

Version No.			

ROLL NUMBER					

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Answer Sheet

No. _____

Sign. of Candidate

Sign. of Invigilator

ENGLISH COMPULSORY HSSC-I

SECTION – A (Marks 20)

Time allowed: 25 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) Majority of our students are following the same rut in term of the choice of their career. The **synonym** of the underlined word is:

A. track	<input type="radio"/>	B. refusal	<input type="radio"/>
C. denial	<input type="radio"/>	D. closure	<input type="radio"/>
- (2) O' Wild West Wind, thou breath of Autumn's being. Which one of the following poetic device is used in the poetic line?

A. personification	<input type="radio"/>	B. simile	<input type="radio"/>
C. metaphor	<input type="radio"/>	D. irony	<input type="radio"/>
- (3) Which one of the following sentences exemplifies alliteration?

A. They counsel with the stars whose broken branches show the scars.	<input type="radio"/>	B. The dancing waves of the sea made him terrified.	<input type="radio"/>
C. Laughter is the music of the soul.	<input type="radio"/>	D. He is as innocent as an angel.	<input type="radio"/>
- (4) Anti-climax is a situation in a play or a story that releases tension after:

A. exposition	<input type="radio"/>	B. conflict	<input type="radio"/>
C. climax	<input type="radio"/>	D. denouement	<input type="radio"/>
- (5) Identify the sentence implying the transitional device of cause:

A. Since it was raining, we stayed home.	<input type="radio"/>	B. Above all, you should be responsible.	<input type="radio"/>
C. In brief, things are not going well.	<input type="radio"/>	D. At least, you should stay back.	<input type="radio"/>
- (6) When he made insolent remarks towards his class mate, the teacher took him to task. Antonym of the word **insolent** is:

A. disrespectful	<input type="radio"/>	B. irreverence	<input type="radio"/>
C. respectful	<input type="radio"/>	D. regret	<input type="radio"/>
- (7) Which one of the following sentences has adjective clause?

A. He wears a tattered coat.	<input type="radio"/>	B. We reached where two rivers meet.	<input type="radio"/>
C. They bought a house that needs renovation.	<input type="radio"/>	D. The landlord has a big house.	<input type="radio"/>

- (8) Identify the sentence that has past indefinite tense:
- A. Heavy fog hung over the valley.
- B. They cut the trees for fuel every day.
- C. Tea was being prepared.
- D. I would like to go now.
- (9) Which one of the following sentences contains the example of present participle?
- A. Reading tired him.
- B. He saw a flying horse.
- C. He was served with a written warning.
- D. Plan for some saving.
- (10) Which one of the following sentences carries an emphatic pronoun?
- A. He himself submitted his assignment.
- B. Each of the students was busy.
- C. Neither of the students could do it.
- D. No one enjoyed it.
- (11) Harry's face turned red and he started to yell, balling his hands up into shaking fists. Infer the correct option from the following.
- A. Harry is angry. B. Harry is playing.
- C. Harry is excited. D. Harry is hungry.
- (12) In which one of the following sentences all the apostrophes are correctly placed?
- A. The two boy's bags were lying at the river's edge.
- B. The two boy's bags were lying at the rivers' edge.
- C. The two boys' bags were lying at the rivers edge.
- D. The two boys' bags were lying at the river's edge.
- (13) Which one of the following sentences contains 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.
- (14) Which one of the following sentences has a transitive verb?
- A. He turned off the light. B. The soldiers fought bravely.
- C. He returned at night. D. Did you get tired?
- (15) Which one of the following sentences contains a gerund phrase?
- A. Eating ice cream in winter is not good.
- B. Barking dog seldom bites.
- C. Reading is easier than writing.
- D. He is playing hockey.
- (16) Unless he comes early, I will not wait all day for him. The underlined part of the sentence is:
- A. noun clause B. adverb clause
- C. adjective phrase D. adverb phrase
- (17) 'The dog chases him where he goes'. The underlined part of the sentence is:
- A. phrase B. clause
- C. sentence D. predicate

- (18) He never quarrels with his playmates. The underlined word is a/an:
A. adverb of manner B. adverb of frequency
C. adverb of degree D. adverb of time
- (19) His knowledge of many languages elevated him among his companions. The underlined word is a/an:
A. proper noun B. material noun
C. abstract noun D. collective noun
- (20) The brave soldiers rushed to the battlefield and forced the enemy to flee. The sentence is:
A. simple B. complex
C. compound D. compound complex
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Federal Board HSSC-I Examination
English Compulsory Model Question Paper

Time allowed: 2.35hours

Total Marks: 80

Note: Answer the questions in Sections 'B' and 'C' at the place specified for it therein on the separately provided E-Sheet. No supplementary answer sheet will be provided. Write your answers neatly and legibly.

SECTION – B (Marks 40)

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

Note: Question no. (i) about summary writing is compulsory carrying 08 marks while rest of the questions carry 04 marks each. **(8 + 5 × 4 = 28)**

It should, however, be kept in mind that nothing is constant except change. Everybody changes, as do our likes and dislikes. Something we loved doing two years ago may now give us displeasure. Always take time to reflect on the things in your life that you feel most strongly about. Make a list of your likes and dislikes, needs and wants. Reflect on your current career path. If your job and career fall under 'Like,' you know that you are still on the right path. Take time to understand your interest and the motives that drive your sense of success and happiness.

