

STUDENT LEARNING OUTCOMES For Grades IX

- Competency 1: Reading and Thinking Skills**
- Standard 1: All students will search for, discover and understand a variety of text types through tasks which require multiple reading and thinking strategies for comprehension, fluency and enjoyment.**
- Benchmark I: Analyze patterns of text organization, and function of various devices used within and beyond a paragraph in a text.**

Student Learning Outcomes	
Grade IX	
➤	Analyze passages in the text to identify the theme/ general subject, key idea/ central thought (a statement about the general subject), and supporting details.
➤	Analyze paragraphs to identify words, phrases or sentences that support the main idea through <ul style="list-style-type: none"> • definition • example/ illustration • cause and effect • comparison and contrast • facts, analogies, anecdotes and quotations.
➤	Identify and recognize the functions of <ul style="list-style-type: none"> • pronoun – antecedent relationships. • anaphoric and cataphoric references. • transitional devices used for coherence and cohesion at discourse level.
➤	Analyze the order of arranging paragraphs: <ul style="list-style-type: none"> • Chronological or spatial. • General to specific, specific to general. • Most important to least important and vice versa.

- Benchmark II: Analyze complex processes, procedures, events, issues, and various viewpoints, applying reading comprehension and thinking strategies**

Student Learning Outcomes Grade	
Grade IX	
➤	Use pre-reading strategies to <ul style="list-style-type: none"> • predict the content of a text from topic / picture, title / headings, key words and visuals etc. by using prior knowledge, asking questions and contextual clues.
➤	Skim text to <ul style="list-style-type: none"> • have general idea of the text. • infer theme/ main idea.
➤	Apply critical thinking to interact with text and 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. • distinguish between what is clearly stated and what is implied. • deduce meaning of difficult words from context. • use context to infer missing words. • read silently with comprehension and extract main idea and supporting detail. • scan to locate an opinion. • distinguish fact from opinion in letters to editors, texts supporting an opinion, etc. • locate examples to support an opinion e.g. a personal anecdote, quotations, examples and analogy, etc.

<ul style="list-style-type: none"> • recognize arguments and counter arguments. • explore viewpoints/ ideas and issues. • follow instructions in maps or user instruction manuals and forms related to extended social and academic environment. • comprehend/interpret text by applying critical thinking. • generate questions to understand text.
<ul style="list-style-type: none"> ➤ Use summary skills to <ul style="list-style-type: none"> • extract salient points and develop a mind map to summarize a text. • follow a process or procedure to summarize the information to transfer the written text to a diagram flow chart or cloze paragraph. ➤ 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. • explore causes and consequences of a problem or an issue and propose various solutions. • evaluate material read.
<ul style="list-style-type: none"> ➤ Apply strategies to comprehend questions by marking key words, verbs and tenses in a variety of question types: <ul style="list-style-type: none"> • Literal/ textual/ factual • Interpretive • Inferential • Evaluative • Personal response • Open ended ➤ Respond orally and in writing.

Benchmark III: Analyze information from a visual cue or a graphic organizer to show complex processes, procedures, comparisons, contrasts, and cause and effect relationships

Student Learning Outcomes Grade
Grade IX
<ul style="list-style-type: none"> ➤ Interpret the situation in a visual cue and with the help of mind map giving vocabulary, structure and sensory details to write a short description. ➤ Analyze information in bar graphs, line graphs, and diagrams describing complex processes and procedures, comparisons and contrast to write a short written report. ➤ Organize information using various organizational patterns: sequence, comparison, contrast, classification, cause and effect. ➤ Recognize and use appropriate transitional words within and beyond paragraphs for better coherence and cohesion. ➤ Recognize and use appropriate conventions (format, style, expression)

Benchmark IV: Gather, analyze, evaluate and synthesize information to use for a variety of purposes including a research project using various aids and study skills

Student Learning Outcomes Grade
Grade IX
<ul style="list-style-type: none"> ➤ Use dictionaries to <ul style="list-style-type: none"> • locate guide words. • locate entry word. • choose appropriate word definition. • identify pronunciation through pronunciation key.

