

S.S.C. PUBLIC EXAMINATIONS - THIRD LANGUAGE - ENGLISH

Details of Examination :

- i) No. of papers : 01
- ii) Maximum marks : 100
- iii) Sections in the paper
 - Section 'A' – Reading Comprehension
 - Section 'B' – Grammar & Vocabulary
 - Section 'C' – Creative Expression
- iv) Time : 3 hours 15 mts

SYLLABUS

Academic Standard	Syllabus
Reading Comprehension Q. 1 – 5	All prose lessons in the textbook. (First Flight)
Q. 6 – 10	All poems in the reader. (First Flight)
Q. 11 – 15	All lessons from Supplementary Reader (Footprints without Feet.)
Q. 16 Study Skills	Comprehension based on data, pie-chart, bar chart or tree diagram (Unseen)
Q. 17	Unseen passage for jumbled sentences.
Grammar	All Grammar topics given in the textbook and workbook. (Words and expressions)
Vocabulary	Textual and based on prose lessons.
Creative Expression Q. 35 (A) Conversation	From all prose and Supplementary Reader lessons.
Q. 35 (B) Description / Diary entry	From all prose and Supplementary Reader lessons.
Q. 36 (A) Letter Writing	Textual theme based or independent of textual theme (both formal and informal)
Q. 36 (B) Script for speech	All prose lessons in the textbook. / beyond the textbook based on contemporary issues (Ref : Speaking section in the reader)
Q. 37 (A) 'Wh' Questions'	All Supplementary Reader lessons. (Footprints without feet)
Q. 37 (B) Information transfer	Based on data (tables) Tree diagram Bar diagram Pie-Chart

13E & 14E

ACADEMIC STANDARD WISE WEIGHTAGE

Academic Standards	% of weightage	Marks
i) Reading Comprehension	30%	30
ii) Grammar	20%	20
iii) Vocabulary	20%	20
iv) Creative Expression including conventions of writing	30%	30
Total	100%	100%

BLUE PRINT

Section	Academic Standards	Q. No.	Source	Marks	Objective type	V.S.A	S.A	Essay com Long Answers	Total
Section 'A'	Reading Comprehension	1	TB	2			2		30
		2	TB	2			2		
		3	"	2	2				
		4	"	2	2				
		5	"	2	2				
		6	"	1			1		
		7	"	1			1		
		8	"	1	1				
		9	"	1	1				
		10	"	1	1				
		11	Supplementary Reader	1	1				
		12	"	1	1				
		13	"	1	1				
		14	"	1	1				
		15	"	1	1				

13E & 14E

Section	Academic Standards	Q. No.	Source	Marks	Objective type	V.S.A	S.A	Essay com Long Answers	Total
		16	Unseen (Study skills)						
		i)	"	1		1			
		ii)	"	1		1			
		iii)	"	1	1				
		iv)	"	1	1				
		v)	"	1	1				
		17	Unseen passage	5			5		
Section 'B'	Grammar	18	TB/independent	2		2			
	Q. 18 – 26 can be framed basing on the textual exercises	19	"	2		2			
		20	"	2		2			
		21	"	2	2				
		22	"	4	4				20
		23	"	2	2				
	(OR)								
	Questions can be text book independent	24	"	2	2				
		25	"	2	2				
		26	"	2	2				
	Vocabulary	27	TB (Prose)	4			4		
		28	"	4			4		
		29	"	2		2			
		30	"	2	2				20
		31	"	2	2				
		32	"	2		2			
		33	"	2			2		
		34	TB	$4 \times \frac{1}{2} = 2$	2				

13E & 14E

Section	Academic Standards	Q. No.	Source	Marks	Objective type	V.S.A	S.A	Essay com Long Answers	Total
Section 'C'	Creative Expressions	35(A)	Textbook prose part & Supplementary Reader	10				10	30
		35(B)	"						
		36(A)	Textual theme based (or) Independent of the text	10				10	
		36(B)	"						
		38(A)	Supplementary Reader	10					
		37(B)	Based on data (tables) pie-chart bar-chart tree diagram flow chart (unseen)				10		
				G.Total 100	33	18	19	30	100

