

Version No.			

ROLL NUMBER							



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9	9	9	9	9	9	9	9

Answer Sheet No. _____

Sign. of Candidate _____

Sign. of Invigilator _____

ENGLISH COMPULSORY HSSC–II (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.

- If a text contains the use of humour, irony, exaggeration or ridicule to expose and criticize people's stupidity or vices, it can be referred to as an example of _____.
 A. fiction B. comic
 C. tragedy D. satire
- Gulrukh** always does her job in time. The underlined word is an example of _____.
 A. anaphoric reference B. cataphoric reference
 C. cross reference D. historical reference
- Which one of the following sentence contains the transitional device of consequence?
 A. Saad burnt midnight oil but could not get as many marks as he desired.
 B. Hasnain would have attended the party had he been invited.
 C. Resultantly, he won the hearts of his subordinates.
 D. In comparison to India, Pakistan is a much more responsible nuclear state.
- If a wolf refuses to help its pack hunt, it becomes an **outcast** and must go on alone. Which one of the following is the meaning of the underlined word?
 A. pariah B. favourite
 C. messenger D. fighter
- The third person omniscient point of view is the most objective and trustworthy because:
 A. an all-knowing narrator is telling the story.
 B. the narrator can easily be identified.
 C. the characters appear familiar.
 D. the events are in chronological order.

6. 'As the doctor examined the patient and his reports, signs of worry appeared on his face'. From this, we can infer that the patient, most probably, _____.
- A. going to die
- B. has some serious problem
- C. needs amputation
- D. will take years to recover
7. The bridal carriage was decorated **from stem to stern**. The underlined idiomatic expression means:
- A. all the way from front to back
- B. from the front and from the back
- C. with sharp and shiny colours
- D. in a very simple but impressive way
8. Which one of the following sentence exemplifies the use of **oxymoron**?
- A. I have told you a million times not to touch my stuff.
- B. Zain's faith is as strong as a rock.
- C. The mountains sing together.
- D. Good night! Parting is such a sweet sorrow.
9. '**If I were you, I would not disrespect my teacher just for asking me to rewrite the assignment.**' The implied meaning of the sentence is:
- A. I am extraordinarily respectful to my teachers.
- B. My teachers are more respectable than yours.
- C. Teachers should demand respect.
- D. I advise you not to be disrespectful to your teachers.
10. Which one of the following sentence contains both a fact and an opinion?
- A. Pakistan came into being in 1947 and the Quaid-e-Azam became the first governor general.
- B. Mangoes are delicious, but apples are not.
- C. The horse is an animal riding which is an exciting experience.
- D. Islam is one of the Abrahamic religions and so is Christianity.
11. Laws were quickly passed **so that the child abuse could be checked**. The underlined part of the sentence is a/an:
- A. noun clause B. adjectival clause
- C. adverbial clause D. independent clause
12. Jupiter is _____ the solar system. Which one of the following preposition will correctly fill in the blank?
- A. in B. on
- C. of D. into
13. I have given up the habit of **reading aloud**. The underlined part is a/an _____ phrase.
- A. participle B. preposition
- C. infinitive D. gerund
14. Kiran's belief **that she would succeed one day** cheered her up. The underlined part is a/an_____.
- A. noun phrase B. noun clause
- C. adjective phrase D. adjective clause

15. One often asks _____ what will come next. Which one of the following pronouns will best fill in the blank?
A. oneself B. himself
C. herself D. themselves
16. 'They asked him how he got injured, but he refused to answer.' This is a/an _____ sentence.
A. interrogative B. simple
C. complex D. compound complex
17. Fatima wanted to overcome her fears. The underlined part of sentence is a/an _____ infinitive.
A. simple B. gerundial
C. bare D. split
18. _____ money I have will suffice for my present needs. Which one of the following will correctly fill in the blank?
A. a little B. an little
C. the little D. little
19. Which one of the following conditional sentences is correctly structured?
A. Had he been wise, he would not have done such foolish things.
B. Had he been wise, he would not do such foolish things.
C. Were he wise, he would not have done such foolish things.
D. Was he wise, he would not have done such foolish things.
20. I consider Muneeb my best friend. The verb used in the sentence is:
A. mono-transitive B. di-transitive
C. transitive D. intransitive
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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)**