<ul style="list-style-type: none"> • identify syllable division, and stress pattern. • identify parts of speech. • identify correct spellings. • identify phrases through key words. • recognize abbreviations used in a dictionary. • locate phrases and idioms. • comprehend notes on usage. <p>➤ Locate appropriate synonyms and antonyms in a thesaurus.</p>
<p>➤ Use library skills to</p> <ul style="list-style-type: none"> • alphabetize book titles, words and names. • locate fiction and non fiction books / books by subject. • understand card catalogue. • locate and use card catalogue. • identify three kinds of catalogue cards i.e. author card, title card, subject card. • use case and shelf labels in the library. • use the reference section in the library. • use computer catalogue
<p>➤ Utilize effective study strategies e.g. note-taking / note-making, writing a summary and creating a mind map to organize idea</p>
<p>➤ Use textual aids such as table of contents, footnote, glossary, preface, sub headings etc. to</p> <ul style="list-style-type: none"> • comprehend texts. • identify and select relevant information in a book.
<p>➤ Utilize appropriate informational sources including encyclopedias and internet sources.</p>

Competency 1: Reading and Thinking Skills

Standard 2: All students will read and analyze literary text to seek information, ideas, enjoyment, and to relate their own experiences to those of common humanity as depicted in literature.

Benchmark I: Analyze short stories, poems, and essays; make connections between literary texts and their own lives

Student Learning Outcomes Grade	
Grade IX	
<ul style="list-style-type: none"> ➤ Read text to make predictions about story line / content, characters, using contextual clues and prior knowledge. ➤ Analyze story elements: characters, events, setting, plot, theme, tone, point of view. ➤ Identify the speaker or narrator in a selection. ➤ Recognize the author's purpose and point of view. 	
<p>➤ Read a text to</p> <ul style="list-style-type: none"> • make connections between their own lives and the characters, events, motives, and causes of conflict in texts. • make inferences and draw conclusion about character using supportive evidence from the text. • compare characters in a literary selection to near similar one's in real life. 	
<p>➤ Recognize genres of literature, fiction, nonfiction, poetry, legend, myth.</p>	
<p>➤ Read a poem and give orally and in writing</p> <ul style="list-style-type: none"> • Theme and its development. • Personal response with justification. • Paraphrase/ summary 	
<p>➤ Read and analyze how a writer/ poet uses language to</p> <ul style="list-style-type: none"> • appeal to the senses through use of figurative language including similes and metaphors. • affect meaning through use of synonyms with different connotations and denotations. • create imagery. 	

➤ Read and recognize literary techniques such as repetition, personification and alliteration.
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Competency 2: Writing Skills

Standard 1: All students will produce with developing fluency and accuracy, academic, transactional and creative writing, which is focused, purposeful and shows an insight into the writing process.

Benchmark I: Analyze a variety of written discourse to use in their own compositions, techniques for effective text organization, development, and author’s techniques that influence reader.

Student Learning Outcomes Grade
Grade IX
<ul style="list-style-type: none"> ➤ Develop focus for own writing by identifying audience and purpose. ➤ Select and use a variety of pre-writing strategies such as brainstorming, mind mapping, outlining etc.
<ul style="list-style-type: none"> ➤ Write a unified paragraph on a given topic to show <ul style="list-style-type: none"> • Clear topic sentence using specific words, vivid verbs, modifiers, etc. • Adequate supporting detail (example, illustration, definition, evidence, comparison, contrast, cause and effect, clarification, explanation) to develop the main idea. • Appropriate pronoun-antecedent relationship and transitional devices within a paragraph. • Chronological / sequential / spatial order of arranging detail. • Order of importance (most important to least important and vice versa, general to specific and vice versa).

Benchmark II: Write a variety of expository, persuasive, analytical essays, and personal narratives for different purposes and audiences

Student Learning Outcomes Grade
Grade IX
<ul style="list-style-type: none"> ➤ Analyze a simple sample book review of a story book to write one. ➤ Write a book review of a simple story book: <ul style="list-style-type: none"> • Write a summary of the book. • Gather information about the author. • Evaluate the plot, character and setting. • Prepare an outline for the book review. • Write, revise, and proof read the review
<ul style="list-style-type: none"> ➤ Analyze questions to write effective and focused answers of required length: <ul style="list-style-type: none"> • Mark key words. • Identify verbs and tenses. • Recognize question types such as <ol style="list-style-type: none"> i. Literal/ textual/ factual ii. Interpretive iii. Inferential iv. Evaluative v. Personal response vi. Open ended
<ul style="list-style-type: none"> ➤ Use summary skills to write summary/ précis of simple passages / poems. ➤ Use paraphrasing skills to paraphrase stanzas: <ul style="list-style-type: none"> • Mark thought groups in the stanza. • Restate the message in simple prose. • Replace poetic words with simple ones.

Benchmark III: Write expository, persuasive, analytical essays, and personal narratives to produce a variety of academic and creative texts for various audiences

Student Learning Outcomes Grade	
Grade IX	
➤	Write and revise applications to people in extended environment using correct format, layout and tone.
➤	Analyze and compare various informal emails to note differences of conventions, vocabulary, style and tone. Write informal emails in extended social and academic environment.
➤	Analyze various forms currently required in extended social and academic environment.
➤	Fill in forms legibly, following instructions and supplying correct information.

