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FOR AP CLASS 10 PREPARATION

AP SSC Model Paper 2027 English Third Language - Model Paper 1

EXAM	YEAR	TYPE	SUBJECT
AP Class 10	2027	Sample Paper	English

BLUE PRINT & MODEL PAPERS OF SSC PUBLIC EXAMINATIONS FOR THE ACADEMIC YEAR 2026-27
BY THE DIRECTOR OF GOVERNMENT EXAMINATIONS (SSC BOARD), A.P.

13E & 14E

Format of Design (Language Subject)

Question Paper/Test

Subject : English
Class : X
Time : 3.15 hrs
Marks : 100

WEIGHTAGE TO ABILITIES (OR) COMPETENCIES

Ability / Competency	Awareness	Sensitivity	Creativity	Total
Percentage of Marks	65%	15%	20%	100
Marks	65	15	20	100

WEIGHTAGE TO FORM OF QUESTION

Form of Questions	E/LA	SA	VSA	O(MCQ)	Total
No. of Questions	3	4	14	16	37
Marks allotted	30	14	32	24	100
Estimated time	60 min.	40 min.	30 min.	50 min.	180 min

WEIGHTAGE TO MAJOR CONTENT AREAS

Sl.No.	Sections	Marks
1.	Reading Comprehension	30
2.	Grammar	20
3.	Vocabulary	20
4.	Creative Expression	30
Total		100

Scheme of Sections : 3

Pattern of Options : Q.No. 35, 36, 37 (Internal Choice)

Estimated difficulty Level	Difficult	20%	
	Moderate	60%	
	Easy	20%	

Index of Abbreviations :

(E/LA : Essay/Long Answer; SA : Short Answer : VSA : Very Short Answer ; O : Objective)

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FORMAT OF BLUE PRINT

Subject: ENGLISH **Class:** 10th CLASS

Unit/Paper: 13 E & 14 E **Max Marks:** 100 MARKS **Time:** 3 Hr.15 min.

S. No.	ABILITIES → / Form of Questions / Content Unit / Sub Unit	AWARENESS				SENSITIVITY				CREATIVITY				Total (Row-wise)
		E/LA	SA	VSA	O	E/LA	SA	VSA	O	E/LA	SA	VSA	O	
1	READING COMPREHENSION		14	2	9				5					30
2	GRAMMAR & VOCABULARY			30	10									40
3	CREATIVE EXPRESSION					10				20				30
	SUB TOTAL		14	32	19	10			5	20				
	Total (Col-wise) →	65				15				20				100

Summary:	Essay (E)	No.	3	Marks:	30
	Short Answer (SA)	No.	4	Marks:	14
	Very Short Answer (VSA)	No.	14	Marks:	32
	Objective (0)	No.	16	Marks:	24

Pattern of Options : Internal Choice in Section C

Scheme of Sections 3

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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 lessons.
Q. 35 (B) **Diary entry**	From all prose 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) **Description**	All Supplementary Reader lessons. (Footprints without feet)
Q. 37 (B) **Information transfer**	Based on data (tables) Tree diagram Bar diagram Pie-Chart

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ABILITIES / COMPETENCIES WISE WEIGHTAGE

ABILITIES / COMPETENCIES			% OF WEIGHTAGE
1. Awareness Knowledge, understanding of the construct, understanding of the process			**65% (65 Marks)**
i)	Reading Comprehension	25%	
ii)	Grammar	20%	
iii)	Vocabulary	20%	
2. Sensitivity Conflict resolution, open-mindedness, collaboration			**15% (15 Marks)**
i)	Reading Compression (Q. 5, 9, 10, 15)	5%	
ii)	Grammar & Vocabulary	0%	
iii)	Creative Expression Q. 35A & 35B	10%	
3. Creativity			**20% (20 Marks)**
i)	Reading Comprehension	0%	
ii)	Grammar & Vocabulary	0%	
iii)	Creative Expression Q. 36A & 36B ; 37A & 37B	20%	
	Total	**100%**	**100%**

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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 lesson 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**