Khalid Bin al-Waleed who had not yet converted to Islam noticed that the strategic pass to the left of the army of the Muslims was unguarded. He immediately seized the opportunity to attack, still at the pass, with his cavalry. The pickets fought bravely but all of them including Abdullah ibn Jubair were overpowered and martyred. Khalid ibn al-Waleed captured the pass and attacked the army of the Muslims from the rear.

The Muslim army was busy in gathering Mal-e-Ghanimat, utterly oblivious of everything else. Suddenly, they were startled by the charge of enemy's cavalry in its rear. Abu Sufyan also noticed the manoeuver of Khalid, and the bewilderment of the Muslims. He rallied his troops, returned to the scene of action and launched a frontal attack upon them. The Muslims found themselves caught in a pincer movement of the enemy, and they panicked. In a short time the tables were turned on them, and victory was wrenched out of their hands.

The Prophet (PBUH) had given the banner of Islam to Masaab ibn Umayer (R.A). He was martyred by the enemy and the banner of Islam fell on the ground. But Hazrat Ali (R.A) seized the sacred banner and bore it aloft amidst the storm of battle. As Masaab resembled the Prophet (PBUH) in person, a shout was put up by the enemy that Hazrat Muhammed (PBUH) God forbid, was martyred. The morale of the polytheists of Makkah was beefed up by this shout but demoralized Muslim army.

The beloved Rasool (PBUH) was fighting in the other part of the battlefield, had been wounded, and his head and holy face were bleeding. A few Muslims mainly the Ansar, were defending him. It was this little group and its battle cries that caught Ali's (R.A) attention. He tore his way through the enemy lines and came up to his comrades-in-arms. They stood surrounding the Rasool (PBUH), led by Abu Dujana (R.A). They were doing their best to shield him from the weapons of the enemy. He was thrilled to see his master alive.

QUESTIONS:

- i. Write down summary of the passage and suggest a suitable title. (7+1=8)
- ii. What was the manoeuver of Khalid ibn al-Waleed which startled the Muslims?
- iii. How did Abu Sufyan exploit the situation?
- iv. What was the incident which prompted the spread of the rumour of the Holy Prophet (PBUH) being martyred?
- v. "He tore his way through the enemy lines." What does it tell us about the bravery and the battle skills of Hazrat Ali (R.A)?
- vi. 'The Ansar (R.A) protected the Holy Prophet (PBUH) from the enemy at the risk of their own lives.' How is it a great lesson for us?
- vii. Why were the Muslims demoralized at the rumour of the Holy Prophet (PBUH) being martyred? What was the effect of this rumour on the fighting polytheists?
- viii. Hazrat Khalid ibn al-Waleed was a smart and skillful warrior even before embracing Islam. What light does the above cited incident throw on him as a military commander?

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

I. And I have learned too
to laugh with only my teeth
and shake hands without my heart.
I have also learned to say, 'Goodbye',
when I mean 'Good-riddance':
to say, 'Glad to meet you',
without being glad, and to say 'It's been
nice talking to you', after being bored.

QUESTIONS:

- i. What is the message conveyed through these lines?
- ii. Distinguish between what is clearly stated and what is implied in this extract?
- iii. Write down **TWO** words rhyming with the word 'shake'

OR

II. Awake! for Morning in the Bowl of Night
Has flung the Stone that puts the Stars to Flight:
And Lo! the Hunter of the East has caught
The Sultan's Turret in a Noose of Light.

QUESTIONS:

- i. Explain what important phenomenon of nature has been mentioned by the poet in the given lines?
 - ii. What is the poet's purpose of using the term 'the Hunter of the East'?
 - iii. Which poetic devices has the poet used in the given stanza?
- b.** Answer any **ONE** of the following parts of the question: (6)
- i. How is conflict the most important element to make a work of fiction interesting for the reader?
 - ii. How does the setting of a work of fiction provide the necessary background for the main action? Illustrate with the work of fiction you have read.