Benchmark IV: Plan and draft their writing; revise and edit for various organization patterns of sequence, comparison, contrast, classification, cause and effect, logical flow of ideas through flexible and clear signal and reference words, point of view, supporting evidence, overall effect, appropriate punctuation and vocabulary.

Student Learning Outcomes Grade	
Grade IX	
➤	Develop focus for own writing by identifying audience and purpose.
➤	Select and use a variety of pre-writing strategies such as brainstorming, mind mapping, outlining etc
➤	Plan, draft and revise writing to ensure that it <ul style="list-style-type: none"> • 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.
➤	Proof read and edit their own, peers' and given texts for <ul style="list-style-type: none"> • faulty sentence structure. • errors of subject / verb agreement. • unclear pronoun reference. • errors of correct word form. • errors of punctuation and spelling.

Competency 3: Oral Communication Skills

Standard 1: All students will use appropriate social and academic conventions of spoken discourse for effective oral communication with individuals and in groups, in both informal and formal settings.

Benchmark I: Use extended linguistic exponents to communicate appropriately for various functions and cofunctions of advice, hopes, fears, queries, in extended social environment.

Student Learning Outcomes Grade	
Grade IX	
➤	Select and use appropriate expression for various functions: <ul style="list-style-type: none"> • Ask and respond to questions of academic and social nature. • Ask and express preferences, emotions, wishes needs and requirements by giving reasons. • Express satisfaction/ dissatisfaction, approval/ disapproval, and agreement/ disagreement (fully and partially) politely. • Express hopes and fears. • Express refusal politely.

- Seek and offer advice.
- Express personal needs, feelings, emotions and ideas.

Benchmark II: Demonstrate through formal talks, group oral presentations, informal interviews, the social and academic conventions and dynamics to communicate information/ ideas

Student Learning Outcomes Grade	
Grade IX	
<ul style="list-style-type: none"> ➤ Demonstrate heightened awareness of conventions and dynamics of group discussion and interaction: <ul style="list-style-type: none"> • Offer and respond to greetings, compliments, invitations, introductions and farewells. • Demonstrate an understanding of ways to show gratitude, apology, anger and impatience. • Ask, restate and simplify directions and instructions. • Present and explain one's point of view clearly. • Support or modify one's opinions with reasons. • Acknowledge others' contributions. • Agree and disagree politely at appropriate times. • Share information and ideas. • Clarify and restate information and ideas. • Modify a statement made by a peer. • Exhibit appropriate conventions of interruptions. • Negotiate solutions to problems, interpersonal misunderstandings, and disputes. • Express humour through verbal and non verbal means. • Summarize the main points of discussion for the benefit of the whole group. • Join in a group response at the appropriate time. • Use polite forms to negotiate and reach consensus. 	
<ul style="list-style-type: none"> ➤ Identify and analyze appropriate expressions and interviewing techniques to conduct and give short interviews of a friend or relative on specific topics: <ul style="list-style-type: none"> • Introduce self and others. • Prepare and ask relevant questions for an interview. • Give appropriate responses using reciprocal ability. • Make notes of the responses in an interview. • Respond appropriately and effectively to questions. • Use language that is appropriate. • Demonstrate sensitivity and respect to others. • Compile the oral responses of the interview in written form. 	
<ul style="list-style-type: none"> ➤ Create and deliver simple group/ class presentations on various themes, problems and issues: <ul style="list-style-type: none"> • Negotiate verbally to identify roles in preparations for presentations. • Present and explain one's point of view clearly. • Support or modify one's opinions with reasons. • Acknowledge others' contributions. • Present with clarity, the main point or subject of the presentation. • Support the topic or subject with effective factual information. • Structure ideas and arguments in a coherent logical fashion. • Exhibit appropriate etiquettes of interacting with audience. • Demonstrate appropriate conventions for use of various audio-visual aids. ➤ Evaluate to comment orally on the presentation of peers against a pre-developed student/ teacher criteria: <ul style="list-style-type: none"> • Clear and cohesive main idea. • Consistent organization of ideas. • Sufficient supporting detail. • Effective speaking style. • Appropriate body language, dress and posture. 	

- Suitable tone.
- Appropriate interaction with audience.
- Appropriate selection and use of audio-visual aids.

Competency 4: Formal and Lexical Aspects of Language.

