

Version No.			

ROLL NUMBER						

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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) Because I am not a football fan, I am _____ to the fact my friend met a popular football player yesterday.
- A. ignorant B. different
 C. indifferent D. diffident
- (2) **Clock** is to **Time** as **Thermometer** is to _____.
- A. heat B. radiation
 C. energy D. temperature
- (3) The paint spilled all over the floor; _____, the sweeper had a big mess to clean up. Choose suitable transitional device from the following:
- A. moreover B. as a result
 C. however D. for example
- (4) Wherever he goes, the **esteemed** Dr. Sanchez is applauded for his life saving research. Infer the meaning of underlined word and choose the correct response.
- A. rude B. very serious
 C. proud D. greatly admired
- (5) He was as snug as a bug in a rug. This sentence contains a:
- A. Metaphor B. Personification
 C. Simile D. Symbol
- (6) Zahid looks a noble person but he always becomes _____ any good deed. Choose the suitable option to fill in the blank.
- A. a supporter of B. an obstacle for
 C. a preacher of D. a promoter for

- (7) I believe that if you lower taxes so that people can keep more of the money they earn, it will be _____ for them to work harder. Choose a suitable option to fill in the blank.
- A. an incentive B. a protection
 C. an option D. a facility
- (8) Identify the compound sentence from the sentences given below:
- A. My mother cooked dinner while I was doing my homework.
 B. I like playing basketball and my brother likes playing tennis.
 C. He missed the first period because he was late.
 D. I have not seen my grandmother since I came to Germany.
- (9) A _____ of sailors was on board to start voyage towards Arabia.
- A. gang B. crowd
 C. choir D. crew
- (10) There was _____ inside. The building was empty.
- A. everybody B. somebody
 C. nobody D. anybody
- (11) Which one of the following sentences possesses the Adverb of manner?
- A. He has firmly discarded the idea of attacking the enemy.
 B. My dog always barks.
 C. The girls went upstairs to get their coats.
 D. My teacher often writes on the white board.
- (12) Choose the sentence with an **Adjective clause** in it:
- A. The team member who raises the most funds will receive an award.
 B. The patient in the wheel chair has a broken leg.
 C. The house with white paint is at the end of the street.
 D. The goat with the brown legs was grazing in the meadow.
- (13) The United Nations often tries to _____ in conflicts between countries. Choose the word with correct spellings to fill in the blank?
- A. entercede B. intercede
 C. intercede D. interscede
- (14) Which one of the following sentences contains the best synonym for the underlined word in the sentence? "During my **leisure** time, I enjoy reading."
- A. During my repose time, I enjoy reading.
 B. During my pleasure time, I enjoy reading.
 C. During my stress time, I enjoy reading.
 D. During my toil time, I enjoy reading.
- (15) Fortunately, the explosion _____ the asteroid from a course that would have sent it hurtling into our planet. Infer suitable word from the following options:
- A. ignited B. diverted
 C. directed D. attracted

Federal Board SSC-II 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 36)

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

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

Literature is the story of humans. It is the record of who we are, where we come from and where we are going. Books make us travel at large. During our journey, we are connected with humanity. We identify ourselves with the characters we meet and learn whether we love, loathe, fear or flatter. They help us comprehend our faults and aspirations. They tell us who could we become if we are not careful. Reading provides the deepest connection to the morals that make us human, and part of a larger society.

Books are a source of comfort for us. They are a safe shelter. Throughout human history man has found peace in the written works. Books are bridges – through their pages we make our contact with society. Those who read more are better prepared to face the world than those who don't read.

Though reading a book connects us with humanity, it is also the last truly private act in a world that has become too public. As a **nourishment** for the mind, it is slow food in a world given over to fast food. Blogs, text messages and e-books, bring relevance and instant gratification, much as newspapers and magazines do. But however important such forms are, they endure only as long as the stuff they are printed on. The comforts of books defy time, and break borders.

Books offer other types of pleasures as well. The joy of their touch, sound and fragrance is immeasurable. The pleasure of their understanding is an addition to it. The sharing of a book with friends is still another form of joy. Libraries are the **evidence** of **grandeur** of a civilisation.

It is important that we work to give every person the opportunity to enjoy books as shelters, sustenance, and roads forward. To imagine a world without books is to imagine a world without thought, feeling, compassion, history, or voice.

QUESTIONS:

- i. Summarize the given passage. Also suggest a suitable title to it. (5+1=6)
- ii. What are the benefits of books?
- iii. What does the author mean by 'slow food' & 'fast food'?
- iv. What kind of pleasures do the books offer?
- v. How are the libraries an evidence of grandeur of civilisation?
- vi. What kind of world the humans will have without books?
- vii. Give the **SYNONYMS** of the words that are underlined in the passage.

Q.3 a. Paraphrase any **ONE** of the following stanzas: (2)

I. If you find your task is hard,
Try, try again;
Time will bring you your reward,
Try, try again.
All that other folks can do,
Why, with patience, should not you?
Only keep this rule in view:
Try, try again.

OR

II. Thy kindness shall bring to thee many sweet hours,
And blessing thy pathway to crown;
Affection shall weave thee a garland of flowers,
More precious than wealth or renown.

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

I. Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.

Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.

QUESTIONS:

- i. Give examples of metaphor from the given poem? (2)
- ii. Write down the theme of the poem in your own words. (2)

OR

II. I hear leaves drinking rain,
I hear rich leaves on the top,
Giving the poor beneath
Drop after drop:

Tis a sweet noise to hear
These green leaves drinking near.

