</li> <li>• Demonstrate appropriate conventions for use of various audio-visual aids.</li> </ul> </li> <li>➤ Evaluate to comment orally on the presentation of peers against a pre-developed student/ teacher criteria:               <ul style="list-style-type: none"> <li>• Clear and cohesive main idea.</li> <li>• Consistent organization of ideas.</li> <li>• Sufficient supporting detail.</li> <li>• Effective speaking style.</li> <li>• Appropriate body language, dress and posture.</li> </ul> </li> </ul>                               |  |

- 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.**

| <b>Student Learning Outcomes Grade</b> |                                                                                                                                                                                                                                                  |
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| <b>Grade IX</b>                        |                                                                                                                                                                                                                                                  |
| ➤                                      | 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                                                                                                                                     |
| ➤                                      | Recognize and use varying intonation patterns as aids in spoken and written discourse to <ul style="list-style-type: none"> <li>• show attitude.</li> <li>• highlight focus in meaning.</li> <li>• divide speech into thought groups.</li> </ul> |

**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.**

| <b>Student Learning Outcomes Grade</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>Grade IX</b>                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| •                                      | Enhance and use appropriate vocabulary and correct spelling in speech and writing: <ul style="list-style-type: none"> <li>• Illustrate the use of dictionary for finding appropriate meaning and correct spellings.</li> <li>• Use a thesaurus to locate the synonyms closest to the meaning of the given word in the context.</li> <li>• Examine and interpret transitional devices that show comparison, contrast, reason, concession, condition, emphasis.</li> <li>• Deduce the meaning of unfamiliar words from the context using contextual clues.</li> <li>• Analyze and understand common roots and use that knowledge to recognize the meaning of new words.</li> <li>• Analyze and understand common prefixes and suffixes; use that knowledge to determine the meaning of unfamiliar words.</li> <li>• 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.</li> <li>• Examine and focus the vocabulary that indicates the writer's attitude.</li> <li>• Recognize words that vary in meaning according to their connotations.</li> <li>• Use appropriate connotation in their own writing.</li> <li>• Identify and avoid verbosity; use one word substitution, eliminate redundancy.</li> </ul> |
| •                                      | Show cultural and gender sensitivity by making appropriate adjustments in language for social, academic and daily life situations. <ul style="list-style-type: none"> <li>• Understand that cognates increase comprehension of spoken and written languages. Identify commonly occurring cognates in English and Urdu. <ul style="list-style-type: none"> <li>➤ Translate passages from English to Urdu:</li> </ul> </li> <li>• Use the knowledge of literal and figurative meaning, grammatical gender and syntax to translate passages from English to Urdu.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

- Understand that most phrases and idioms do not translate literally from one language to another.

#### 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                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| Grade IX                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>NOUNS, NOUN PHRASES AND CLAUSES</b> <ul style="list-style-type: none"> <li>➤ Demonstrate use of more collective, countable and uncountable, material and abstract nouns.</li> <li>➤ Apply rules of change of number of nouns learnt earlier.</li> <li>➤ Recognize and demonstrate use of some nouns that change meaning in the plural form e.g. arm-arms (a part of body), arms (weapons).</li> </ul>                                                           |
| <b>PRONOUNS</b> <ul style="list-style-type: none"> <li>➤ Illustrate use of pronouns learnt earlier.</li> <li>➤ Identify, and demonstrate use of relative pronouns.</li> <li>➤ Recognize the rules for using indefinite pronouns.</li> <li>➤ Illustrate use of pronoun-antecedent agreement.</li> <li>➤ Illustrate use of anaphoric and cataphoric references.</li> </ul>                                                                                           |
| <b>ARTICLES</b> <ul style="list-style-type: none"> <li>➤ Apply rules for use of a, an and the, wherever applicable in speech and writing.</li> </ul>                                                                                                                                                                                                                                                                                                               |
| <b>VERBS AND VERB PHRASES</b> <ul style="list-style-type: none"> <li>➤ Illustrate use and functions of all modal verbs.</li> <li>➤ Illustrate use of regular and irregular verbs in speech and writing.</li> <li>➤ Illustrate use of transitive and intransitive verbs.</li> <li>➤ Make and use present and past participles.</li> <li>➤ Illustrate use of infinitives and infinitive phrases.</li> <li>➤ Illustrate use of gerunds and gerund phrases.</li> </ul> |
| <b>TENSES</b> <ul style="list-style-type: none"> <li>➤ Illustrate use of tenses learnt earlier.</li> <li>➤ Identify, change the form of, and use Present and Past Perfect Continuous tenses</li> </ul>                                                                                                                                                                                                                                                             |
| <b>ADJECTIVES AND ADJECTIVE PHRASES AND CLAUSES</b> <ul style="list-style-type: none"> <li>➤ Classify adjectives into different types. Change and use degrees of adjectives.</li> <li>➤ Follow order of adjectives in sentences.</li> <li>➤ Form adjectives from nouns and verbs.</li> <li>➤ Use adjective phrases and clause</li> </ul>                                                                                                                           |
| <b>PREPOSITIONS AND PREPOSITIONAL PHRASES</b> <ul style="list-style-type: none"> <li>➤ Illustrate the use of prepositions of position, time and movement and direction.</li> </ul>                                                                                                                                                                                                                                                                                 |
| <b>TRANSITIONAL DEVICES</b> <ul style="list-style-type: none"> <li>➤ Use transitional devices learnt earlier</li> </ul>                                                                                                                                                                                                                                                                                                                                            |