Standard 1, Pronunciation: All students will understand and articulate widely acceptable pronunciation, stress and intonation patterns of the English language for improved communication.

Benchmark I: Pronounce (acceptably) new words, and use appropriate stress and intonation pattern in sustained speech to communicate effectively.

Student Learning Outcomes Grade	
Grade IX	
➤	Use the pronunciation key (in a dictionary) to pronounce words with developing accuracy.
➤	Recognize silent letters in words and pronounce them with developing accuracy.
➤	Recognize, pronounce and represent primary and secondary stress in words. Refer to a dictionary, if required
➤	Recognize and use varying intonation patterns as aids in spoken and written discourse to <ul style="list-style-type: none"> • show attitude. • highlight focus in meaning. • divide speech into thought groups.

Competency 4: Formal and Lexical Aspects of Language

Standard 2, Vocabulary: All students will enhance vocabulary for effective communication.

Benchmark I: Analyze different kind of texts to identify how lexical items are used to convey different meanings; use lexical items in context and with correct spellings; use lexical items to show different meanings in their own speech and writing.

Student Learning Outcomes Grade	
Grade IX	
•	Enhance and use appropriate vocabulary and correct spelling in speech and writing: <ul style="list-style-type: none"> • Illustrate the use of dictionary for finding appropriate meaning and correct spellings. • Use a thesaurus to locate the synonyms closest to the meaning of the given word in the context. • Examine and interpret transitional devices that show comparison, contrast, reason, concession, condition, emphasis. • Deduce the meaning of unfamiliar words from the context using contextual clues. • Analyze and understand common roots and use that knowledge to recognize the meaning of new words. • Analyze and understand common prefixes and suffixes; use that knowledge to determine the meaning of unfamiliar words. • 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. • Examine and focus the vocabulary that indicates the writer's attitude. • Recognize words that vary in meaning according to their connotations. • Use appropriate connotation in their own writing. • Identify and avoid verbosity; use one word substitution, eliminate redundancy.
•	Show cultural and gender sensitivity by making appropriate adjustments in language for social, academic and daily life situations. <ul style="list-style-type: none"> • Understand that cognates increase comprehension of spoken and written languages. Identify commonly occurring cognates in English and Urdu. <ul style="list-style-type: none"> ➤ 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.

- Understand that most phrases and idioms do not translate literally from one language to another.

Competency 4: Formal and Lexical Aspects of Language

Standard 3, Grammar and Structure: All students will understand grammatical functions and use the principles of grammar, punctuation, and syntax for developing accuracy in their spoken and written communication.

Benchmark I: Recognize grammatical functions and concepts of tense and aspect, selected transitional devices and modal verbs, and use them in their speech and writing.

Student Learning Outcomes Grade
Grade IX
NOUNS, NOUN PHRASES AND CLAUSES <ul style="list-style-type: none"> ➤ Demonstrate use of more collective, countable and uncountable, material and abstract nouns. ➤ Apply rules of change of number of nouns learnt earlier. ➤ Recognize and demonstrate use of some nouns that change meaning in the plural form e.g. arm-arms (a part of body), arms (weapons).
PRONOUNS <ul style="list-style-type: none"> ➤ Illustrate use of pronouns learnt earlier. ➤ Identify, and demonstrate use of relative pronouns. ➤ Recognize the rules for using indefinite pronouns. ➤ Illustrate use of pronoun-antecedent agreement. ➤ Illustrate use of anaphoric and cataphoric references.
ARTICLES <ul style="list-style-type: none"> ➤ Apply rules for use of a, an and the, wherever applicable in speech and writing.
VERBS AND VERB PHRASES <ul style="list-style-type: none"> ➤ Illustrate use and functions of all modal verbs. ➤ Illustrate use of regular and irregular verbs in speech and writing. ➤ Illustrate use of transitive and intransitive verbs. ➤ Make and use present and past participles. ➤ Illustrate use of infinitives and infinitive phrases. ➤ Illustrate use of gerunds and gerund phrases.
TENSES <ul style="list-style-type: none"> ➤ Illustrate use of tenses learnt earlier. ➤ Identify, change the form of, and use Present and Past Perfect Continuous tenses
ADJECTIVES AND ADJECTIVE PHRASES AND CLAUSES <ul style="list-style-type: none"> ➤ Classify adjectives into different types. Change and use degrees of adjectives. ➤ Follow order of adjectives in sentences. ➤ Form adjectives from nouns and verbs. ➤ Use adjective phrases and clause
PREPOSITIONS AND PREPOSITIONAL PHRASES <ul style="list-style-type: none"> ➤ Illustrate the use of prepositions of position, time and movement and direction.
TRANSITIONAL DEVICES <ul style="list-style-type: none"> ➤ Use transitional devices learnt earlier

Benchmark II: Recognize and use punctuation including use of commas in phrases, complex clauses and sentences

Student Learning Outcomes Grade
Grade IX
<ul style="list-style-type: none"> ➤ Apply rules of capitalization wherever applicable. ➤ Illustrate use of punctuation marks learnt earlier. ➤ Recognize and rectify faulty punctuation in given passages and own work ➤ Recognize and use hyphen to indicate the division of a word at the end of a line.