TYPES OF QUESTIONS & MARKS ALLOTMENT

Academic Standards	Type of question	No. of questions	Total
Section-A Comprehension	(Very short answer) V.S.A	4	4
	(Short answer) S.A	3	9
	Essay	–	–
	Objective	10	17
Section-B Grammar and Vocabulary	V.S.A	7	14
	S.A	3	10
	Essay	–	–
	Objective	7	16
Section-C Creative Expression	V.S.A		
	S.A		
	Essay (or) Long Answer	3	30
	Objective		
		37	100

QUESTION PAPER PATTERN – THIRD LANGUAGE ENGLISH

SECTION - A
(Reading Comprehension)
(30 M)

- Q. 1-5 A comprehension passage from any prose lesson in the textbook with 2 'Wh' questions and 3 MCQs'. **5 × 2 = 10 M**
 (The title of the lesson should be mentioned at the end of the passage)
 Word Limit : 100 – 150 words.
- Q. 6-10 A poem for comprehension in the textbook with 2 'Wh' questions and 3 MCQs'. **5 × 1 = 5 M**
 (The title of the poem should be mentioned at the end of the lines)
- Q. 11-15 A comprehension passage from any lesson in Supplementary Reader with 5 MCQs
 Word Limit : 100 – 120 words. **5 × 1 = 5 M**
 (The title of the poem should be mentioned at the end of the lines)
- Q. 16 Reading data arranged in a tabular form, a pie chart, a bar chart or a tree diagram with five comprehension questions. **5 × 1 = 5 M**
 a) 2 – Wh questions. **2 × 1 = 2 M**
 b) 2 – MCQs' **2 × 1 = 2 M**
 c) Choosing a correct statement (MCQ) **1 × 1 = 1 M**
- Note :** Flow chart and bar graph with curved lines are not included in the syllabus. Don't ask questions based on a flow chart or a bar graph with curved lines.
- Q. 17 Reading a story, an incident or any scientific event and arranging the jumbled sentences in a meaningful order. **5 M**

SECTION - B
(Grammar & Vocabulary)
(40 M)

- Q. 18 Combining sentences using who / which / whose / whom (Relative Clauses)
 Syllabus Reference : Unit-1 **2 M**
- Q. 19 Changing voice (Only from active voice to passive voice. (Textual / general)
 Syllabus Reference : Unit-3 WB **2 M**
-

13E & 14E

-
- Q. 20 Reported Speech (Only from direct speech to indirect speech)
(Textual / general) **2 M**
Syllabus Reference : Unit-9
- Q. 21 Fill in the blanks with suitable prepositions (Textual / general) **2 × 1 = 2 M**
- Q. 22 Edit a passage corrections the underlined parts. (Workbook/unseen) **4 × 1 = 4 M**
Syllabus Reference : All units in workbook.
- Q. 23 Fill in the blanks with articles (Textual / general)
Syllabus reference : Unit-2 **2 × 1 = 2 M**
- Q. 24 Change into Repeated action in the past using used to / would
(Textual / general) Syllabus Reference : Unit-6 **2 × 1 = 2 M**
- Q. 25 Rewrite the sentences by using Noun modifier. (Textual / general) **2 × 1 = 2 M**
- Q. 26 Giving advice using modal or suggestion being on the given
context. (Textual or general) **2 M**
- Q. 27 Identifying the suitable synonyms to the underlined words in the passage.
(Four words are to be underlined. Only six words are given in the
box to choose the correct synonyms from them.)
Syllabus Reference : All prose lessons in the textbook. **4 × 1 = 4 M**
- Q. 28 Writing opposite words (Antonyms) to the underlined words in the
passage. Syllabus Reference : All prose lessons in the textbook. **4 × 1 = 4 M**
- Q. 29 Filling in the blanks with the right form of the words given in brackets.
Syllabus Reference : All prose lessons in the textbook. **2 × 1 = 2 M**
- Q. 30 Completing the spelling of a word using prefixes or suffixes or inflections.
The words for spelling given in context in the form of a sentences.
The sentences should be taken from any prose lesson of the textbook
or beyond the textbook. Refer to the model paper for a model question.
Syllabus Reference : All prose lessons in the textbook. **2 × 1 = 2 M**
-

