

Version No.			

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Answer Sheet No. _____

Sign. of Candidate _____

Sign. of Invigilator _____

ENGLISH COMPULSORY HSSC-I (3rd Set)

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) These are the people who defile the grassy borders of our roads and lanes. The synonym of underlined word is:

- A. spoil
- B. beautify
- C. construct
- D. pacify

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- (2) They hold counsel with the stars, whose broken branches show the scars. Which one of the following figure of speech is exemplified by this sentence?

- A. Personification
- B. Simile
- C. Metaphor
- D. Alliteration

- (3) Which one of the following sentence is an example of personification?

- A. He is running faster than the wind.
- B. Princes do but play us; compared to this.
- C. Laughter is the music of the soul.
- D. The wind is whispering in the plain.

- (4) The moment of highest interest, emotion or intensity within a story is known as:

- A. catharsis
- B. resolution
- C. climax
- D. denouement

- (5) Identify one of the following sentence employing the transitional device of addition:

- A. Moreover, he will do all the cooking and cleaning while he studies.
- B. As a result, you would be a happy person.
- C. The boy liked birds but he was afraid of cats.
- D. In other words, I want to drop out.

- (6) **Embrace** your difficulties and take steps to change your situation. Antonym of the underlined word is:
- A. accept B. celebrate
 C. comprehend D. reject
- (7) Although I phone **her** every week, my mother still complains that I don't keep in touch often enough. The underlined word denotes a/an example of:
- A. anaphoric reference
 B. cataphoric reference
 C. antecedent
 D. exophoric reference
- (8) Identify one of the following sentence which exemplifies the Future Perfect Tense.
- A. They will had been waiting for us.
 B. Tahir will have taken ill.
 C. He will be wearing Armani.
 D. I have slept through the whole day.
- (9) Which one of the following sentence contains the example of a gerund?
- A. I saw them crossing the street.
 B. They were singing nicely.
 C. He was served a sizzling hot pot.
 D. I was afraid of hurting her feelings.
- (10) Which one of the following sentence carries an indefinite pronoun?
- A. He himself cancelled his degree.
 B. Those are my books.
 C. Who stole my pen?
 D. Somebody pushed me from behind.
- (11) She had quite **abandoned** the hope of getting married. Pick the correct meaning of the underlined word from the following options:
- A. To hold back B. To limit.
 C. To give up completely D. To discriminate.
- (12) Which one of the following sentence is correctly punctuated?
- A. "Haven't you finished writing," said Sara.
 B. Haven't you finished writing, said Sara.
 C. Haven't you finished writing? said Sara.
 D. "Haven't you finished writing?" said Sara.
- (13) Which one of the following sentence contains an adjective clause?
- A. Fruit that is grown organically is expensive.
 B. You can sit wherever you want.
 C. Harry's problem was that he couldn't make a decision.
 D. She knows what has happened.
- (14) Which one of the following sentence illustrates the use of an intransitive verb?
- A. I gave them a second chance to prove themselves.
 B. Jameel sent a postcard from Jhang.
 C. The plane landed on the airport safely.
 D. She left the keys on the table.

- (15) Which one of the following sentence contains a participle phrase?
- A. Eating shellfish quickly is a bad idea.
- B. Deceived by his friends, he stopped believing.
- C. Would you like to walk instead of taking the cab?
- D. To wait seemed foolish when decisive action was required.
- (16) The boy who claimed to have a broken arm, caught the ball. The underlined part of the sentence is a/an:
- A. noun clause B. adverb clause
- C. adjective clause D. adverb phrase
- (17) Mrs. Ayesha, his favourite teacher, assigned him the comprehension of Moby Dick. The underlined part of the sentence is a/an:
- A. appositive phrase B. adverbial phrase
- C. adjective phrase D. gerund phrase
- (18) Which one of the following sentence contains an example of adverb of degree?
- A. Riaz coughed loudly to attract her attention.
- B. He plays the flute beautifully.
- C. She stayed at my home all day.
- D. It is extremely hot today.
- (19) Coverage of the scrutiny process is central to our parliamentary democracy. The underlined word is a/an:
- A. proper noun B. material noun
- C. abstract noun D. collective noun
- (20) Although he was too rich, he was miserably unhappy and discontented. 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: 2.35 hours

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)**

By the age of six the average child will have completed the basic education and be ready to enter school. If the child has been attentive in these pre-school years, he or she will already have mastered many skills.

From television, the child will have learned how to pick a lock, commit a fairly elaborate bank holdup, prevent wetness all day long, get the laundry twice as white and kill people with a variety of **sophisticated armaments**.

From watching his parents, the child, in many cases, will already know how to smoke, how much falsehood to mix with facts to be **pragmatic** and shrewd, what kind of language to use when angry and how to violate the speed laws without being caught.