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

| Student Learning Outcomes Grade                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Grade IX                                                                                                                                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>➤ Apply rules of capitalization wherever applicable.</li> <li>➤ Illustrate use of punctuation marks learnt earlier.</li> <li>➤ Recognize and rectify faulty punctuation in given passages and own work</li> <li>➤ Recognize and use hyphen to indicate the division of a word at the end of a line.</li> </ul> |



- 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
  - 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**

| <b>Student Learning Outcomes Grade</b>                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Grade IX</b>                                                                                                                                                                                                                                                                                   |
| <b>SENTENCE STRUCTURE</b> <ul style="list-style-type: none"> <li>➤ Analyze sentences for clauses and phrases. Identify and differentiate between main, subordinate and relative clause</li> </ul>                                                                                                 |
| <b>TYPES OF SENTENCES</b> <ul style="list-style-type: none"> <li>➤ Classify, use, convert and make declarative (affirmative and negative), interrogative, exclamatory, and imperative sentences.</li> <li>➤ Identify and differentiate between simple, compound and complex sentences.</li> </ul> |
| <ul style="list-style-type: none"> <li>➤ Use active and passive voice appropriately in speech and writing according to the required communicative function.</li> </ul>                                                                                                                            |

**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 (Curriculum-2006) English SSC-I

The question paper is organized into three sections, namely: "Section A, B & C". Questions posed may be of the IQ level of SSC-I 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 40)**

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 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 writing bearing six marks. The other parts will be of three marks each. The passage of SSC-I 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 |
| Q.3 | a. Candidates are required to paraphrase a given stanza of difficulty level of SSC-I.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 3 Marks   |
|     | 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.                                                                                                                                                                                                                                                                                                               | 6 Marks   |
| Q.4 | a. This part of question shall preferably consist of five sentences. Candidates are required to change voice of the given sentences. (Other identical grammatical areas mentioned in bifurcated SLOs for SSC-I may also be asked.)                                                                                                                                                                                                                                                                                                                                                                              | 5 Marks   |
|     | b. This part of question shall preferably consist of seven sentences. Candidates are required to use correct form of verbs/verbal/phrases or other identical nature of grammatical items mentioned in SLOs for SSC-I as the situation may be. They are required to complete any five from the given sentences.                                                                                                                                                                                                                                                                                                  | 5 Marks   |
|     | c. This part of question requires the candidates to punctuate a given unseen paragraph/lines containing six mistakes / omissions of punctuation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 3 Marks   |

#### **SECTION – C(Marks 20)**

|                           |                                                                             |         |
|---------------------------|-----------------------------------------------------------------------------|---------|
| Q.5                       | Candidates are required to compose and write an informal email/application. | 8 Marks |
| From:(sender's address)   | <a href="mailto:abc@gmail.com">abc@gmail.com</a>                            | 0.5     |
| To: (recipient's address) | <a href="mailto:def@gmail.com">def@gmail.com</a>                            | 0.5     |
| Date                      | 20 <sup>th</sup> November                                                   | 0.5     |