13E & 14E

- Q. 31 Identifying the wrongly spelt word and rewriting its correct spelling.
Syllabus Reference : All prose lesson in the textbook. **2 × 1 = 2 M**
- Q. 32 Dictionary Skills **2 × 1 = 2 M**
Selected word must be from the prose part of the textbook only.
- Q. 33 Use the following phrasal verbs and idiomatic expressions
(Language expressions) in sentences of your own.
Syllabus Reference : Units 2, 4, 6 **2 × 1 = 2 M**
- Q. 34 Matching.
Syllabus Reference : Unit 3 & 4 **4 × 1/2 = 2 M**

SECTION - C

(Creative Expression) (30 M)

- Q. 35 A) Conversation (based on all the lessons in prose in the textbook and
Supplementary Reader)
(OR)
B) Description / Diary entry
Based on all the lessons in Prose and Supplementary Reader **10 M**
Note : Adequate input should be given to give a scope to the students to use their
knowledge related to their lessons while answering these questions.
- Q. 36 A) Writing a letter. (Both formal and informal letters)
Note : Adequate inputs should be provided.
(OR)
B) Script for Speech.
Textual theme based / General **10 M**
Syllabus Reference : Speaking section in the textbook should be referred.
- Q. 37 A) Framing 'Wh' questions to the underlined parts in a given a passage.
Syllabus Reference : All lessons in the Supplementary Reader.
(OR)
b) Information Transfer
Writing a meaningful paragraph from the given data. (Unseen)
Syllabus Reference : Tables, Tree-diagram, Bar-diagram, Pie-chart) **10 M**

S.S.C. PUBLIC EXAMINATIONS - 2024-25
THIRD LANGUAGE - ENGLISH

Time : 3.15 hours

Max. Marks : 100

Instructions :

1. The question paper has 37 questions in three sections (A, B and C)
 2. Answer all the questions on a separate answer book supplied to you.
 3. 15 minutes of time is allotted exclusively for reading the question paper and 3 hours for writing the answers.
 4. Answer all the questions of SECTION - B(Grammar and Vocabulary) in the same order at one place in your answer book.
-

SECTION – A : READING COMPREHENSION**(Questions 1 - 5) : Read the following passage carefully.**

The fiercely independent people of Coorg are possibly of Greek or Arabic descent. As one story goes, a part of Alexander's army moved south along the coast and settled here when return became impractical. These people married amongst the locals and their culture is apparent in the martial traditions, marriage and religious rites, which are distinct from the Hindu mainstream. The theory of Arab origin draws support from the long, black coat with an embroidered waist-belt worn by the Kodavus, known as kuppia, it resembles the Kuffia worn by the Arabs and the kurds.

Coorgi homes have a tradition of hospitality, and they are more than willing to recount numerous tales of valour related to their sons and fathers. The Coorg Regiment is one of the most decorated in the Indian Army, and the first chief of the Indian Army. General Cariappa, was a Coorgi. Even now, Kodavus are the only people in India permitted to carry firearms without a licence.