- Recognize and use dash as a separator to indicate that a sentence has been broken off, or to indicate a new direction of thought.
- Recognize and use parenthesis (Round Brackets) to
 - enclose numbers or letters in enumerations in the text.
 - express an amount in numbers previously expressed in words.
 - mark off explanatory or supplementary material.
- Recognize and use omission marks or ellipses to signify the omission or deletion of letters or words in sentences.

Benchmark III: Analyze sentence types and structure, recognize and apply the concept and function of coordination and subordination in extended writing tasks

Student Learning Outcomes Grade	
Grade IX	
SENTENCE STRUCTURE	➤ Analyze sentences for clauses and phrases. Identify and differentiate between main, subordinate and relative clause
TYPES OF SENTENCES	<ul style="list-style-type: none"> ➤ Classify, use, convert and make declarative (affirmative and negative), interrogative, exclamatory, and imperative sentences. ➤ Identify and differentiate between simple, compound and complex sentences.
	➤ Use active and passive voice appropriately in speech and writing according to the required communicative function.

Competency 5: Appropriate Ethical and Social Development

Standard 1: All students will develop ethical and social attributes and values relevant in a multicultural, civilized society

Please note: This competency will be developed and incorporated across the other four competencies; hence, the teaching and learning of the appropriate values and attributes is to be embedded in the chosen themes and topics of the reading texts, and through writing and speaking activities performed in the learning environment of the class.

Benchmark I: Recognize and practice values and attributes such as tolerance, humanism, patience, equity, justice, honesty, empathy, etc., relevant for peaceful coexistence between individuals, groups and nations.

Benchmark II: Develop and portray through actions, a sense of importance of individual worth; simultaneously valuing diversity and equality among people.

Benchmark III: Understand and evaluate contemporary social, economic and scientific developments/ issues so as to participate in the global society as aware and thinking individuals.

POLICY GUIDELINES

Paper Pattern and Distribution of Marks (Curriculum-2006) English SSC-I

The question paper is organized into three sections, namely: "Section A, B & C". Questions posed may be of the IQ level of SSC-I students with regard to content and difficulty level. Distribution of the questions with respect to cognitive domain shall approximately be 30% Knowledge (K), 50% Understanding (U) and 20% Application (A).

SECTION – A(Marks 15)

While writing MCQs, sufficient representation may be given to the various assessable areas of competencies and their SLOs.

SECTION – B(Marks 40)

Q.2	This part of the question paper will consist of a comprehension passage of 250 to 350 words having equal level of difficulty as taught in classroom appending seven questions of varying SLOs and Cognitive Domains of learning. The students are required to answer five parts including compulsory Question (i) about summary writing bearing six marks. The other parts will be of three marks each. The passage of SSC-I level will be aligned with themes and subthemes mentioned in the curriculum. The religious, ethnic and gender biases will be taken into consideration while selecting the passage.	6 +4x3=18
Q.3	a. Candidates are required to paraphrase a given stanza of difficulty level of SSC-I.	3 Marks
	b. Candidates are required to answer variety of questions based on the given stanza aligned with the SLOs. Questions related to the theme, values, central ideas, figures of speech, vocabulary, subject matter and any other identical SLOs based area of given stanza/stanzas will be included.	6 Marks
Q.4	a. This part of question shall preferably consist of five sentences. Candidates are required to change voice of the given sentences. (Other identical grammatical areas mentioned in bifurcated SLOs for SSC-I may also be asked.)	5 Marks
	b. This part of question shall preferably consist of seven sentences. Candidates are required to use correct form of verbs/verbal/phrases or other identical nature of grammatical items mentioned in SLOs for SSC-I as the situation may be. They are required to complete any five from the given sentences.	5 Marks
	c. This part of question requires the candidates to punctuate a given unseen paragraph/lines containing six mistakes / omissions of punctuation.	3 Marks

SECTION – C(Marks 20)

Q.5	Candidates are required to compose and write an informal email/application.	8 Marks
From:(sender's address)	abc@gmail.com	0.5
To: (recipient's address)	def@gmail.com	0.5
Date	20 th November	0.5