|                                                                 |     |                    |          |
|-----------------------------------------------------------------|-----|--------------------|----------|
|                                                                 |     | 2021               |          |
| Blank line                                                      |     |                    |          |
| (Salutation)                                                    |     | Dear friend/uncle/ | 0.5      |
| Body of the email                                               | 5.0 | Yours sincerely    | 0.5      |
| i. Opening                                                      |     | X.Y.Z.             | 0.5      |
| ii. Main body                                                   |     |                    |          |
| iii. Conclusion/closing                                         |     |                    |          |
| <b>OR</b>                                                       |     |                    |          |
| Candidates are required to write an informal email/application. |     |                    | 8 Marks  |
| <b>Note:</b> Either informal email/application can be given.    |     |                    |          |
| Inside address                                                  |     |                    | 01 Marks |
| Subject                                                         | 0.5 | Salutation         | 0.5      |
| Body of the application                                         | 5.0 | Yours obediently   | 0.5      |
|                                                                 |     | X.Y.Z.             |          |
|                                                                 |     | Date               | 0.5      |

(Marks for the format SHALL ONLY BE AWARDED if the body of the email/application is written relevantly.)

|     |                                                                                                                                                                                                                       |         |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Q.6 | Candidates are required to write a paragraph of about 80 to 100 words in length on any one of the two given topics.                                                                                                   | 6 Marks |
| Q.7 | Candidates are required to translate a passage from English to Urdu.<br><b>OR</b><br>Write a dialogue on a given topic.<br>(At least EIGHT sets of conversation relevant to topic other than the opening and closing) | 6 Marks |

| Version No. |  |  |  |
|-------------|--|--|--|
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| ROLL NUMBER |  |  |  |  |  |  |
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|   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|
| 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

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) Identify the transitional device of sequencing used in one of the following sentences:
  - A. He always comes late.
  - B. He is honest but his friend is not.
  - C. In brief, the story is interesting.
  - D. He was late, therefore, he was punished.
- (2) Narrative literature created from the imagination, not presented as fact, though it may be based on a true story or situation is called:
  - A. poetry
  - B. myth
  - C. fiction
  - D. legend
- (3) Recognize the use of personification in one of the following sentences:
  - A. The story jumped off the page.
  - B. He is as slippery as a fish.
  - C. He is the moon for his mother.
  - D. She is thin like a string.
- (4) The **debris** on the stadium floor included numerous paper cups, ticket stubs and cigarette butts. The underlined word refers to:
  - A. wreckage
  - B. splinters
  - C. trash
  - D. garbage
- (5) Can you **deduce** meaning from the textual clue? The underlined word means:
  - A. infer
  - B. forecast
  - C. determine
  - D. intercept
- (6) Mr. Alace is a **snake**, you should beware of him. Negative connotation of the underlined word is:
  - A. cunning
  - B. poisonous
  - C. cheater
  - D. scaly

- (7) Which one of the following is the correct word that means water tank for fish, formed from the stem word, "aqua"?
- A. aquaria  B. aquatic   
 C. aquaplane  D. aquarius
- (8) Which one of the modal verbs used in the sentences below shows the function of ability?
- A. You needn't worry.   
 B. I tried my best but couldn't pick it up.   
 C. You have to leave this place.   
 D. May I come in sir?
- (9) Which one of the following sentences has the use of transitive verb?
- A. The train arrives at 3 p.m.   
 B. Sorry, but I have to leave.   
 C. She lives on the East side of the city.   
 D. She left the keys on the table.
- (10) Identify the preposition of time used in one of the following sentences:
- A. The bank is on the Faisal lane.   
 B. He left for Karachi on Monday.   
 C. He is often on bed rest.   
 D. You stand on the other side of the fence.
- (11) Identify the indefinite pronoun used in one of the following sentences:
- A. I did this work myself.   
 B. This is not my fault.   
 C. No one could answer.   
 D. Which is the shortest way to the zoo?
- (12) Sort out adjective of quantity from the following options:
- A. Some people are born great.   
 B. He bought some sugar.   
 C. Some books were stolen.   
 D. Something went wrong.
- (13) Which one of the following sentences has the use of Abstract noun?
- A. Honesty is the best policy.   
 B. Humpty Dumpty sat on the wall.   
 C. He found water from nowhere.   
 D. Give me your pen.
- (14) Which one of the following is a complex sentence?
- A. He is doing his work.   
 B. Stay here or go to your home.   
 C. If he comes, I will go.   
 D. I bought ticket and boarded the train.
- (15) Which one of the following sentences has an adjective phrase?
- A. He bought a car of a new model.   
 B. The dog chased him everywhere.   
 C. He wanted to go home.   
 D. The kite flies up and up.