After you've identified your interests, search for occupations. For example, if you like children or reading, explore a career in early education or library sciences. Careers such as day care worker or **paediatric** nurse, elementary or Montessori teacher are also options that allow you to work with children. Similarly, if you take **initiative** in helping others and assist people in their **critical** state, you can opt for medical profession and so on.

Now that you've focused on a specific career based on your interests, identify the education, knowledge and skills it requires. Some careers may be started with a high school diploma; others may require a two-year or four-year degree. Some fields require certification for your chosen path. For example, if you chose a career in project management, you may find that certain positions require a certification. If you want to be engineer you will have to plan your career accordingly. Moreover, if you are good at Mathematics and numeracy better to opt for management accounting or finance.

It is worth noting that you should consider factors beyond personal preferences. What is the current demand for the field that you have chosen? If the demand is low or entry is difficult, are you comfortable with risk? Gather advice from friends, colleagues, and family members and also **interact** with those who are already in this field. Consider potential outcomes and barriers for each of your final options.

QUESTIONS:

- i. Write down the summary of the given passage and suggest a suitable title.
(7+1=8)
- ii. What is the significance of change in real life?
- iii. Why is it necessary to know about your needs and wants before deciding on a profession?
- iv. Explain why it is important to identify your interests before choosing an occupation?
- v. What are the requirements for joining a specific profession?
- vi. How can it be beneficial to gather advice from friends, colleagues and family members?
- vii. Write the underlying message conveyed through the paragraph.
- viii. Deduce meaning of the underlined words from the context.

- b. Use the correct form of verbs given in parentheses. (Any SIX) (6)
- i. Ayesha (watch) television every night.
 - ii. Before the doctor could do anything, the patient (expire).
 - iii. I (write) the reply by tomorrow morning.
 - iv. He told me that he (want) to help me.
 - v. He (live) abroad since 2010.
 - vi. If I had more free time, I (travel) around the world.
 - vii. We often (visit) our grandparents during summer vacation.

- c. Punctuate the following lines/paragraph: (4)
as soon as they were brought he tied up the womans throat and struck the swollen part with so much force that the poor old creature instantly expired ah cried the people this fellow is a villain

Q.6 Write a letter to the manager of a factory, asking permission for a party to visit the factory. (8)

Q.7 Translate the following passage from English to Urdu: (8)

The profession of teaching has a great and honourable tradition, extending from the dawn of history until recent times, but any teacher in the modern world who allows himself to be inspired by the ideals of his predecessors is likely to be made sharply aware that it is not his function to teach what he thinks, but to instil such beliefs and prejudices as are thought useful by his employers. In former days a teacher was expected a man of exceptional knowledge and wisdom, to whose words men would do well to attend.

OR

Write a dialogue between two friends about inflation in Pakistan. (Dialogue must have at least Eight sets of conversation relevant to the topic other than opening and closing)

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ENGLISH (COMPULSORY) HSSC-I
Student Learning Outcomes Alignment Chart

S #	Q No.	Competency No.	Standard No.	Bench Mark No.	Student Learning Outcomes	Cognitive Level **	Allocated Marks in Paper
1.	Q-1 (1)	4	2	I	Use appropriate vocabulary and correct spelling in their own writing: • Explore the use of synonyms with varying shades of meaning used for various purposes e.g. propaganda, irony , parody and satire.	U	1
2.	Q-1 (2)	1	2	I	Read a given poem and give orally and in writing: • Recognize literary techniques such as personification and alliteration .	U	1
3.	Q-1 (3)	1	2	I	Read a given poem and give orally and in writing: • Recognize literary techniques such as personification and alliteration .	U	1
4.	Q-1 (4)	1	2	I	Analyze story elements: characters, events, setting, plot, theme, tone, point of view .	K	1
5.	Q-1 (5)	1	1	III	Recognize and use appropriate transitional words within and beyond paragraphs for better coherence and cohesion .	U	1
6.	Q-1 (6)	1	1	II	Apply critical thinking to interact with text, use intensive reading strategies (while-reading) to • deduce meaning of difficult words from context .	U	1
7.	Q-1 (7)	4	3	I	Identify and use adjective phrase and clauses	K	1
8.	Q-1 (8)	4	3	I	Illustrate the use of tenses	U	1
9.	Q-1 (9)	4	3	I	Make and use present and past participles	K	1
10.	Q-1(10)	4	3	I	Illustrate use of pronouns	K	1
11.	Q-1 (11)	1	1	II	Apply critical thinking to interact with text, use intensive reading strategies (while-reading) to • make simple inferences using context of the text and prior knowledge.	U	1
12.	Q-1 (12)	4	3	II	Recognise and rectify faulty punctuation in given passage and own work	U	1
13.	Q-1 (13)	4	3	I	Identify and use adjective phrases and clauses	U	1
14.	Q-1 (14)	4	3	I	Illustrate the use of transitive and intransitive verbs	U	1
15.	Q-1 (15)	4	3	I	Illustrate the use of gerund and gerund phrases	U	1
16.	Q-1 (16)	4	3	I	Identify and use adverbial phrases and clauses	U	1
17.	Q-1 (17)	4	3	III	Analyse sentences for different phrases and	U	1