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Q. 20	Reported Speech (Only from direct speech to indirect speech) (Textual / general) Syllabus Reference : Unit-7	**2 M**
Q. 21	Fill in the blanks with suitable prepositions (Textual / general)	**2 × 1 = 2 M**
Q. 22	Edit a passage correcting the underlined parts. (Workbook/unseen) Syllabus Reference : All units in workbook.	**4 × 1 = 4 M**
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-5	**2 × 1 = 2 M**
Q. 25	Rewrite the sentences by using Noun modifier. (Textual / general) Syllabus Reference : Unit-5	**2 × 1 = 2 M**
Q. 26	Giving advice using modal or suggestion 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 sentence. 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**

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Q. 31 Identifying the wrongly spelt world and rewriting its correct spelling.

Syllabus Reference : All prose lessons 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 : All prose lessons. **2 × 1 = 2 M**

Q. 34 Matching.

Syllabus Reference : Unit 3 & 4 only. **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)

(OR)

B) Diary entry (Based on all the lessons in Prose) **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) Description

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**

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ABILITY/COMPETENCY WISE BLUE PRINT

Section	Abilities/ Competencies	Q. No.	Source	Specification	Marks	Objective type	V.S.A	S.A	Essay com Long Answers	Tot
Section 'A' Reading omprehension	Awareness	1	TB	Understanding the construct	2	-	-	2	-	30
	Awareness	2	TB	Understanding the construct	2	-	-	2		
	Awareness	3	TB	Understanding the construct	2	2				
	Awareness	4	TB	Understanding the construct	2	2				
	Sensitivity	5	TB	Conflict resolution	2	2				
	Awareness	6	TB	Understanding the construct	1		1			
	Awareness	7	TB	Understanding the construct	1		1			
	Awareness	8	TB	Understanding the construct	1	1				
	Sensitivity	9	TB	Conflict resolution	1	1				
	Sensitivity	10	TB	Conflict resolution	1	1				
	Awareness	11	SR	Understanding the construct	1	1				
	Awareness	12	SR	Understanding the construct	1	1				
	Awareness	13	SR	Understanding the construct	1	1				
	Awareness	14	SR	Understanding the construct	1	1				
	Sensitivity	15	SR	Conflict resolution	1	1				
	Awareness	16	Unseen Study skills	Understanding the process	5			5		
	Awareness	17	Unseen Study skills	Understanding the process	5			5		
Section 'B' Grammar & Vocabular IOTE: Q.NO – 18 to 26 can be ramed based on the textual exercises (OR) uestions can be text book independent	Awareness	18	TB Independent of the TB	Knowledge	2		2			40
	Awareness	19	TB Independent of the TB	Knowledge	2		2			
	Awareness	20	TB Independent of the TB	Knowledge	2		2			
	Awareness	21	TB Independent of the TB	Knowledge	2	2				
	Awareness	22	WB Independent of the TB	Knowledge	4		4			
	Awareness	23	TB Independent of the TB	Knowledge	2	2				
	Awareness	24	TB Independent of the TB	Knowledge	2		2			
	Awareness	25	TB Independent of the TB	Knowledge	2		2			
	Awareness	26	TB Independent of the TB	Knowledge	2		2			
	Awareness	27	TB (Prose)	Knowledge	4		4			
	Awareness	28	TB (Prose)	Knowledge	4		4			

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	Awareness	30	TB (Prose)	Knowledge	2	2				
	Awareness	31	TB (Prose)	Knowledge	2		2			
	Awareness	32	TB (Prose)	Knowledge	2		2			
	Awareness	33	TB (Prose)	Knowledge	2		2			
	Awareness	34	TB	Knowledge	4×1/2 = 2	2				
SECTION – C Creative Expression	Sensitivity	35 (A)	TB(Prose)	Collaboration				10		30
		35 (B)	Open mindedness	TB (Prose)						
	Creativity	36 (A)	Generate innovative ideas & felxibility	Textual Theme base (or) independent of the text				10		
		36 (B)	Fluency	TB Independent						
	Creativity	37 (A)	Exploration	SR				10		
		37(B)	Combining ideas & concepts	Based on data (tables) pie-chart, bar-chart tree diagram flow chart						

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S.S.C. PUBLIC EXAMINATIONS - 2026-27
THIRD LANGUAGE - ENGLISH
MODEL PAPER-1

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.