QUESTIONS:

- i. What does the poor leaves and rich leaves metaphorically stand for? (2)
- ii. Elaborate the implied message of the stanza. (2)

Q.4 a. Fill in the blanks with appropriate form of the verbs given in the brackets. (4)

- i. Hardly had we reached the school, when the bell _____ (ring).
- ii. I wish I _____ (be) a child again.
- iii. The doctor suggested that the patient _____ (lose) weight.
- iv. To take pay and not to work _____ (be) dishonesty.

b. Change the **FOUR** bold sentences into indirect speech: (4)

Rashid recently attended an interview for the selection of a computer programmer. At the interview, **he was asked: "Why do you want to be a computer programmer?"**

To this question he replied, “I want to change my job because I have always been interested in computers.”

When the interviewer asked him, “Do you have any experience?”

He replied that he didn’t have any experience but he was a fast learner.

Finally, the interviewer wanted to know the kind of computer he used.

Rashid replied, ‘I can use a Mac and have also used Windows 10 once in the past.’

The interviewer seemed to be pleased with his answers.

- c. Do as directed (any **FOUR**) of the following: **(4)**
- i. You have never come across such an unusual piece of art. (Change into interrogative sentence)
 - ii. We’re going to have to put off our trip to Spain until September. (Change into negative)
 - iii. They would not come for your help. (Change into imperative sentence)
 - iv. The train will come in five minutes. (Change into interrogative sentence)
 - v. The latter half of the film is more interesting than the former. (Change into negative sentence)
 - vi. My brother works abroad. (Change into negative 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 nuisance caused by the excessive use of pressure horns in the city during examination days drawing attention of the concerned authorities to take the remedial measures.

Q.6 Describe your daily routine using appropriate/correct transitional devices (at least six) for connecting your ideas logically in a paragraph. **(6)**

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

Need for Online Studies

OR

How Can We Save Our Environment?

OR

Use of Cell Phone at School

* * * * *

ENGLISH (COMPULSORY) SSC-II
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)	4	2	I	Enhance and use appropriate vocabulary and correct spelling in speech and writing ► Deduce the meaning of unfamiliar words from the context using contextual clues.	U	1
2.	Q-1 (2)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to <i>locate examples to support an opinion e.g. a personal anecdote, quotations, examples and analogy, etc.</i>	U	1
3.	Q-1 (3)	1	1	III	Recognize and use appropriate transitional words within and beyond paragraphs for better coherence and cohesion.	K	1
4.	Q-1 (4)	4	2	I	Enhance and use appropriate vocabulary and correct spelling in speech and writing ► Deduce the meaning of unfamiliar words from the context using contextual clues.	U	1
5.	Q-1 (5)	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
6.	Q-1 (6)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to <i>use context to infer missing words.</i>	U	1
7.	Q-1 (7)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to <i>use context to infer missing words.</i>	U	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	I	Demonstrate use of more collective, countable and uncountable, material and abstract nouns.	U	1
10.	Q-1(10)	4	3	I	Recognize the rules for using indefinite pronouns	K	1
11.	Q-1 (11)	4	3	I	Recognize varying positions of adverbs in sentences according to their kinds and importance	K	1
12.	Q-1 (12)	4	3	I	Use adjective phrases and clause	K	1
13.	Q-1 (13)	4	2	I	Enhance and use appropriate vocabulary and correct spelling in speech and writing	K	1
14.	Q-1 (14)	4	2	I	► Enhance and use appropriate vocabulary and	U	1

					correct spelling in speech and writing ► 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.		
15.	Q-1 (15)	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
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>	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>	K	3
20.	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	3
21.	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>	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	2
24.	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>	U	2
25.	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
26.	Q-4 (a)	4	3	I	Illustrate use of tenses learned earlier	K	4
27.	Q-4 (b)	4	3	III	Recognize the rules of and change the narration of statements, requests/ orders and questions.	U	4
28.	Q-4 (c)	4	3	III	Classify, use, convert and make declarative (affirmative and negative), interrogative, exclamatory, and imperative sentences.	K	4
29.	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. ► Write formal emails in extended social and	A	8

					academic environment		
30.	Q-6	1	1	III	Recognize and use appropriate transitional words within and beyond paragraphs for better coherence and cohesion.	K	6
31.	Q-7	2	1	II	<p>➤ Write a persuasive/argumentative essay on a given topic:</p> <ul style="list-style-type: none"> • Distinguish fact from opinion. • State an opinion on the topic. • List ideas and arguments that support opinion. • Organize ideas and supporting arguments in a clear, structured and logical manner. • Distinguish between language used for persuasion and propaganda. • Use persuasive language to enhance ideas. • Use special devices to support arguments (e.g. Appeal to logic through reasoning, appeal to emotion or ethical belief, relating a personal anecdote or analogy). 	A	10

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

ENGLISH COMPULSORY SSC-II

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	1-3(1),2-iv(3), 6-(6)		1-8(1),1-10(1), 1-11(1), 1-12(1),1-13(1),4-a(4), 4-c(6)	25	30.1%
Understanding Based	1-2(1), 1-5(1), 1-6(1), 1-7(1), 1-15(1), 2-i(6),2-ii(3),2-iii(3), 2-v(3), 2-vi(3), 2-vii(3),3-b-(I&II)-i(2), 3-b-(I&II)-ii(2)	3-a-I&II (2),	1-1(1), 1-4(1), 1-9(1),1-14(1), 4-b(4)	40	48.1%
Application Based		5-(8),7-(10)		18	21.7%
Total Marks	40	20	23	83	100%

Key:

1-3(1)

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