

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 (3rd Set)

SECTION – A (Marks 15)

Time allowed: 20 Minutes

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

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

- (1) “Went from dawn to dusk...” “This poetic line has an example of:
- | | | | |
|---------------|-----------------------|---------------|-----------------------|
| A. Antithesis | <input type="radio"/> | B. Simile | <input type="radio"/> |
| C. Metaphor | <input type="radio"/> | D. Enjambment | <input type="radio"/> |
- (2) My dog enjoys being bathed _____ hates getting his nails trimmed. Fill in the blank with correct transitional device.
- | | | | |
|--------------|-----------------------|--------|-----------------------|
| A. Therefore | <input type="radio"/> | B. But | <input type="radio"/> |
| C. And | <input type="radio"/> | D. So | <input type="radio"/> |
- (3) Some birds build their nests in **inconspicuous** spots, well hidden by leaves. Deduce the meaning of the underlined word with the help of the contextual clues.
- | | | | |
|-----------------|-----------------------|--------------|-----------------------|
| A. Unnoticeable | <input type="radio"/> | B. Prominent | <input type="radio"/> |
| C. Isolated | <input type="radio"/> | D. Discrete | <input type="radio"/> |
- (4) Which one of the following sentences has the use of **infinitive** verb?
- | | |
|--|-----------------------|
| A. He played hockey brilliantly. | <input type="radio"/> |
| B. The dragons fight fiercely. | <input type="radio"/> |
| C. I made him learn tenses. | <input type="radio"/> |
| D. They have been playing since morning. | <input type="radio"/> |
- (5) They bought the tickets and boarded the train. This sentence is:
- | | | | |
|------------|-----------------------|---------------------|-----------------------|
| A. Simple | <input type="radio"/> | B. Compound | <input type="radio"/> |
| C. Complex | <input type="radio"/> | D. Compound complex | <input type="radio"/> |
- (6) ‘Lyric’ is an example of:
- | | | | |
|------------|-----------------------|----------|-----------------------|
| A. Poetry | <input type="radio"/> | B. Drama | <input type="radio"/> |
| C. Fiction | <input type="radio"/> | D. Novel | <input type="radio"/> |

- (7) Tim the terrifying tiger. Choose the poetic device used in the line.
- | | | | | | |
|----|------------|-----------------------|----|--------------|-----------------------|
| A. | Consonance | <input type="radio"/> | B. | Alliteration | <input type="radio"/> |
| C. | Assonance | <input type="radio"/> | D. | Anaphora | <input type="radio"/> |
- (8) He wanted a pair of puppies. The underlined part of the sentence is:
- | | | | | | |
|----|---------------|-----------------------|----|------------------|-----------------------|
| A. | Noun phrase | <input type="radio"/> | B. | Adjective phrase | <input type="radio"/> |
| C. | Adverb phrase | <input type="radio"/> | D. | Verb phrase | <input type="radio"/> |
- (9) As the summer sun sent scattered rays through the maple and oak leaves overhead, the young deer stood **frozen**, making it almost impossible for the hikers to see her. In the above lines, the word “**frozen**” means:
- | | | | | | |
|----|------------|-----------------------|----|------------|-----------------------|
| A. | Very cold | <input type="radio"/> | B. | Visible | <input type="radio"/> |
| C. | Not moving | <input type="radio"/> | D. | Not melted | <input type="radio"/> |
- (10) He sits beside the wall. The underlined word works as:
- | | | | | | |
|----|-------------|-----------------------|----|-------------|-----------------------|
| A. | Adverb | <input type="radio"/> | B. | Preposition | <input type="radio"/> |
| C. | Conjunction | <input type="radio"/> | D. | Noun | <input type="radio"/> |
- (11) Select the singular form of the word formulae.
- | | | | | | |
|----|----------|-----------------------|----|---------|-----------------------|
| A. | Formulis | <input type="radio"/> | B. | Formula | <input type="radio"/> |
| C. | Formulas | <input type="radio"/> | D. | Form | <input type="radio"/> |
- (12) The book, which he gave me, is very informative. Identify the sentence type as:
- | | | | | | |
|----|---------|-----------------------|----|------------------|-----------------------|
| A. | Simple | <input type="radio"/> | B. | Compound | <input type="radio"/> |
| C. | Complex | <input type="radio"/> | D. | Compound-complex | <input type="radio"/> |
- (13) Which one of the following transitional devices is used for adding information?
- | | | | | | |
|----|-------------|-----------------------|----|-------------|-----------------------|
| A. | Likewise | <input type="radio"/> | B. | Therefore | <input type="radio"/> |
| C. | Furthermore | <input type="radio"/> | D. | As a result | <input type="radio"/> |
- (14) Which one of the following sentences has correct order of adjective?
- | | | |
|----|--|-----------------------|
| A. | He has a big old beautiful silver ring. | <input type="radio"/> |
| B. | He has a beautiful old big silver ring. | <input type="radio"/> |
| C. | He has a silver beautiful old big ring. | <input type="radio"/> |
| D. | He has an old big beautiful silver ring. | <input type="radio"/> |
- (15) He cut the branch of the tree. Which tense is it?
- | | | | | | |
|----|-----------------|-----------------------|----|--------------|-----------------------|
| A. | Simple present | <input type="radio"/> | B. | Simple past | <input type="radio"/> |
| C. | Present perfect | <input type="radio"/> | D. | Past perfect | <input type="radio"/> |

