

Version No.			

ROLL NUMBER						

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

Answer Sheet
No. _____

Sign. of
Candidate _____

Sign. of
Invigilator _____

ENGLISH COMPULSORY SSC-I

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.	<input type="radio"/>
B. He is honest but his friend is not.	<input type="radio"/>
C. In brief, the story is interesting.	<input type="radio"/>
D. He was late, therefore, he was punished.	<input type="radio"/>

- (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	<input type="radio"/>	B. myth	<input type="radio"/>
C. fiction	<input type="radio"/>	D. legend	<input type="radio"/>

- (3) Recognize the use of personification in one of the following sentences:

A. The story jumped off the page.	<input type="radio"/>
B. He is as slippery as a fish.	<input type="radio"/>
C. He is the moon for his mother.	<input type="radio"/>
D. She is thin like a string.	<input type="radio"/>

- (4) The **debris** on the stadium floor included numerous paper cups, ticket stubs and cigarette butts. The underlined word refers to:

A. wreckage	<input type="radio"/>	B. splinters	<input type="radio"/>
C. trash	<input type="radio"/>	D. garbage	<input type="radio"/>

- (5) Can you **deduce** meaning from the textual clue? The underlined word means:

A. infer	<input type="radio"/>	B. forecast	<input type="radio"/>
C. determine	<input type="radio"/>	D. intercept	<input type="radio"/>

- (6) Mr. Alace is a **snake**, you should beware of him. Negative connotation of the underlined word is:

A. cunning	<input type="radio"/>	B. poisonous	<input type="radio"/>
C. cheater	<input type="radio"/>	D. scaly	<input type="radio"/>

- (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)
- When I am tired, I enjoy _____television. (watch)
 - I'm not in a hurry. I don't mind _____. (wait)
 - They don't have much money. They can't afford _____ out. (go)
 - I wish that dog would stop _____. It is driving me mad. (bark)
 - Hurry up! I don't want to risk _____ the train. (miss)
 - Where are the chocolates? Have you _____ them all?(eat)
 - 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: ▶ 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: ▶ 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: ▶ 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: ▶ 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 ► 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 + A	4+4
29.	Q-6	2	1	I	Write a unified paragraph on a given topic to show <ul style="list-style-type: none"> • Clear topic sentence using specific words, vivid verbs, modifiers, etc. • Adequate supporting detail (example, illustration, definition, evidence, comparison, contrast, cause and effect, clarification, explanation) to develop the main idea. • Appropriate pronoun-antecedent relationship and transitional devices within a paragraph. • Chronological / sequential / spatial order of arranging detail. • Order of importance (most important to least important and vice versa, general to specific and vice versa). 	A	6
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	OR Plan, draft and revise writing to ensure that it <ul style="list-style-type: none"> • is focused, purposeful and reflects insight into the writing situation. • has an organizational pattern that reflects a clear overall progression of ideas through proper use of signal and reference words. • uses writing strategies as are appropriate to the purpose of writing. • has varied sentence structure and length. • has a good command of language with precision of expression. 		

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

ENGLISH COMPULSORY SSC-I

Table of Specifications

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

Key:

2-iv(3)

QNo.- Part No.(Allocated marks)