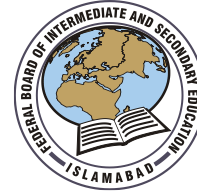


Version No.			

ROLL NUMBER							



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1	1	1	1
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9	9	9	9

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

Answer Sheet No. _____

Sign. of Candidate _____

Sign. of Invigilator _____

ENGLISH COMPULSORY HSSC–II (2nd 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. There are many _____ still believe in superstitions. The correct relative pronoun to fill in the gap will be:
 A. which B. who
 C. what D. as

2. If the theme of a text is **NOT** limited to a particular culture but is relevant to all times and places, it is said to have a/an:
 A. communal appeal B. emotional appeal
 C. national appeal D. universal appeal

3. _____ you take a taxi, you will still miss your plane. The most appropriate transitional device to fill in the blank will be:
 A. Even if B. In case
 C. Only if D. May be

4. When he arrived, Zain noticed that the door was open. The underlined word is an example of:
 A. anaphoric reference B. cataphoric reference
 C. cross reference D. lexical reference

5. Unlike mammals, birds incubate their eggs outside their body. The underlined word means:
 A. break B. lay
 C. hatch D. inhibit

6. A traditional story sometimes popularly regarded as historical but **NOT** authenticated is termed as a/an:
 A. ballad B. parable
 C. legend D. epic

7. Kiran comes home after her interview, runs to her bedroom, and slams the door. You can infer that _____.
- A. her interview went well.
- B. her interview did not go well.
- C. she is tired.
- D. she is excited.
8. The tourists were **mesmerized** to see the beauty of K-2, and it was hard for them to take their eyes off it. Deduce the meaning of the underlined word:
- A. thrilled B. shocked
- C. spellbound D. excited
9. Being **imperious**, he expected everyone to obey him. The most appropriate word to replace the underlined word will be:
- A. peremptory B. short-tempered
- C. wise D. abnormal
10. When the teacher was delivering his lecture, the students were **all ears**. The underlined expression can best be replaced with:
- A. observing carefully B. involved whole heartedly
- C. taking notes D. listening carefully
11. My village is situated on the east bank of _____ Indus. Which article will correctly fill in the blank?
- A. a B. an
- C. the D. No article
12. Marty, **the class clown**, made every one laugh with his funny gestures. The underlined part of the sentence is used as a/an:
- A. Subject phrase B. Object phrase
- C. Appositive phrase D. Adjective phrase
13. One must always be aware of _____ duties. The correct possessive form of the indefinite pronoun will be:
- A. one's B. his
- C. hers D. theirs
14. You _____ see a doctor. Which one of the following modal verbs will best fill in the blank if it is intended to be a piece of advice?
- A. could B. may
- C. had better D. might
15. They **played** well and **won** the game. The underlined verbs are _____ and _____ respectively.
- A. finite, nonfinite B. transitive, intransitive
- C. regular, irregular D. main, auxiliary
16. **After he had finished the work on time**, Ali went out for a walk. Which one of the following will correctly replace the underlined part?
- A. Having been finished the work on time
- B. Having finished the work time
- C. Have been finishing the work on time
- D. Had finished the work on time

17. I will be able to get in although I have no ticket. The underlined part of the sentence is a/an:
- A. noun clause B. adjective clause
C. adverb clause D. main clause
18. Identify the phrase exemplifying the most appropriate order of adjectives.
- A. An expensive, new, imported car.
B. A new, expensive, imported car.
C. An imported, expensive, new car.
D. An imported, new, expensive car.
19. Which one of the following sentences exemplifies future perfect continuous tense?
- A. I will be shopping at 3 pm.
B. I will be doing shopping at 3 pm.
C. I will have shopping since 3 pm.
D. I will have been shopping since 3 pm.
20. I moved to Lahore _____ the age of ten. The correct preposition to fill in the blank will be:
- A. on B. at
C. by D. above
-



Federal Board HSSC-II 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 given passages 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 the rest of the questions carry 04 marks each. **(8 + 5 × 4 = 28)**

Pakistan is a land of love and hospitality. A land of spiritual endowment, it's also the resting place of many spiritual saints from all religions, be it the Sufi mystics of Islam, the Hindu Tiraths dating back to 3,000BC, the disciples of Buddha attaining "nirvana" buried under the remains of Gandhara civilisation, or Baba Guru Nanak, the founder of the Sikh religion. Pakistan has always whole-heartedly worked to present its historical sites - whether it is a church, Gurdwara, temple, mosque, museum, tomb, fort or shrine.