\* \* \* \* \*



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 + 4x 3 = 18)**

The entire journey of the great leader's struggle for a separate homeland for the Muslims of the subcontinent was based on the pivot of the Muslim unity and the oneness as a nation. He talked about Pakistan in such clear terms that even a common man could understand it.

“We are a nation,” he affirmed three years before the birth of Pakistan, “with our own distinctive culture and civilization, language and literature, art and architecture, names and nomenclature, sense of values and proportion, legal laws and moral codes, customs and calendar, history and traditions, aptitude and ambitions – in short, we have our own distinctive outlook of life.”

The ideology of Pakistan was based on the fundamental principle that the Muslims are an independent nation. Any attempt to merge their national and political identity will be strongly resisted.

Quaid-e-Azam was a man of strong faith and belief. He firmly believed that the new emerging state of Pakistan based on the Islamic principles would reform the society as a whole. In his Eid message, September 1945, Quaid-e-Azam said, “Islam is a complete code regulating the whole Muslim society, every department of life collectively and individually.”

Today the Quaid's Pakistan is facing numerous challenges. We have forgotten how much struggle the Muslims had made under the dynamic leadership of Quaid-e-Azam Muhammad Ali Jinnah. We can overcome our present difficulties by following the Quaid's golden motto, “Faith, Unity and Discipline”. We can make our nation strong by remembering his advice to the youth, “It is now up to you to work, work and work; and we are bound to succeed.”

**QUESTIONS:**

- i. Write down the summary of the passage. Also suggest a suitable title. (5+1=6)
- ii. Point out the Quaid's adherence to Islamic Ideology as mentioned in the passage.
- iii. How does the Quaid's view of the ideology of Pakistan serve as a guiding principle for our nation building efforts?
- iv. Does the Quaid consider Islam just a religion or a complete system of guidance covering all aspects of individual and social life? Explain.

- v. What is the Quaid's golden motto? What will happen if we follow this motto?
- vi. What is the importance of work as pointed out in the passage?
- vii. Write down the meanings of underlined words from the context.

**Q. 3** a. Paraphrase any **ONE** of the following stanzas: **(3)**

I. My little horse must think it queer  
To stop without a farmhouse near  
Between the woods and frozen lake  
The darkest evening of the year.

**OR**

II. The day is cold, and dark, and dreary;  
It rains, and the wind is never weary;  
The vine still clings to the mouldering wall,  
But at every gust the dead leaves fall,  
And the day is dark and dreary.

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

I. The angel wrote, and vanished. The next night  
It came again with a great wakening light,  
And showed the names whom love of God had blest,  
And lo! Ben Adhem's name led all the rest.

**QUESTIONS:**

- i. Write down the rhyme scheme of the stanza. (1)
- ii. Who wrote the names of the people who are blessed with God's love?(1)
- iii. Give meanings of the underlined words. (1)
- iv. What did the angel show to Ben Adhem? (1)
- v. Why was Abou Ben Adhem's name on the top of the list? (2)

**OR**

II. For oft, when on my couch I lie  
In vacant or in pensive mood,  
They flash upon that inward eye  
Which is the bliss of solitude;  
And then my heart with pleasure fills,  
And dances with the daffodils.

**QUESTIONS:**

- i. Write down the rhyme scheme of the stanza. (1)
- ii. What flashes upon the inward eye of the poet? (1)
- iii. Give meanings of the underlined words. (1)
- iv. Which poetic device has been used in the last line of the stanza? (1)
- v. How does the poet enjoy the company of daffodils? (2)

**Q.4** a. Fill in the blanks to complete the process of washing clothes in a machine.  
Use the passive voice form of the verbs given in brackets. **(5)**

Dirty clothes are \_\_\_\_\_(take) for washing. Clothes are  
\_\_\_\_\_ (separate) on the basis of texture, colour, etc. Each pile  
is \_\_\_\_\_ (put) in the washing machine tub. Then the  
detergent powder is \_\_\_\_\_(add). Once the washing is over the  
clothes are \_\_\_\_\_ (remove) from the tub and hung for drying.