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

Time allowed: 2.40 hours

Total Marks: 60

Note: Answer the questions in sections 'B' and 'C' at the place specified for it therein on the separately provided E-Sheet. Write your answers neatly and legibly.

SECTION – B (Marks 40)

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

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

The Blue Masjid reflects the architectural style of both the Ottoman masjid and Byzantine church. Hagia Sofia, a masjid, one of the wonders of the Muslim **architecture**, was also kept in view as a model. The Blue Masjid even today is considered to be unmatched in splendour, majesty and size.

The masjid has a spacious forecourt surrounded by a continuous vaulted arcade. It has ablution facilities on both the sides. In the centre, there is a fountain which is rather small in contrast with the **magnitude** of the courtyard. A heavy iron chain is hung at the upper part of the court entrance at the western side. This side was meant for the Sultan alone. The chain was put there so the Sultan had to lower his head every time he entered the court. It was the symbolic gesture to ensure the humility of the ruler in the face of the divine power.

The interior of the masjid at the lower end is lined with more than 20,000 hand-made ceramic tiles in more than 50 different tulip designs. At the gallery level, the design becomes flamboyant with representation of flowers, fruit and cypresses.

The upper part of the interior is **adorned** with blue paint. More than 200 stained glass windows with intricate designs allow natural light to brighten up its interior and the chandeliers further illuminate it with their glow. The decorations include A'yat from the Holy Quran. The floors are covered with carpets.

The most important element in the interior of the masjid is the mehrab, which is made of finely carved marble. To the right of mehrab, is a richly decorated pulpit. The masjid is so designed that even when it is most crowded, everyone in the masjid can listen and look at the Imam.

QUESTIONS:

- i. Write down the summary of the passage. Also suggest a suitable title. (5+1=6)
- ii. Explain in your own words the architectural style of the Blue Masjid.
- iii. Why is a heavy iron chain hung at the upper part of the entrance of the Masjid?
- iv. How is the interior of the Masjid decorated?
- v. What is the most important element of the masjid and what is it meant for?
- vi. What impression of the Blue Masjid do you have from the passage?
- vii. Write meanings of the underlined words.