Born in the foothills of the Himalayas, Buddhism found avid followers, supporters and **patrons** in Gandhara, the Land of Fragrance. Pakistan became the **custodian** of rich collections of sacred relics and superb specimens of art and architecture from Buddhist civilisation. For example, the Buddhist ruins of Taxila are priceless treasures of immense interest to Buddhists and researchers around the world. Taxila became a Centre of excellence which the first ever university was founded there in the 10th century BC.

Since Punjab was the center of activities for Sikh Gurus, and later the political power base of the Sikhs, there are numerous sites in Pakistan that are sacred to the Sikh community. Among the sacred shrines is Gurdwara Darbar Sahib. Kartarpur, near Lahore. Thousands of pilgrims visit these places from all over the globe. Pakistan opened the Kartarpur Corridor to provide Indian Sikh pilgrims a visa-free access. Kartarpur Corridor was **renovated** and expanded as a symbol of goodwill of the people of Pakistan for the Sikh community and to pave way for interfaith harmony. All Gurdwaras and Sikh shrines in Pakistan have been declared sacred places and are **meticulously** maintained by the government.

Pakistan is also a land of Saints and Saints who preached amity, peace and universal love. Their teachings promoted religious co-existence, communal harmony and tolerance in society. Perhaps that is why there has always been communal harmony in Pakistan. The shrines of Data Ganj Bakhsh Hajvery, Hazrat Abdullah Shah Ghazi, Hazrat Lal Shahbaz Qalandar, Sachal Sarmast and Hazrat Bahauddin Zakaria are worth a visit for spiritual solace and eternal satisfaction.

QUESTIONS:

- i. Write down summary of the passage and suggest a suitable title. (7+1=8)
- ii. What role did saints play in promoting a culture of tolerance?
- iii. Mention at least two examples which the writer has used to prove his claim that Pakistan is a land of spiritual endowment.
- iv. How is Pakistan a unique spectrum of cultural harmony?
- v. Mention any two factors that went into the rise of Gandhara Civilization?
- vi. What does the writer mean by 'interfaith harmony'? How can it be further promoted?
- vii. Use the words that are bold and underlined (in the given text) in sentences of your own.

- viii. Have you visited any tourist resort in Pakistan? If yes, how was your experience? If no, which place will you like to visit first and why?

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

There are thousands to tell you it cannot be done,
There are thousands to prophesy failure,
There are thousands to point out to you one by one,
The dangers that wait to assail you.

But just buckle in with a bit of a grin,
Just take off your coat and go to it;
Just start in to sing as you tackle the thing
That “cannot be done,” and you’ll do it.

QUESTIONS:

- i. What message do you extract from the given lines?
- ii. What according to the poet should one do when people try to scare one from the dangers ahead?
- iii. Point out the use of personification in the given lines.

OR

There was a time indeed
they used to shake hands with their hearts:
but that’s gone, son.
Now they shake hands without hearts
while their left hands search
my empty pockets.

QUESTIONS:

- i. What according to the poet is the difference between the way people welcomed each other in the past and the way they do these days?
- ii. Do you agree with the poet that modern man is more concerned with his gains rather than having any goodwill for others? Justify your answer.
- iii. Point out the use of alliteration in the lines.

b. Answer any **ONE** of the following parts of the question: (6)

- i. Discuss the setting of one of the work of fiction you have read. Also point out its connection with the main action of the fiction.
- ii. A narrative work of literature depicts the desires and struggle of the characters. How does a writer bring home his message through his characters?

SECTION – C (Marks 40)

Note: Attempt all questions.

Q.4 Write an essay in about 250-300 words on any **ONE** of the following topics: (12)

Rural vs Urban Life

Outline: Introduction . . . comparison of lifestyle... difference of living standards... economic life... attractions of rural life... why people move to cities... conclusion.

OR

Women Empowerment

Outline: What is empowerment... Current conditions of women... Areas where women are struggling- education, financial independents, health and politics... Measures required to restore women to a respectable status... Future prospects.

- Q.5** a. There are **FIVE** errors of sentence structure, spelling, article, adverb and pronoun in the given paragraph. Rewrite the paragraph after correcting the errors. Underline the corrected words. (5)

“How anyone can forget the contribution of students in the struggle for Pakistan. The Quaid himself appreciated their role greatly. But once the separate homeland for Muslims of the Sub-continent became a reality, he advised them to focus full on their studies. He know that the nations that had made education their priority they had touched the heights of success.