		2021	
Blank line			
(Salutation)		Dear friend/uncle/	0.5
Body of the email	5.0	Yours sincerely	0.5
i. Opening		X.Y.Z.	0.5
ii. Main body			
iii. Conclusion/closing			
OR			
Candidates are required to write an informal email/application.			8 Marks
Note: Either informal email/application can be given.			
Inside address			01 Marks
Subject	0.5	Salutation	0.5
Body of the application	5.0	Yours obediently	0.5
		X.Y.Z.	
		Date	0.5

(Marks for the format SHALL ONLY BE AWARDED if the body of the email/application is written relevantly.)

Q.6	Candidates are required to write a paragraph of about 80 to 100 words in length on any one of the two given topics.	6 Marks
Q.7	Candidates are required to translate a passage from English to Urdu. OR Write a dialogue on a given topic. (At least EIGHT sets of conversation relevant to topic other than the opening and closing)	6 Marks

Version No.			

ROLL NUMBER						



0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9

Answer Sheet No. _____

Sign. of Candidate _____

Sign. of Invigilator _____

ENGLISH COMPULSORY SSC-I

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) Love is blind. Choose the figure of speech used in the sentence.
- | | | | |
|--------------------|-----------------------|-----------------|-----------------------|
| A. Personification | <input type="radio"/> | B. Simile | <input type="radio"/> |
| C. Metaphor | <input type="radio"/> | D. Alliteration | <input type="radio"/> |
- (2) _____ it was raining, I still walked to school. Fill in the blank with correct transitional device.
- | | | | |
|----------------|-----------------------|-----------------|-----------------------|
| A. Accordingly | <input type="radio"/> | B. Although | <input type="radio"/> |
| C. Furthermore | <input type="radio"/> | D. Consequently | <input type="radio"/> |
- (3) The doctor gave me a _____ for some medicine last week. Insert the appropriate word.
- | | | | |
|-----------------|-----------------------|------------|-----------------------|
| A. note | <input type="radio"/> | B. recipe | <input type="radio"/> |
| C. prescription | <input type="radio"/> | D. receipt | <input type="radio"/> |
- (4) Which one of the following sentences has the use of **intransitive** verb?
- | | |
|---|-----------------------|
| A. Usman sold his old bike to his friend. | <input type="radio"/> |
| B. Munawar kicked the football. | <input type="radio"/> |
| C. The horse galloped wildly. | <input type="radio"/> |
| D. She left the keys on the table. | <input type="radio"/> |
- (5) I can't help you with your homework because I am not very good at geometry. _____, I know someone who can. Choose the appropriate word.
- | | | | |
|----------------|-----------------------|-----------------|-----------------------|
| A. however | <input type="radio"/> | B. in addition | <input type="radio"/> |
| C. for example | <input type="radio"/> | D. subsequently | <input type="radio"/> |
- (6) 'Sonnet' 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) How happy is he here! Choose the poetic device used in the line.
- | | | | |
|-------------|-----------------------|--------------------|-----------------------|
| A. simile | <input type="radio"/> | B. alliteration | <input type="radio"/> |
| C. metaphor | <input type="radio"/> | D. personification | <input type="radio"/> |
- (8) I felt an **intolerable** sorrow, realizing that my friend could be so mean. The underlined word has the same meaning as:
- | | | | |
|---------------|-----------------------|--------------|-----------------------|
| A. unwelcome | <input type="radio"/> | B. unnatural | <input type="radio"/> |
| C. unbearable | <input type="radio"/> | D. unwanted | <input type="radio"/> |
- (9) It has been an extremely **brutal** summer with very hot temperatures. What does the word brutal mean?
- | | | | |
|-------------|-----------------------|-----------|-----------------------|
| A. harsh | <input type="radio"/> | B. windy | <input type="radio"/> |
| C. pleasant | <input type="radio"/> | D. gentle | <input type="radio"/> |
- (10) He is interested _____ learning English. Fill in the blank with suitable preposition.
- | | | | |
|-------|-----------------------|--------|-----------------------|
| A. on | <input type="radio"/> | B. in | <input type="radio"/> |
| C. to | <input type="radio"/> | D. for | <input type="radio"/> |
- (11) Select the plural form of the word Alumnus.
- | | | | |
|-----------|-----------------------|------------|-----------------------|
| A. alumni | <input type="radio"/> | B. alumnae | <input type="radio"/> |
| B. alumus | <input type="radio"/> | C. alumna | <input type="radio"/> |
- (12) These students are best friends, and they plan to go to college together. 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) My sister is a very kind and generous person. _____, she helps me with my homework and drives me to basketball practice.
- | | | | |
|----------------|-----------------------|-----------------|-----------------------|
| A. Likewise | <input type="radio"/> | B. Additionally | <input type="radio"/> |
| C. As a result | <input type="radio"/> | D. For example | <input type="radio"/> |
- (14) Tania is older _____ Saira, while Resham is _____ oldest. Fill in the blanks with suitable words related to degrees of adjective.
- | | | | |
|--------------|-----------------------|--------------|-----------------------|
| A. than, the | <input type="radio"/> | B. then, the | <input type="radio"/> |
| C. from, the | <input type="radio"/> | D. than, an | <input type="radio"/> |
- (15) Would you mind _____ the gate, please? Fill in the blanks with suitable form of verb.
- | | | | |
|-------------|-----------------------|------------|-----------------------|
| A. closed | <input type="radio"/> | B. close | <input type="radio"/> |
| C. to close | <input type="radio"/> | D. closing | <input type="radio"/> |