- Q.3** a. Paraphrase any **ONE** of the following stanzas: (3)
- I. He gives his harness bells a shake
To ask if there is a mistake.
The only other sound's is the sweep
Of easy wind and downy flake.
- OR**
- II. Hope is the thing with feathers
That perches in the soul,
And sings the tune without the words,
And never stops at all.
- b. Read the following stanza carefully and answer the questions given at the end: (6)
- I. I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host of golden daffodils;
Beside the lake, beside the tree,
Fluttering and dancing in the breeze.
- QUESTIONS:**
- i. Identify and write any two poetic devices used in the stanza. (2)
- ii. Which two things have been compared in first two lines of the stanza? (2)
- iii. Write the rhyme scheme of the stanza. (2)
- OR**
- II. And sweetest in the gale is heard;
And sore must be the storm
That could abash the little bird
That kept so many warm.
I've heard it in the chilliest land,
And on the strangest sea;
Yet, never, in extremity,
It asked a crumb of me.
- QUESTIONS:**
- i. Identify and write any two poetic devices used in the stanza. (2)
- ii. What does the storm do with the bird? (2)
- iii. Write the rhyming scheme of the poetic extract. (2)
- Q.4** a. Fill in the blanks to complete the process of planting trees.
Use the passive voice form of the verbs. (5)
- When you start plantation, ensure the root ball is **(soak)** through, as a dry root ball could reject water from the surrounding soil. A sea weed product is **(add)** to the water to help the tree avoid transplant shock and to improve root growth going forward. A hole is digged that's at least twice the size of the existing root ball of the tree. Depth is more important than width in most cases, so be sure to dig enough of a hole that the existing roots can be completely **(cover)**. Your soil is improved to help the plant survive in the long-term. In clay soils, some gypsum is **(add)** to improve the soil structure and drainage. In all soils good fertilizer is **(use)** to help feed the plant.
- b. Use the suitable forms of Verbs in the following sentences: (any **FIVE**) (5)
- i. My cat (be) fond of travelling.
- ii. I usually get up at 5 A.M in the morning but yesterday; I (get) up at 7 A.M.
- iii. If he had worked hard, he (succeed).
- iv. He (go) to London tomorrow morning at 5 o'clock.
- v. It (rain) since morning.

- vi. No sooner had I heard the noise than I (rush) to the spot.
vii. I (pay) my electric bill by the 10th of every month.
- c. Punctuate the following paragraph/line(s): (3)
No sir I havent communicated with them

SECTION – C (Marks 20)

- Q.5** Write an email to your mother asking her about her health issues. (8)
OR
Write an application to the principal/headmaster/headmistress of your school for seeking permission for a visit to a historical place.
- Q.6** Write a paragraph of about 80 to 100 words on any **ONE** of the following: (6)
Pakistan Day Celebration OR My Country
- Q.7** Translate the following passage into Urdu: (6)
Punctuality refers to the habit of human beings completing their tasks on time. It is a positive habit which surely leads to success. All people have twenty four hours at their disposal. Some complain that they have no time; some say that they have a lot of free time. Some leave their work incomplete and blame that they could not find enough time. We should learn time management in our lives.
OR
Write a dialogue between a mother and a daughter about the choice of a career. (Dialogue must have at least eight sets of conversation relevant to the topic other than opening and closing)

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ENGLISH (COMPULSORY) SSC-I (3rd Set)
Student Learning Outcomes Alignment Chart
 (Curriculum 2006)

S #	Q No.	Competency No.	Standard No.	Bench Mark No.	Student Learning Outcomes	Cognitive Level **	Allocated Marks in Paper
1.	Q-1 (1)	1	2	1	Read and recognize literary techniques such as repetition, personification and alliteration	K	1
2.	Q-1 (2)	1	1	I	Identify and recognize the functions of Transitional devices used for coherence and cohesion.	K	1
3.	Q-1 (3)	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
4.	Q-1 (4)	4	3	I	► Illustrate use of infinitives and infinitive phrases.	K	1
5.	Q-1 (5)	4	3	3	Identify and differentiate between simple, compound and complex sentences.	U	1
6.	Q-1 (6)	1	2	I	Recognize genres of literature, fiction, nonfiction, poetry, legend, myth.	K	1
7.	Q-1 (7)	1	2	1	Read and recognize literary techniques such as repetition, personification and alliteration	K	1
8.	Q-1 (8)	4	3	3	► Analyze sentences for clauses and phrases. Identify and differentiate between main, subordinate and relative clause	K	1
9.	Q-1 (9)	4	2	I	Enhance and use appropriate vocabulary and correct spelling in speech and writing: ► Understand connotations and denotations; explore the use of synonyms with varying shades of meaning used for various purposes	U	1
10.	Q-1(10)	4	3	1	Illustrate the use of prepositions of position, time and movement and direction	K	1
11.	Q-1 (11)	4	3	I	Apply rules of change of number of nouns learnt earlier.	K	1
12.	Q-1 (12)	4	3	3	Identify and differentiate between simple, compound and complex sentences.	K	1
13.	Q-1 (13)	1	1	I	Identify and recognize the functions of Transitional devices used for coherence and cohesion.	K	1
14.	Q-1 (14)	4	3	I	► Follow order of adjectives in sentences.	U	1