At this stage, the child is ready for the second stage of education which occurs in school. There, a variety of lessons may be learned in the very first days.

The teacher may illustrate the economic importance of belonging to a strong union by closing down the school before the child arrives. Fathers and mothers may demonstrate to the child the social cohesion that can be built on shared hatred by **demonstrating** their dislike for children whose pigmentation displeases them. In the latter event, the child may receive visual instruction in techniques of stoning buses, cracking skulls with a nightstick and subduing mobs with teargas. Formal education has begun.

During formal education, the child learns that life is for testing. This stage lasts twelve years, a period during which the child learns that success comes from telling testers what they want to hear.

QUESTIONS:

- i. Write down the summary of the given passage and suggest a suitable title.
(7+1=8)
- ii. What does the writer mean when he uses the expression of formal education? Do you agree with the writer's opinion on the existing system of formal education?
- iii. What can be inferred about the author's attitude towards television? Do you share his opinion on television and other such gadgets?
- iv. What is the tone of the given excerpt? Elaborate it briefly.
- v. How do you look at our exam system? Do you agree with the author's views on tests?
- vi. What, according to the author, does a child learn at the earliest stage of his "formal education?"
- vii. What do children learn from their parents in pre-school stage? How does the author criticize the role of parents in inculcating criminal habits or derogatory moral values in children?

viii. Deduce meaning of the underlined words.

Q.3 a. Read the following poetic extract carefully and answer the questions appended to it: (2+2+2=6)

I. Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveller, long I stood
And looked down one as far as I could
To where it bent in undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear,
Though as for that the passing there,
Had worn them about the really same.

QUESTIONS:

- i. What is the theme of the extract?
- ii. What difficult choice is the poet obliged to make?
- iii. Write down two rhyming schemes of the given stanzas.

OR

II. Let me not to the marriage of two minds
Admit impediments, Love is not love
Which alters when it alteration finds,
Or bends with the remover to remove:
O, no! it is an ever-fixed mark,
That looks on tempests and is never shaken;
It is the star to every wandering bark,
Whose worth's unknown, although his height be taken.

QUESTIONS:

- i. What is the poet's definition of love?
- ii. Why does the poet compare love with an ever-fixed mark?
- iii. Write down two rhyming words for each of the following words.
a. Shaken b. Mark

- b. Attempt any **ONE** of the following questions: (6)
- i. 'Playwrights often create conflicting characters whose struggle provides for the crisis or tension in the play.' Elaborate with reference to a play you have read.
 - ii. What is the difference between flexible and inflexible characters? Explain with reference to any piece of literature you have come across.

SECTION – C (Marks 40)

NOTE: Attempt all questions.

Q.4 Write your CV for the post of financial advisor in an insurance company advertised in a newspaper. (8)

Q.5. a. Illustrate correct use of tenses in any **SIX** of the following sentences by correctly re-writing them: (6)

- i. We _____ the trash for pick up. (left out/ left over)
- ii. Dawood and Babar _____ each other at the mall. (ran into/run over)
- iii. He _____ his hat immediately in order to show me his new hairstyle. (took off/took up)
- iv. After the death of her husband, she was left with no one to _____.(fall on/ fall back upon)

- v. After more than fifty years of marriage, nothing could _____ them. (come between/ come down to)
- vi. The jungle caught fire, and it could not be _____ by the local fire brigade. (put in/put out)
- vii. The professor spoke for hours but students couldn't _____ anything. (make out/make up)
- viii. Shirley thought she _____ cheating until the teacher asked her to stay after the class. (got away with/ got away)

b. Use the correct form of verbs given in parentheses. **(Any SIX)** **(6)**

- i. They (work) on the project at the moment.
- ii. He (write) a novel since last October and is about to finish it.
- iii. Age and experience (bring) wisdom to the man.
- iv. I will call you when the guests (arrive).
- v. The box (be) so heavy that I couldn't lift it.
- vi. They (come) here next week to visit my newly found firm.
- vii. He wants Mary (do) the dishes.

c. Punctuate the following lines/paragraph: **(4)**
he invited me to the football game but i wasnt able to go james said and i heard later that it was a great game

Q.6 Write a letter to the editor of a newspaper about the fuel price raise and its effects on the public. **(8)**

Q.7 Translate the following passage from English to Urdu: **(8)**
Knowledge is a great power. Knowledge not only gives us material benefits but spiritual satisfaction also. In our religion, getting knowledge is obligatory for everyone. This is the wealth that cannot be stolen. Without knowledge, no man can recognize himself and remains unaware of his life. Having got knowledge, a man can effectively work for the betterment of himself, his society, and his nation.