* * * * *



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 all the questions appended to it.

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

Drug addiction is a common problem all over the world today. There are many forms of drug addiction but the most dangerous of all is the absolute dependence on it. Long term use of drugs causes permanent mental and physical sickness. Some kinds of drugs that cause disturbance of mind and body are heroin, marijuana, tobacco, valium, cocaine and alcohol.

Drug addiction is caused by the environmental factors. A few important environmental factors that may cause drug addiction are bad peer influence and troubled domestic background. When young people remain in bad company and do experiments in the name of adventure, they may fall prey to addiction. The people who are dissatisfied and discontented with their lives may also resort to drug addiction in order to seek and escape from responsibilities of life.

The most important measure to be taken in this regard is the rehabilitation and recovery of a drug addict. In many countries, including Pakistan, addicts, their families and friends consider it a taboo to share their problem with others. They feel embarrassed to talk about it for fear of being declared an outcast. This not only makes the cure difficult but in most of the cases the addicts die due to lack of timely treatment and counselling.

Rehabilitation centers are the best places for the recovery process of the addicts. Complete medical support and guidance is provided to these people in these centers. Drug abusers, therefore, must be taken to proper and certified rehabilitation centers where proper treatment and cure is available for them. However, this requires rapid identification of the problem of drug addiction and full cooperation of the victims with the team of these centers.

QUESTIONS:

- i. Write down the summary of the passage. Also suggest a suitable title. (5+1=6)
- ii. Explain in your own words the difference between addiction and dependence. **OR**
How does a person get addicted?
- iii. How does the drug addiction affect a community? **OR** What are different forms of addiction that cause disturbance of mind and body?
- iv. What are some effective treatments for drug addicts?
- v. Evaluate writer's stance that addicts their families and friends, consider it a taboo to share their problem with others. Explain how drug addiction is a taboo? Give your point of view. **OR**

Write meaning of the underlined words.

- Q.3** a. Paraphrase any **ONE** of the following stanzas: (3)
The woods are lovely, dark and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

OR

The man of life upright
Whose guiltless heart is free
From all dishonest deeds,
Or thought of vanity.

- b. Read the following stanza carefully and answer the questions given at the end: (6)
Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance
Tossing their heads in sprightly dance.

QUESTIONS:

- i. Identify and write any two poetic devices used in the stanza. (2)
- ii. What is the effect of the beauty of nature on human life? (2)
- iii. Explain what is stated clearly and what is the implied message of the stanza? (2)

OR

My life is cold, and dark, and dreary;
It rains, and the wind is never weary;
My thoughts still cling to the mouldering past,
But the hopes of youth fall thick in the blast,
And the days are dark and dreary.

QUESTIONS:

- i. Write the rhyming scheme and also write any one poetic device used in the stanza. (1+1)
- ii. Which aspect of human life has been depicted in the stanza? (2)
- iii. How does the mood of the poet correspond with the environment around? (2)

- Q.4** a. Fill in the blanks with appropriate adjectives. (5)
Rich nations can afford to feed the _____people. The _____people, whose stories appeared in this newspaper last week, have now found a place to live in. _____people need to be looked after, so money must be spent on hospitals. Life must be very hard for _____people in our society today, so government must set new industries to overcome this issue. The prices of daily consumer items must be reduced to give _____advantage to the general public.