- b. Use the Verbs given in the brackets as present and past participles. (any **FIVE**) (5)
- i. When I am tired, I enjoy \_\_\_\_\_television. (watch)
  - ii. I'm not in a hurry. I don't mind \_\_\_\_\_. (wait)
  - iii. They don't have much money. They can't afford \_\_\_\_\_ out. (go)
  - iv. I wish that dog would stop \_\_\_\_\_. It is driving me mad. (bark)
  - v. Hurry up! I don't want to risk \_\_\_\_\_ the train. (miss)
  - vi. Where are the chocolates? Have you \_\_\_\_\_ them all?(eat)
  - vii. How is your new job? Are you \_\_\_\_\_ it?(enjoy)

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

looking straight at her he said I cant help you i don't like this one said ayesha

### SECTION – C (Marks 20)

- Q.5** Write an email to your sister congratulating her on her success in the speech competition.

**OR**

Write an application for two days leave for attending your brother's marriage.(8)

- Q.6** Write a paragraph of about 80 to 100 words on any **ONE** of the following: (6)

**Good Manners**

**OR**

**Green Pakistan**

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

Urdu is a national language of Pakistan but English is an official language of Pakistan. In the present age, the importance of English language has increased. This language is important in a sense that books on modern branches of knowledge are written in it. In our country, an English Speaker is regarded as scholar. For going abroad, English language learning is necessary. It is an international language.

**OR**

Write a dialogue between a brother and a sister on the use of Mobile Phones.

\* \* \* \* \*



**ENGLISH (COMPULSORY) SSC-I**  
**Student Learning Outcomes**  
**(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              | 1            | I              | Identify and recognize the functions of Transitional devices used for coherence and cohesion.                                                                                                                         | K                  | 1                        |
| 2.  | Q-1 (2)  | 1              | 2            | I              | Recognize genres of literature, fiction, nonfiction, poetry, legend, myth.                                                                                                                                            | K                  | 1                        |
| 3.  | Q-1 (3)  | 1              | 2            | 1              | Read and recognize literary techniques such as repetition, personification and alliteration                                                                                                                           | K                  | 1                        |
| 4.  | Q-1 (4)  | 4              | 2            | 1              | Enhance and use appropriate vocabulary and correct spelling in speech and writing:<br>► Deduce the meaning of unfamiliar words from the context using contextual clues.                                               | K                  | 1                        |
| 5.  | Q-1 (5)  | 4              | 2            | I              | Enhance and use appropriate vocabulary and correct spelling in speech and writing:<br>► Understand connotations and denotations; explore the use of synonyms with varying shades of meaning used for various purposes | U                  | 1                        |
| 6.  | Q-1 (6)  | 4              | 2            | I              | Enhance and use appropriate vocabulary and correct spelling in speech and writing:<br>► Recognize words that vary in meaning according to their connotations                                                          | K                  | 1                        |
| 7.  | Q-1 (7)  | 4              | 2            | I              | Enhance and use appropriate vocabulary and correct spelling in speech and writing:<br>► Analyze and understand common roots and use that knowledge to recognize the meaning of new words                              | U                  | 1                        |
| 8.  | Q-1 (8)  | 4              | 3            | 1              | Illustrate use and functions of all modal verbs.                                                                                                                                                                      | K                  | 1                        |
| 9.  | Q-1 (9)  | 4              | 3            | I              | Illustrate use of transitive and intransitive verbs.                                                                                                                                                                  | K                  | 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              | Illustrate use of pronouns learnt earlier                                                                                                                                                                             | K                  | 1                        |
| 12. | Q-1 (12) | 4              | 3            | I              | Classify adjectives in to different types.                                                                                                                                                                            | K                  | 1                        |
| 13. | Q-1 (13) | 4              | 3            | I              | Demonstrate use of more collective, countable and uncountable, material and abstract nouns                                                                                                                            | K                  | 1                        |
| 14. | Q-1 (14) | 4              | 3            | 3              | Identify and differentiate between simple,                                                                                                                                                                            | U                  | 1                        |