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)

Unemployment

Outline: Introduction . . . meaning, consequences-social, political, national.....

Causes...wrong system of education, lack of industry, high birth rate, unequal distribution of wealth/resources... Remedies ... farming, technical education, and better planning.

OR

The Role of Education in National Progress

Outline: Introduction... importance of education, teacher and civilization...Need of a Nation... moral, social and technical important activity . . . Impact of education on the fortune of nations... Conclusion

- Q.5** a. There are **FIVE** errors of article, subject verb agreement, preposition, pronoun and adjective in the given paragraph. Rewrite the paragraph after correcting the errors. Underline the corrected words/parts.

(5)

Pakistan is the great country. It is located in a strategically important region. The neighbouring countries of Pakistan includes two veto-powers, namely, China and Russia. Pakistan is rich from natural resources. We have great mountain ranges, rivers and plains. Then we have nuclear capability who has served as great deterrence for us. If any of our coward enemies thinks of attacking us, our atom bomb will make her think again.

- b. Use any **FIVE** of the following idioms in sentences. (5)

- | | |
|--------------------------------|----------------------------|
| i. Bad blood | ii. By fits and starts |
| iii. A house of cards | iv. A hard pill to swallow |
| v. Kith and kin | vi. Bring to light |
| vii. To show the white feather | |

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

I said to my friend, "Hamda, what are you doing after examinations?" "I haven't decided anything yet," said she. I said, "Why don't you come with me to my village? I am sure, you will love it." "O really!" she smiled, "but, Maham, you know I have to discuss with my parents." "Of course, their consent is necessary. I will also talk to them for you." I agreed with her.

- Q.6** Suppose you are an area reporter of a national daily. Write a report to The Editor on poor drainage system in your area and the resulting problems as faced by the people of the area. Your report should cover the following points: (8)

- i. State of poor drainage system
- iii. Problems resulting from this flaw
- iv. Response of the concerned officials
- v. Suggestions for improvement

- Q.7** Use appropriate transitional devices from the given list in any **FIVE** of the blanks to make the passage cohesive. (5)

although	As if	As a result	even	Moreover	Sometimes
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Ayesha and Ammara are twins who almost unidentifiably resemble each other. _____ they dress very much alike and _____ their talking and walking style is strikingly similar. _____ their close friends can easily tell one from the other, the less intimate cannot easily pass the test. _____, very amusing situations come up off and on. _____, even their teacher is deceived. _____ it were not enough fun, another pair of twins made entry into the same class to effect similar scenes.

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ENGLISH (COMPULSORY) HSSC-II (3rd Set)
Student Learning Outcomes Alignment Chart
Curriculum 2006