- b. Use the Verbs as directed in the parentheses. (any **FIVE**) (5)
- i. She cuts vegetables. (change into simple past tense)
 - ii. He drew the sword that he might defend himself. (change into past continuous)
 - iii. The time when the boat leaves is not yet fixed. (change into simple future)
 - iv. He thought that he was safe there. (change into past perfect tense)
 - v. It is raining. (change into present perfect continuous tense)
 - vi. The report that he was killed is untrue.(change into interrogative tense)
 - vii. He thought he knew your address.(change into simple present tense)

c. Punctuate the following paragraph/line(s): (3)

.so youre on the job every day I hugged him

SECTION – C (Marks 20)

Q.5 Write an email to your father asking him to send you some funds for admission fee. (8)

OR

Write an application for sick leave to the headmaster of your school. (8)

Q.6 Write a paragraph of about 80 to 100 words on any **ONE** of the following: (6)

Nature, The Best Healer OR My Identification, Educated Pakistan

Q.7 Translate the following passage into Urdu: (6)

Pakistan is facing several national and international problems these days. Our enemies are in a constant pursuit to harm us. We know it very well. The enemy of the Muslim Ummah is very clever and cunning. To get out of these problems, we need a sincere and honest leader who can bring us out of destruction and oppression. We need to learn a lesson from our glorious past.

OR

Write a dialogue between a customer and a shopkeeper on prices of daily consumer items highlighting the issue of inflation (rising prices).

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ENGLISH (COMPULSORY) SSC-I
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)	1	1	II	Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to <ul style="list-style-type: none"> • use context to infer missing words. 	U	1
4.	Q-1 (4)	4	3	I	Illustrate use of transitive and intransitive verbs.	K	1
5.	Q-1 (5)	1	1	I	Identify and recognize the functions of transitional devices used for coherence and cohesion.	K	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	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
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.	U	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	Classify adjectives into different types.	K	1
15.	Q-1 (15)	4	3	I	Illustrate use of regular and irregular verbs in speech and writing.	K	1
16.	Q-2 (i)	2	1	II	Use summary skills to write summary/ précis of simple passages / poems	A	6
17.	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.	U	3
18.	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.	U	3
19.	Q-2 (iv)	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.	K	3
20.	Q-2 (v)	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.	U	3
22.	Q-3-(a)-I & II	2	1	II	Use paraphrasing skills to paraphrase stanzas ► Restate the message in simple prose	U	3
23.	Q-3- (b)- (I &II)-i	1	2	1	Read and recognize literary techniques such as repetition, personification and alliteration.	K	1
24.	Q-3- (b)- (I &II)-ii	1	2	1	► Read a poem and give orally and in writing • Theme and its development. Personal response with justification	U	1
25.	Q-3- (b)- (I &II)-iii	1	2	1	► Read a poem and give orally and in writing • Theme and its development. Personal response with justification	U	1
26.	Q-4 (a)	4	3	1	► Classify adjectives into different types. Change and use degrees of adjectives.	U	5
27.	Q-4 (b)	4	3	I	► Illustrate use of tenses learnt earlier. Identify, change the form of, and use Present and Past Perfect Continuous tenses	K	5
28.	Q-4 (c)	4	3	II	Recognize and rectify faulty punctuation in given passages	U	3
29.	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

30.	Q-6	2	1	I	Write a unified paragraph on a given topic to show <ul style="list-style-type: none"> • Clear topic sentence using specific words, vivid verbs, modifiers, etc. • Adequate supporting detail (example, illustration, definition, evidence, comparison, contrast, cause and effect, clarification, explanation) to develop the main idea. • Appropriate pronoun-antecedent relationship and transitional devices within a paragraph. • Chronological / sequential / spatial order of arranging detail. • Order of importance (most important to least important and vice versa, general to specific and vice versa). 	A	6
31.	Q-7	4	2	I	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. <p style="text-align: center;">OR</p> Plan, draft and revise writing to ensure that it <ul style="list-style-type: none"> • 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	6
		2	1	4			

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

ENGLISH COMPULSORY SSC-I

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), 1-5(1), 1-6(1), 1-7(1), 1-13(1), 2-iv(3),3-b-(I&II)-i(2)		1-4(1), 1-8(1), 1-10(1), 1-11(1), 1-14(1),1-15(1), 4-b(7)	24	28.9%
Understanding Based	1-3(1),2-ii(3) , 2-iii(3), 2-v(3), 3-b-(I&II)-ii(2),3-b-(I&II)-iii(2)	3-a-I &II(3), 5-(4)	1-9(1), 1-12(1), 4-a(5), 4-c(3),7(6)	43	51.8%
Application Based		2-i(6),5-(4), 6-(6)		16	29.3%
Total Marks	31	23	24	83	100%

Key:

2-iv(3)

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