15.	Q-1 (15)	4	3	3	Identify and differentiate between simple, compound and complex sentences.	K	1
16	Q-2 (i)	2	1	2	➤ Use summary skills to write summary/ précis of simple passages / poems.	A	6
17	Q-2 (ii)	1	1	2	➤ Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to • scan to answer short questions.	U	3
18	Q-2 (iii)	1	1	2	➤ Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to • scan to answer short questions.	U	3
19	Q-2 (iv)	1	1	2	➤ Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to • scan to answer short questions.	U	3
20	Q-2 (v)	1	1	2	➤ Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to • scan to answer short questions.	K	3
21	Q-2 (vi)	1	1	2	➤ Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to • scan to answer short questions.	U	3
22	Q-2 (vii)	1	1	2	➤ Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to • scan to answer short questions. • deduce meaning of difficult words from context	U	3
23	Q-3(a) (I&II)	2	1	2	➤ Use paraphrasing skills to paraphrase stanzas	U	3
24	Q-3(b) (I&II) -i	1	2	1	Read and recognize literary techniques such as repetition, personification and alliteration	K	2
25	Q-3(b) (I&II) -ii	1	2	1	➤ Read a poem and given orally and in writing: Personal response with justification	U	2
26	Q-3(b) (I&II) -iii	1	2	1	Read and recognize literary techniques such as repetition, personification and alliteration	K	2
27	Q-4(a)	4	3	3	Use active and passive voice appropriately in speech and writing according to the required communicative function.	U	5
28	Q-4(b)	4	3	1	➤ Illustrate use of tenses learnt earlier.	K	5
29	Q-4(c)	4	3	2	➤ Illustrate use of punctuation marks learnt earlier.	U	3

30.	Q-5	2	1	III	Write informal e mails in extended social and academic environment/ Write and revise applications to people in extended environment using correct format, layout and tone.	U + A	4+4
29.	Q-6	2	1	I	Write a unified paragraph on a given topic to show • Clear topic sentence using specific words, vivid verbs, modifiers, etc.	A	6
30.	Q-7	4 2	2 1	I 4	Translate passages from English to Urdu. Use the knowledge of literal and figurative meaning, grammatical gender and syntax to translate passages from English to Urdu. OR Plan, draft and revise writing to ensure that it • 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.	U U	6 6

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

ENGLISH COMPULSORY SSC-I (3rd Set)

Table of Specifications

Assessment Objectives	Competency-1 Reading and Thinking Skills	Competency-2 Writing Skill	Competency-4 Formal and Lexical Aspects of Language	Marks	Percentage
Knowledge Based	1-1(1), 1-2(1), 1-6(1), 1-7(1), 1-13(1), 2-v(3),3-b-(I&II)-i(2), 3-b-(I&II)-iii(2)		1-3(1), 1-4(1), 1-8(1) 1-10(1), 1-11(1), 1-12(1), 1-15(1), 4-b(7)	26	31.3%
Understanding Based	2-ii(3) , 2-iv(3), 2-vi(3), 2-vii(3), 2-iii(3) 3-b-(I&II)-ii(2)	3-a-(I &II)(3), 5-(4)	1-5(1), 1-9(1), 1-14(1), 4-c(3), 7-(6), 4-a(5)	41	49.4%
Application Based		2-i(6),5-(4), 6-(6)		16	19.3%
Total Marks	29	23	31	83	100%

KEY:

1-1(1)

Question 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