					clauses: • evaluate how their position in sentences change meaning and affect communicative function.		
18.	Q-1 (18)	4	3	I	Illustrate use of adverbs	U	1
19.	Q-1 (19)	4	3	I	NOUNS, NOUN PHRASES AND CLAUSES • Demonstrate use of collective, countable and uncountable, material and abstract nouns.	U	1
20.	Q-1 (20)	4	3	III	Analyse and construct simple, compound, and complex sentences	U	1
21.	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	8
22.	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>	K	4
23.	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	4
24.	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>	K	4
25.	Q-2 (v)	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	4
26.	Q-2 (vi)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to <i>comprehend/interpret text by applying critical thinking.</i>	K+A	2+2
27.	Q-2 (vii)	1	1	II	Skim text to • have general idea of text • infer theme/ main idea.	U	4
28.	Q-2 (viii)	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>	K	4
29.	Q-3-(a)- (I &II)-(i)	1	2	I	Read a given poem and give orally and in writing: • Theme and its development. • Personal response with justification. • Recognize literary techniques such as personification and alliteration .	U	2
30.	Q-3-(a)- (I &II)- (ii)	1	2	I	Read a given poem and give orally and in writing: • Theme and its development. • Personal response with justification. • Recognize literary techniques such as personification and alliteration .	K	2
31.	Q-3- (a)- (I &II)-	1	2	I	Read a given poem and give orally and in writing:	U	2

	(iii)				<ul style="list-style-type: none"> • Theme and its development. • Personal response with justification. • Recognize literary techniques such as personification and alliteration. 		
32.	Q-3-(b)-(i)	1	2	I	Analyze story elements: characters, events, setting, plot, theme, tone, point of view .	U	6
33.	Q-3-(b)-(ii)	1	2	I	Analyze the conflict in a story or literary selection. Explore options to resolve the conflict . Propose another resolution .	U	6
34.	Q-4	2	1	III	Comprehend various job advertisements to write in response, an effective job application, a resume´ and a covering letter: <ul style="list-style-type: none"> • Use appropriate vocabulary, style and tone for a covering letter/ job application/ resume´. 	K/A	4+4
35.	Q-5 (a)	4	2	I	Use appropriate vocabulary and correct spelling in their own writing: <ul style="list-style-type: none"> • Understand and use colloquial and idiomatic expressions given in the text / glossary. 	U	6
36.	Q-5 (b)	4	3	I	Illustrate use of tenses.	U	6
37.	Q-5 (c)	4	3	II	Recognize and rectify faulty punctuation in given passages and own work.	K	4
38.	Q-6	2	1	III	Analyze and compare various business letters, to write effective business letters in extended social environment for various purposes (complaint, appreciation, request, asking for and providing information, etc.): <ul style="list-style-type: none"> • Write and revise business letters using correct format and style of expression. 	A	8
39.	Q-7	4	2	I	Use the knowledge of literal and figurative meaning, grammatical gender and syntax to translate passages from English to Urdu. <ul style="list-style-type: none"> • Understand that most phrases and idioms do not translate literally from one language to another. 	K/A	4+4
		2	1	4	<p style="text-align: center;">OR</p> Plan draft and revise writing to ensure that it <ul style="list-style-type: none"> • is focused, purposeful, includes a sense of audience, and shows insight into the writing situation. • has an organizational pattern that reflects a clear overall progression of ideas through proper use of signal and reference words. • uses writing strategies as are appropriate to the purpose of writing. • has varied sentence structure and length. • has a good command of language with precision of expression. 	K/A	

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

ENGLISH COMPULSORY HSSC-I

Table of Specifications

Assessment Objectives	Competency-1 Reading and Thinking Skills	Competency-2 Writing Skill	Competency-4 Formal and Lexical Aspects of Language	Marks	Percentage
Knowledge Based	1-4(1), 2-ii(4), 2-iv(4), 2-vi(2), 2-viii(4),3-a-(I &II)-ii(2)	4-(4)	1-7(1) 1-9(1), 1-10(1), 5-c(4), 7-(4)	32	27.4%
Understanding Based	1-2(1), 1-3(1), 1-5(1) ,1-6(1), 1-11(1), 2-iii(4), 2-v(4), 2-vii(4), 3-a-(I &II)-i(2),3-a-(I &II)-iii(2), 3- b-1(6),3-b-2(6)		1-1(1), 1-8(1), 1-12(1), 1-13(1), 1-14(1), 1-15(1), 1-16(1), 1-17(1), 1-18(1), 1-19(1), 1-20(1), 5-a (8), 5-b(7)	59	50.4%
Application Based	2 -i(8), 2-6(2)	4-(4), 6-(8)	7-(4)	26	22.2%
Total Marks	61	16	40	117	100%

Key:

1-4(1)

QNo.- Part No.(Allocated marks)