*(Glimpses of India)***Now, answer the following questions.****5 × 2 = 10 M**

1. How were the people of Coorg described ?
 2. Why were the people of Coorg descendants from Greek or Arabic culture ?
 3. **How were Coorgis distinct from Hindus ?**
 - A) Coorgis are apparently taller than Hindus.
 - B) The traditions and rites of Coorgis resemble martial origin unlike Hindu mainstream.
 - C) Coorgis followed Hindu mainstream.
 4. **How are Coorgis rich in the tradition ?**
 - A) They are rich in hospitality holding many stories of courage of their forefathers.
 - B) Coorgi homes are beautifully decorated.
 - C) Coorgi Army carry rich robes.
-

12. What was very difficult for Mrs. Pumphrey ?

- A) to keep her Tricky on diet.
- B) to look after Tricky.
- C) to give good food to Tricky.

13. What does 'new regime' in the passage mean ?

- A) The new diet chart to be followed for Tricky.
- B) The daily exercise for Mrs. Pumphrey.
- C) Tricky's illness.

14. 'Tricky had a whole wardrobe of coats for cold weather and wet days'. What does this sentence suggest ?

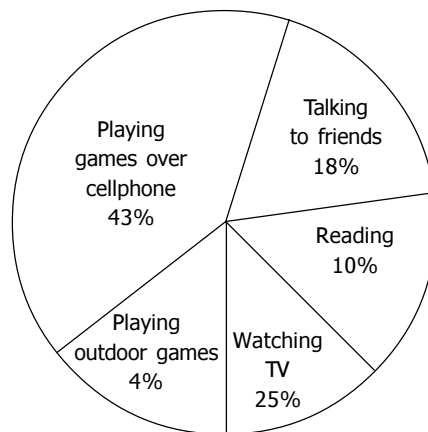
- A) Tricky was given utmost care and love.
- B) Tricky was very rich.
- C) Tricky was feeling cold.

15. What made Mrs. Pumphrey call the writer ?

- A) She became ill.
- B) Tricky became ill.
- C) She wished to take the writer's opinion.

(Questions 16) : Study the following pie-chart.

Percentage (%) of time spent on different activities by children



Now, answer the following questions.

5 × 1 = 5 M

- i) What does the pie-chart show ?
- ii) What is the percentage of time spent on talking to friends ?
- iii) The maximum percentage of time is spent on
 - a) Playing games over cell phone
 - b) watching TV
 - c) Reading

13E & 14E

22. Edit the following passage.

4 × 1 = 4 M

"And if I were to ask me (a) from what literature we who has (b) been nurtured almost exclusively on the thoughts of Greeks and Romans, and of the Semitic race, the Jewish, may draw the corrective which is most want (c) in order to make our innerlife more perfect, more comprehensive, more universal, in fact most (d) truly human life again I should point to India."

a)
b)
c)
d)

23. Fill in the blanks with suitable articles.

2 × 1 = 2 M

1. Would you like to fill application ?
2. It is wonderful scene to watch.

24. Change the following into Repeated action in the past using 'would/used to'

- i) During summer, I spent my money only on mangoes.
- ii) When I was young, I rode a bicycle to my office.

2 × 1 = 2 M

25. Rewrite the sentences into a single sentence using Noun-modifiers.

2 × 1 = 2 M

- i) I visited a temple. It was an old one but has a great history.
- ii) Gowtham found a cat. It has blue eyes and brown stripes on its body.

26. Give a suitable advice for the situation given below.

2 × 1 = 2 M

The TV at home is not working. Advise your brother to call a technician immediately.

27. Read the following paragraph and write the synonyms of the underlined words, choosing the words given in the box.

4 × 1 = 4 M

challenge, conquer, success, suffering, patience

I have seen men stand up to attacks and torture (a) without breaking, showing a strength the resilience (b) that defies (c) the imagination I learned that courage was not the absence of fear, but the triumph (d) over it.

28. Read the following paragraph and write the antonyms of the underlined words.

4 × 1 = 4 M

With a loud (a) scream he fell outwards (b) and downwards into space. Then a monstrous (c) terror seized him and his heart stood still (d).

29. Fill the blanks with the right form of words given in the brackets.

2 × 1 = 2 M

As ripe fruits are early in, **(a)** (*danger, dangerous, endangered*) of falling, so**(b)** (*mortality, mortally, mortals*) when born are always in danger of death.