OR

Write a dialogue between two friends sharing their preparation plans for the upcoming exam. (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 (3rd Set)
Student Learning Outcomes Alignment Chart

S #	Q No.	Competency No.	Standard No.	Benchmark No.	Student Learning Outcomes
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.
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.
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.
4.	Q-1(4)	1	2	I	Analyze story elements: characters, events, setting, plot, theme, tone, point of view.
5.	Q-1(5)	1	1	III	Recognize and use appropriate transitional words within and beyond paragraphs for better coherence and cohesion.
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
7.	Q-1(7)	1	1	I	Identify and recognize the functions of • anaphoric and cataphoric references
8.	Q-1(8)	4	3	I	Illustrate use of tenses
9.	Q-1(9)	4	3	I	Illustrate the use of gerunds and gerund phrases.
10.	Q-1(10)	4	3	I	Illustrate use of pronouns.
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
12.	Q-1 (12)	4	3	II	Recognize and rectify faulty punctuation in given passages and own work
13.	Q-1(13)	4	3	I	Identify and use adjective phrases and clauses.
14.	Q-1(14)	4	3	I	Illustrate use of transitive and intransitive verbs.
15.	Q-1(15)	4	3	I	Make and use present and past participles.
16.	Q-1(16)	4	3	I	Identify and use adjective phrases and clauses.
17.	Q-1(17)	4	3	III	Analyze sentences for different clauses and phrases; evaluate how their positions in sentences change meaning and affect communicative function.
18.	Q-1(18)	4	3	I	Illustrate use of adverbs.
19.	Q-1(19)	4	3	I	Demonstrate use of collective, countable and uncountable, material and abstract nouns.
20.	Q-1(20)	4	3	III	Analyze and construct simple, compound and complex

					sentences.
21.	Q-2(i)	1	1	II	Use summary skills to extract salient points and develop a mind map to summarize a text.
22.	Q-2(ii)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to scan to answer short questions.
23.	Q-2(iii)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to scan to answer short questions.
24.	Q-2(iv)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to scan to answer short questions.
25.	Q-2(v)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to scan to answer short questions.
26.	Q-2(vi)	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.
27.	Q-2(vii)	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.
28.	Q-2 (viii)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to • deduce meaning of difficult words from context.
29.	Q-3-(a)-(I &II)-(i)	1	2	I	Read a given poem and give orally and in writing: <ul style="list-style-type: none"> • Theme and its development. • Personal response with justification. Recognize literary techniques such as personification and alliteration.
30.	Q-3-(a)-(I &II)-(ii)	1	2	I	Read a given poem and give orally and in writing: <ul style="list-style-type: none"> • Theme and its development. • Personal response with justification. Recognize literary techniques such as personification and alliteration.
31.	Q-3-(a)-(I &II)-(iii)	1	2	I	Read a given poem and give orally and in writing: <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 the conflict in a story or literary selection. Explore options to resolve the conflict. Propose another resolution.
33.	Q-3-(b)-(ii)	1	2	I	Analyze story elements: characters, events, setting, plot, theme, tone, point of view.
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´.
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.
36.	Q-5(b)	4	3	I	Illustrate use of tenses.
37.	Q-5(c)	4	3	II	Recognize and rectify faulty punctuation in given passages and own work.
38.	Q-6	2	1	III	<p>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.):</p> <ul style="list-style-type: none"> • Write and revise business letters using correct format and style of expression.
39.	Q-7	4	2	I	<p>Use the knowledge of literal and figurative meaning, grammatical gender and syntax to translate passages from English to Urdu.</p> <ul style="list-style-type: none"> • Understand that most phrases and idioms do not translate literally from one language to another. <p style="text-align: center;">OR</p> <p>Plan draft and revise writing to ensure that it</p> <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

FBISE SOLVER PAPER

ENGLISH COMPULSORY HSSC-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	1-4(1), 1-7(1), 2-ii (2), 2-iv (2), 2-vi (2),2-vii (2),2-viii (4), 3-a-(I &II)-ii (2)	4-(4), 6-(4)	1-9(1), 1-10(1), 5-c (4), 7-(4)	34	29.1%
Understanding Based	1-2(1), 1-3(1), 1-5(1), 1-6(1), 1-11(1), 2-ii (2), 2-iii (4), 2-iv (2), 2-v (4), 2-vii (2),3-a-(I &II)-i (2), 3-a-(I &II)-iii (2),3- b-i(6),3-b-ii (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)	61	52.1 %
Application Based	2 -i (8), 2-vi (2)	4-(4), 6-(4)	7-(4)	22	18.8%
Total Marks	61	16	40	117	100%

Key:

1-4(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:

- a) 30% knowledge based.
- b) 50% understanding based.
- c) 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:

- a) 40% easy
- b) 40% moderate
- c) 20% difficult