S #	Q No.	Competency No.	Standard No.	Bench Mark No.	Student Learning Outcomes
1.	Q-1 (1)	1	2	I	Analyze how a writer/ poet uses language to <ul style="list-style-type: none"> influence reader for various purposes e.g. propaganda, irony, parody and satire.
2.	Q-1 (2)	1	1	I	Identify and recognize the functions of anaphoric and cataphoric references.
3.	Q-1 (3)	1	1	III	Recognize and use appropriate transitional words within and beyond paragraphs for better coherence and cohesion.
4.	Q-1 (4)	1	1	II	Apply critical thinking to interact with text, use intensive reading strategies (while-reading) to deduce meaning of difficult words from context.
5.	Q-1 (5)	1	2	I	Analyze story elements: characters, events, setting, plot, theme, tone, point of view.
6.	Q-1 (6)	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.
7.	Q-1 (7)	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.
8.	Q-1 (8)	1	2	I	Read a given poem and give orally and in writing: <ul style="list-style-type: none"> Recognize literary techniques such as personification and alliteration.
9.	Q-1 (9)	1	1	II	Apply critical thinking to interact with text, use intensive reading strategies (while-reading) to <ul style="list-style-type: none"> distinguish between what is clearly stated and what is implied.
10.	Q-1(10)	1	1	II	Apply critical thinking to interact with text, use intensive reading strategies (while-reading) to <ul style="list-style-type: none"> distinguish fact from opinion in news articles, editorials, articles supporting a position, etc.
11.	Q-1 (11)	4	3	I	Identify and use adjective phrases and clauses
12.	Q-1 (12)	4	3	I	Illustrate use of prepositions of position, time and movement and direction
13.	Q-1 (13)	4	3	I	Illustrate the use of gerunds and gerund phrases.
14.	Q-1 (14)	4	3	I	Demonstrate use of nouns, noun phrases and clauses in apposition.
15.	Q-1 (15)	4	3	I	Illustrate use of pronouns.
16.	Q-1 (16)	4	3	III	Analyze and construct simple, compound and complex sentences
17.	Q-1 (17)	4	3	I	Illustrate the use of infinitives and infinitive phrases.
18.	Q-1 (18)	1	1	II	Apply critical thinking to interact with text, use intensive reading strategies (while-reading) to <ul style="list-style-type: none"> use context to infer missing words.
19.	Q-1 (19)	4	3	III	Identify, analyze and construct conditional sentences.
20.	Q-1(20)	4	3	I	Illustrate use of transitive and intransitive verbs

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 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.
23.	Q-2 (iii)	1	1	II	Apply critical thinking to interact with text 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.
24.	Q-2 (iv)	1	1	II	Apply critical thinking to interact with text 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.
25.	Q-2 (v)	1	1	II	Apply critical thinking to interact with text, use intensive reading strategies (while-reading) to comprehend/interpret text by applying critical thinking.
26.	Q-2 (vi)	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.
27.	Q-2 (vii)	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.
28.	Q-2 (viii)	1	1	II	Apply critical thinking to interact with text, use intensive reading strategies (while-reading) to comprehend/interpret text by applying critical thinking.
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	1	2	Apply critical thinking to interact with text, use intensive reading strategies (while reading) to <ul style="list-style-type: none"> • distinguish between what is clearly stated and what is implied/ Read a given poem and give orally and in writing: <ul style="list-style-type: none"> • Personal response with justification.
31.	Q-3-a-(I & II)- (iii)	1	2	1	Read a given poem and give orally and in writing: <ul style="list-style-type: none"> • Recognize literary techniques such as personification and alliteration.
32.	Q-3 b(i)	1	2	1	Analyze story elements: characters, events, setting, plot, theme, tone, point of view.
33.	Q-3 b(ii).	1	2	1	Analyze story elements: characters, events, setting, plot, theme, tone, point of view.
34.	Q-4	2	1	I	<ul style="list-style-type: none"> ➤ Write an essay on a general subject: <ul style="list-style-type: none"> • Write an introductory paragraph with a clear central thought. • Provide key ideas which prove, explain or support the central thought. • 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

					<p>between paragraphs.</p> <ul style="list-style-type: none"> • 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.
35.	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. • Unclear pronoun reference. • Incomplete comparison. • Dangling modifiers.
36.	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.
37.	Q-5 c.	4	3	III	Use direct and indirect speech appropriately in speech and writing according to the required communicative function.
38.	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.
39.	Q-7	4	3	I	Use in speech and writing, all the appropriate transitional devices.

ENGLISH COMPULSORY HSSC-II (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), 1-5(1), 1-6(1), 1-8(1), 1-9(1), 1-10(1), 1-18(1), 2-ii (4), 2-iii (4), 2-iv (4)	6-(4)	1-7(1), 1-12(1),1-13(1), 1-14(1), 1-19(1), 1-20(1)	29	25%
Understanding Based	1-2(1), 1-3(1), 2-v (4),2-vi (4), 2-vii (4), 2-viii (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)	1-11(1), 1-15(1),1-16(1), 1-17(1), 5-b (7),5-c (5), 7-(6)	63	54%
Application Based	1-4(1), 2-i (8)	6-(4), 4-(12)		25	21%
Total Marks	64	25	28	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:

- 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