13E & 14E

30. Complete the words with correct Prefixes and Suffixes given in the brackets.

2 × 1 = 2 M

- i) The statement is completely logical. (*in, il*)
- ii) At first, Kisa, Gotami was happy for the procure (*tion, ment*) of mustard seeds.

31. Find the wrongly spelt word and write the correct spelling.

2 × 1 = 2 M

- i) overwhelming, torture, fascinate, calculated
- ii) shuffled, miserable, offisial, admiration

32. Read the following dictionary entry of the word given below.

2 × 1 = 2 M

hostile / 'host.taɪl / adjective

- showing or feeling opposition or dislike; unfriendly; John made a ferociously hostile attack. of or belonging to a military enemy ; It is a hostile aircraft.
- opposed
People are very hostile to the idea.
Hostility (noun)

- i) What is the part of speech of the word hostile ?
- ii) What is the noun form of hostile ?

33. Use the following expressions in sentences of your own.

2 × 1 = 2 M

- i) Phrasal verb : come across
Ans.
- ii) Idiomatic expression : keep going
Ans.

34. Match the following.

4 × 1/2 = 2 M

Part - A

Part - B

- | | | |
|----------------|--------|---|
| i) plunge in | () | a) submit an assignment to an authority |
| ii) fly high | () | b) go straight to the topic |
| iii) calm down | () | c) Be successful |
| iv) hand in | () | d) make / remain quiet |

SECTION – C : CREATIVE EXPRESSION

- 35. A)** In the lesson 'A letter to God', The postmaster was shocked to see the letter of Lencho to God, calling him and his staff as crooks. He felt disappointed for Lencho's blame even after helping him. He shared his feelings with his friend about the incident. **10 M**

Now write a possible conversation between the postmaster and his friend.

(OR)

- B)** In the lesson 'Mijbil the Otter', Maxwell had a terrible experience with Mijbil in the aircraft. He was pleased to get the support of the air hostess in that embarrassing situation. He had to keep a watch on the otter which became highly intolerable.

Imagine yourself as Maxwell and describe the incident in the aircraft.

- 36. A)** Emphasising the necessity for Tree plantations, the Collector of the district has advised the schools to initiate Kitchen Gardens in the schools, encouraging the children a plant or a seedling to bring awareness on necessity of trees and plants for the enrichment of the environment. You have read the news and felt inspired.

Write a letter to the Editor of the Newspaper throwing light on the necessity to grow plants and children's participation as a strong wave towards progress.

10 M

(OR)

- B)** *"True liberty is freedom from poverty, deprivation and all forms of discrimination".*

Based on the topic, prepare a script for speech using the following the hints/ clues given below.

- Causes of poverty and means to overcome it.
- Discrimination based on Gender, religion, class etc.
- Constitutionally guaranteed human rights.

- 37. A)** **Read the following passage carefully focussing on the underlined parts.**

Griffin, the scientist (A), had carried out experiment after experiment to prove that the human body (B) could become invisible. Finally he swallowed certain rare drugs and his body became as transparent as a sheet of glass (C) though it also remained as solid as glass.

Griffin was rather a lawless person (D). His landlord disliked him and tried to eject him. In revenge, (E) Griffin set fire to the house.

Now frame 'WH' questions to get the underlined parts as answers. 10 M

(OR)

B) *Study the following table and write a paragraph based on the information given in it.*

PLACEMENT OF ELECTRIC VEHICLES BY NARANG AUTO TRADERS IN THE MONTH OF JANUARY 2024.

S.No.	Name of the brand	Model	Colour	Quantity
1.	KIA	2023	Black	10
2.	TATA NEXON	2022	Red	11
3.	BMW	2023	Blue	8
4.	HYUNDAI KOWA	2024	Grey	6
5.	TESLA	2023	Black	8

★ ★ ★