- b. Use the following idiomatic expressions in the blanks to complete the sense of the passage. (5)

- | | |
|-----------------------------|--------------------|
| i. cold shoulder | ii. eye to eye |
| iii. all ears | iv. second to none |
| v. apple of everyone’s eyes | |

Sara loved school and always did her best in each class. Her work was _____. When the teacher was talking, she was _____. She was the _____. Everyone liked her because she was a good friend as well. She never gave another child the _____, even if they didn’t see _____ with her on every matter.

- c. Change the following conversation into **direct** form of narration: (5)

Mr. Ahmed asked Mr. Asif why he had not come the day before yesterday. Mr. Asif replied that he had been down with cough, sore throat and fever. Mr. Ahmed asked him if he had visited a doctor. He respectfully replied that he had not visited the doctor. He added that instead he took some home-made remedies.

- Q.6** Suppose you are a member of the literary society of your college. The Principal has asked you to prepare a report on the condition of the college library. Your report should include the following: (8)

- i. The condition of the library building, reading hall and seating capacity
- ii. Number of books and magazines available for borrowing
- iii. State of the reference section
- iv. Recommendations for the purchase of new books and other improvements

- Q.7** Change the following passage into future tense: (5)

I was sauntering along the path, around the back of the school, when I noticed a police car. It was zooming along the road, with its lights flashing. The police constables leapt out the panda car, then started banging on my neighbour’s front door. She opened the door, but looked surprised to see them. She asked them what they wanted. They apologized profusely and confessed that they had the wrong house.

* * * * *

ENGLISH (COMPULSORY) HSSC-II (2nd 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	1	I	Identify and recognize the functions of Pronoun – antecedent relationship.	K	1
2.	Q-1 (2)	1	2	I	Identify universal themes present in literature across all cultures	K	1
3.	Q-1 (3)	4	2	I	Examine and interpret transitional devices that show comparison, contrast, reason, concession, condition, emphasis.	U	1
4.	Q-1 (4)	1	1	I	Identify and recognize the functions of anaphoric and cataphoric references.	K	1
5.	Q-1 (5)	1	2	I	Apply critical thinking to interact with text, use intensive reading strategies (while-reading) to <ul style="list-style-type: none"> • deduce meaning of difficult words from context. 	K	1
6.	Q-1 (6)	1	2	I	Recognize genres of literature e.g., fiction, nonfiction, poetry, legend, one act play, etc.	K	1
7.	Q-1 (7)	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.	U	1
8.	Q-1 (8)	1	1	II	Apply critical thinking to interact with text, use intensive reading strategies (while-reading) to deduce meaning of difficult words from context.	U	1
9.	Q-1 (9)	1	2	I	Apply critical thinking to interact with text, use intensive reading strategies (while-reading) to deduce meaning of difficult words from context.	U	1
10.	Q-1(10)	1	1	2	Use appropriate vocabulary and correct spelling in their own writing: <ul style="list-style-type: none"> • Deduce the meaning of unfamiliar words from the context using contextual clues. • Understand and use colloquial and idiomatic expressions given in the text / glossary. 	U	1
11.	Q-1 (11)	4	3	I	Apply rules for the use of ‘a’, ‘an’ and ‘the’, wherever applicable in speech and writing	U	1
12.	Q-1 (12)	4	3	I	Demonstrate use of nouns, noun phrases and clauses in apposition.	K	1
13.	Q-1 (13)	4	3	I	Recognize rules for using indefinite pronouns.	K	1
14.	Q-1 (14)	4	3	I	Illustrate the use and all functions of modal verbs.	U	1
15.	Q-1 (15)	4	3	I	Illustrate use of regular and irregular verbs.	K	1
16.	Q-1 (16)	4	3	I	Identify, recognize the function and use of perfect participles.	U	1
17.	Q-1 (17)	4	3	I	Identify and use adverbial phrases and clauses.	K	1
18.	Q-1 (18)	4	3	I	Follow order of adjectives in sentences.	K	1