|     |                       |   |   |     |                                                                                                                                                                                                            |   |   |
|-----|-----------------------|---|---|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
|     |                       |   |   |     | compound and complex sentences.                                                                                                                                                                            |   |   |
| 15. | Q-1 (15)              | 4 | 3 | I   | Use adjective phrases                                                                                                                                                                                      | K | 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>                                                                                                            | A | 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>                                                               | U | 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 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 <i>deduce meaning of difficult words from context.</i>                                               | U | 3 |
| 23. | Q-3-(a)-I & II        | 2 | 1 | II  | Use paraphrasing skills to paraphrase stanzas<br>► 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 |
|     | Q-3- (b)- (I &II)-ii  | 1 | 2 | 1   | Read text to make prediction about story line /content, characters using contextual clues and prior knowledge.                                                                                             | U | 1 |
|     | Q-3- (b)- (I &II)-iii | 1 | 2 | 1   | Read and analyze how a writer/poet uses language to affect meaning through different connotations.                                                                                                         | K | 1 |
|     | Q-3- (b)- (I /II)-iv  | 1 | 2 | 1   | Read text to make prediction about story line /content, characters using contextual clues and prior knowledge/read and recognize literary techniques such as repetition, personification and alliteration. | U | 1 |
|     | Q-3- (b)- (I &II)-v   | 1 | 2 | 1   | Read a poem and give orally and in writing personal response with justification                                                                                                                            | U | 2 |
| 25. | Q-4 (a)               | 4 | 3 | III | Use active and passive voice appropriately in speech and writing according to the required communicative function                                                                                          | U | 5 |
| 26. | Q-4 (b)               | 4 | 3 | I   | Make and use present and past participles.                                                                                                                                                                 | K | 5 |
| 27. | Q-4 (c)               | 4 | 3 | II  | Recognize and rectify faulty punctuation in                                                                                                                                                                | U | 3 |

|     |     |   |   |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |             |     |
|-----|-----|---|---|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----|
|     |     |   |   |     | given passages                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |             |     |
| 28. | 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<br>+<br>A | 4+4 |
| 29. | Q-6 | 2 | 1 | I   | Write a unified paragraph on a given topic to show<br><ul style="list-style-type: none"> <li>• Clear topic sentence using specific words, vivid verbs, modifiers, etc.</li> <li>• Adequate supporting detail (example, illustration, definition, evidence, comparison, contrast, cause and effect, clarification, explanation) to develop the main idea.</li> <li>• Appropriate pronoun-antecedent relationship and transitional devices within a paragraph.</li> <li>• Chronological / sequential / spatial order of arranging detail.</li> <li>• Order of importance (most important to least important and vice versa, general to specific and vice versa).</li> </ul> | A           | 6   |
| 30. | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | U           | 6   |
|     |     | 2 | 1 | 4   | <b>OR</b><br>Plan, draft and revise writing to ensure that it<br><ul style="list-style-type: none"> <li>• is focused, purposeful and reflects insight into the writing situation.</li> <li>• has an organizational pattern that reflects a clear overall progression of ideas through proper use of signal and reference words.</li> <li>• uses writing strategies as are appropriate to the purpose of writing.</li> <li>• has varied sentence structure and length.</li> <li>• has a good command of language with precision of expression.</li> </ul>                                                                                                                  |             |     |

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

## ENGLISH COMPULSORY SSC-I

### Table of Specifications

| Assessment Objectives      | Competency-1<br>Reading and Thinking Skills                                                    | Competency-2<br>Writing Skill | Competency-4<br>Formal and Lexical Aspects of<br>Language                                 | Marks | Percentage |
|----------------------------|------------------------------------------------------------------------------------------------|-------------------------------|-------------------------------------------------------------------------------------------|-------|------------|
| <b>Knowledge Based</b>     | 1-1(1), 1-2(1),1-3(1), 2-v(3),<br>3-b-(I&II)-i(1), 3-b-(I&II)-iii(1)                           |                               | 1-4(1), 1-6(1), 1-8(1), 1-9(1),<br>1-10(1), 1-11(1), 1-12(1), 1-13(1),<br>1-15(1), 4-b(7) | 24    | 28.9%      |
| <b>Understanding Based</b> | 2-ii(3) , 2-iv(3), 2-vi(3), 2-vii(3), 2-iii(3)<br>3-b-(I&II)-ii(1), 3-b-(I/II)-iv(1), 3-b-v(2) | 3-a-I &II(3), 5-(4)           | 1-5(1), 1-7(1), 1-14(1), 4-c(3),<br>7-(6), 4-a(5)                                         | 43    | 51.8%      |
| <b>Application Based</b>   | 2-i(6)                                                                                         | 5-(4),6-(6)                   |                                                                                           | 16    | 19.3%      |
| <b>Total Marks</b>         | 33                                                                                             | 17                            | 33                                                                                        | 83    | 100%       |

Key:

2-iv(3)

QNo.- Part No.(Allocated marks)