

| 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–II

### SECTION – A (Marks 15)

Time allowed: 20 Minutes

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

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

- (1) Which one of the following sentence possesses the Adverb of place?
 

|                                     |                       |
|-------------------------------------|-----------------------|
| A. I ran upstairs to my room.       | <input type="radio"/> |
| B. Do you usually play football?    | <input type="radio"/> |
| C. The horse galloped wildly.       | <input type="radio"/> |
| D. The girl read the book silently. | <input type="radio"/> |
  
- (2) He finished the dish of ice cream very quickly. What is the adjective phrase in this sentence?
 

|                 |                       |                          |                       |
|-----------------|-----------------------|--------------------------|-----------------------|
| A. he finished  | <input type="radio"/> | B. very quickly          | <input type="radio"/> |
| C. of ice cream | <input type="radio"/> | D. the dish of ice cream | <input type="radio"/> |
  
- (3) The students need to submit an \_\_\_\_\_ to complete the application for admission. Choose the word with correct spellings to fill in the blank?
 

|              |                       |              |                       |
|--------------|-----------------------|--------------|-----------------------|
| A. affedevit | <input type="radio"/> | B. afidevit  | <input type="radio"/> |
| C. affidavit | <input type="radio"/> | D. affidavit | <input type="radio"/> |
  
- (4) “**Fake** diamond rings are quite affordable.” Which one of the following contains the best synonym for the underlined word in the sentence?
 

|             |                       |                |                       |
|-------------|-----------------------|----------------|-----------------------|
| A. original | <input type="radio"/> | B. imitation   | <input type="radio"/> |
| C. loyal    | <input type="radio"/> | D. trustworthy | <input type="radio"/> |
  
- (5) At the end of the speech the whole assembly gave the speakers a standing \_\_\_\_\_. Fill in the blank with suitable word from the following options:
 

|             |                       |            |                       |
|-------------|-----------------------|------------|-----------------------|
| A. ovation  | <input type="radio"/> | B. jeering | <input type="radio"/> |
| C. cheering | <input type="radio"/> | D. support | <input type="radio"/> |
  
- (6) If you can \_\_\_\_\_ the cost of travel, there is of course no substitute for visiting the country itself. Choose the suitable option to fill in the blank.
 

|           |                       |              |                       |
|-----------|-----------------------|--------------|-----------------------|
| A. afford | <input type="radio"/> | B. spend     | <input type="radio"/> |
| C. expend | <input type="radio"/> | D. calculate | <input type="radio"/> |

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



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

Time allowed: 2.40 hours

Total Marks: 60

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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.

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**SECTION – B** (Marks 36)

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

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

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

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

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

**QUESTIONS:**

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

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

**OR**

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

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

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

**QUESTIONS:**

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

**OR**

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

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

**QUESTIONS:**

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

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

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

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

### **SECTION – C (Marks 24)**

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

**OR**

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

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

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

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

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

Importance of English

**OR**

Role of Media

**OR**

Benefits of Digital Technology

\* \* \* \* \*

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

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

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

|     |     |   |   |    |  |   |    |
|-----|-----|---|---|----|--|---|----|
| 30. | Q-7 | 2 | 1 | II | ➤ Write a persuasive/argumentative essay on a given topic. | A | 10 |
|-----|-----|---|---|----|--|---|----|

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



## ENGLISH COMPULSORY SSC-II

### 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 |
|-----------------------|---|-------------------------------|---|-------|------------|
| Knowledge Based       | 1-13(1),2-iii(3)  | 4-a(6)                        | 1-1(1), 1-2(1), 1-3(1), 1-7(1),<br>1-8(1), 1-9(1),1-10(1), 1-11(1),<br>1-14(1),4-b(5) | 24    | 27.9%      |
| Understanding Based   | 1-5(1), 1-6(1), 1-12(1), 1-15(1),<br>2-ii(3), 2-iv(3), 2-v(3),<br>2-vii(3),3-b-(I&II)-i(2), 3-b-(I&II)-ii(2), 6-(6) | 3-a-(I&II)(2)                 | 1-4(1), 4-c(6)  | 44    | 51.2%      |
| Application Based     |   | 2-i(6), 5-(8),7-(10)          |   | 18    | 20.9%      |
| <b>Total Marks</b>    | 39  | 26                            | 21  | 86    | 100%       |

#### Key:

1-3(1)

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

**Note:** (i) The policy of FBISE for knowledge based questions, understanding based questions and application based questions is approximately as follows:

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

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

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

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