19.	Q-1 (19)	4	3	III	Identify form and use Future Continuous, Future Perfect and Future Perfect Continuous Tenses.	K	1
20.	Q-1(20)	1	2	I	Illustrate use of prepositions of position, time and movement and direction	U	1
21.	Q-2 (i)	1	1	II	Use summary skills to extract salient points and develop a mind map to summarize a text.	U	8
22.	Q-2 (ii)	1	1	II	Use intensive reading strategies (while-reading) to <ul style="list-style-type: none"> • scan to answer short questions. • make simple inferences using context of the text and prior knowledge. 	K	4
23.	Q-2 (iii)	1	1	II	Analyze paragraphs to identify sentences that support the main idea through <ul style="list-style-type: none"> • example/ illustration 	K	4
24.	Q-2 (iv)	1	1	II	Apply critical thinking to interact with text, use intensive reading strategies (while-reading) to scan to answer short questions. make simple inferences using context of the text and prior knowledge.	U	4
25.	Q-2 (v)	1	1	II	critical thinking to interact with text, use intensive reading strategies (while-reading) to scan to answer short questions. make simple inferences using context of the text and prior knowledge. e examples to support an opinion e.g., appeal to emotions, appeal to logic or ethical belief, etc. ore viewpoints/ ideas and issues.	K	4
26.	Q-2 (vi)	1	1	II	Apply critical thinking to interact with text, use intensive reading strategies (while-reading) to comprehend/interpret text by applying critical thinking.	U	4
27.	Q-2 (vii)	1	1	II	critical thinking to interact with text, use intensive reading strategies (while-reading) to answer short questions. e simple inferences using context of the text and prior knowledge. nguish between what is clearly stated and what is implied. • deduce meaning of difficult words from context.	U	4
28.	Q-2 (viii)	1	1	II	Use critical thinking to respond orally and in writing to the text (post-reading) to <ul style="list-style-type: none"> • give a personal opinion and justify stance related to viewpoints/ ideas and issues in the text read. relate what is read to his or her own feelings and experiences. 	A	4
29.	Q-3 a (i)	1	2	I	Read a given poem and give orally and in writing: Theme and its development.	U	2
30.	Q-3 a (ii)				Read a given poem and give orally and in writing: • Theme and its development.	U	2
31.	Q-3 a (iii)				• Recognize literary techniques such as personification and alliteration.	U	2
32.	Q-3 b.	1	2	1	Analyze story elements: characters, events, setting, plot, theme, tone, point of view.	U	6
33.	Q-4	2	1	II	➤ Write an essay on a general subject: • Write an introductory paragraph with a clear central thought. • Provide key ideas which prove, explain or support	A	12

					<p>the central thought.</p> <ul style="list-style-type: none"> • Use a separate paragraph for each key idea. • Incorporate evidence (facts, quotations, etc) examples (analogies, anecdotes, etc.), or different points of view (elaborating an idea/opinion) to support each key idea. • Use appropriate transitional devices to connect ideas within and between paragraphs. • Add a closing or summary paragraph with a synthesis of central idea, synthesis of each supporting idea, a general concluding statement. • Use correct conventions of grammar and punctuation. • Use appropriate vocabulary. 		
34.	Q-5 a.	2	1	IV	<ul style="list-style-type: none"> • Proofread and edit their own, peers', and given texts for errors of usage and style. <ul style="list-style-type: none"> • Faulty sentence structure. • Confusion of adjectives and adverbs. • Redundancy. • Errors of punctuation and spelling 	U	5
		4	3	I	<ul style="list-style-type: none"> • Illustrate use of pronouns. • Apply rules for the use of a, an and the, wherever applicable in speech and writing. • Illustrate use of adverbs. 		
35.	Q-5 b.	4	2	I	<ul style="list-style-type: none"> • Use appropriate vocabulary and correct spelling in their own writing: • Understand and use colloquial and idiomatic expressions given in the text / glossary. 	K	5
36.	Q-5 c.	4	3	III	Use direct and indirect speech appropriately in speech and writing according to the required communicative function.	U	5
37.	Q-6	2	1	II	<p>Write a research report:</p> <ul style="list-style-type: none"> • List thoughts on the topic. • List gathered information. • Select the information to be used. • Organize facts into an outline. • Write an effective introduction and conclusion. • Revise for clarity, organization, and appropriate vocabulary, conventions of research report, punctuation and grammar. 	K + A	4+4
38.	Q-7	4	3	III	Illustrate use of tenses.	A	5

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

ENGLISH COMPULSORY HSSC-II (2nd 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), 1-4(1),1-5(1), 1-6(1), 2-ii (4), 2-iii (4), 2-v (4),	6-(4)	1-12(1),1-13(1),1-15(1),1-17(1), 1-18(1), 1-19(1), 5-b (5)	32	28.1 %
Understanding Based	1-7(1), 1-8(1), 1-9(1), 1-10(1), 1-20(1), 2-i (8), 2-iv (4),2-vi (4), 2-vii (4),3-a-(I &II)- i(2), 3-a-(I &II)-ii (2), 3-a-(I &II)-iii(2), 3-b-i(6), 3-b-ii(6)	5-a (5)	1-3(1),1-11(1),1-14(1), 1-16(1), 5-c (5)	57	50%
Application Based	2-viii (4)	6-(4), 4-(12)	7-(5)	25	21.9%
Total Marks	64	25	25	114	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:

- 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