A few moments later we all lifted our eyes in awe as a spectacular array of South African jets, helicopters and troop carriers roared in perfect formation over the Union Buildings. It was not only a display of pinpoint precision and military loyalty to democracy, to a new government that had been freely and fairly elected. Only moments before, the highest generals of the South African defence force and police, their chests bedecked with ribbons and medals from days gone by, saluted me and pledged their loyalty. I was not unmindful of the fact that not so many years before they would not have saluted but arrested me. Finally a chevron of Impala jets left a smoke trail of the black, red, green, blue and gold of the new South African flag.

The day was symbolised for me by the playing of out two national anthems, and the vision of white singing '*Nkosi Sikelel-Afrika'* and blacks singing 'Die Stem', the old anthem of the Republic. Although that day neither group knew the lyrics of the anthem they once despised, they would soon know the words by heart.

On the day of the inauguration, I was overwhelmed with a sense of history.

(Long walk to freedom)

Now, answer the following questions. **5 × 2 = 10 M**

1. How did the military display during Mandela's inauguration symbolize the changes taking place in South Africa?

2. Why did Mandela consider his inauguration a significant moment in the history of South Africa?

3. **What did the military fly-past during the inauguration represent?**

A) Military power over citizens

B) Loyalty to democracy and the new government

C) Celebration of war victories

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4. How was the occasion further marked ?

A) by the singing of both national anthems

B) by a magnificant display of jets

C) by the flyover of troop carriers.

5. The inanguration ceremony symbolized .....

A) the continuation of racial conflict

B) The peaceful resolution of a national struggle

C) The victory of one group over another

(Questions 6 - 10) : Read the following stanza carefully.

What is the boy now, who has lost his ball,
What, what is he to do? I saw it go
Merrily bouncing, down the street, and then
Merrily over — there it is in the water!
No use to say 'O there are other balls':
An ultimate shaking grief fixes the boy
As he stands rigid, trembling, staring down
All his young days into the harbour where
His ball went. I would not intrude on him;
A dime, another ball, is worthless ***(The ball poem)***

Now, answer the following questions. **5 × 1 = 5 M**

6. Why does the speaker say that giving the boy another ball would be worthless?

7. What does the loss of the ball teach the boy about life?

8. Where did the boy's ball finally go?

A) Into a garden

B) Into the harbour water

C) Into a playground

9. The boy losses his ball and feels sad. What is the most effective way for him to deal with this situation ?

A) Keep crying forever.

B) Learn from the loss and move forward.

C) Stop playing completely

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10. What conflcit does the boy face in the poem ?

A) A conflict with a friend.

B) A conflict with his parents.

C) An emotional conflcit caused by loss.

(Questions 11 - 15) : Read the following passage carefully.

Fowler was eager to meet Ausable, a secret agent, expecting him to be like the spies he had read about in stories. However, he was disappointed when he found Ausable to be a fat man with an American accent living in a small room on the top floor of a gloomy French hotel. Ausable noticed Fowler's disappointment and explained it humorously. Instead of exciting adventures, mysterious messages, and danger, Fowler had spent a dull evening with him. Ausable joked that Fowler had expected a romantic spy but had met an ordinary-looking man whose work seemed quite unexciting and commonplace. ***(The Midnight visitor)***

Choose the appropriate answer from the options given : **5 × 1 = 5 M**

11. Why did Fowler want to meet Ausable?

A) He wanted to learn French.

B) He was a writer interested in secret agents.

C) He wanted to stay in the hotel.

12. How did Ausable differ from Fowler's image of a secret agent?

A) He was tall and handsome.

B) He was fat and ordinary-looking.

C) He was young and athletic.

13. Where was Ausable's room located?

A) On the third floor

B) On the fifth floor

C) On the sixth and top floor

14. What kind of evening had Fowler spent with Ausable?

A) An adventurous evening full of danger

B) A dull evening at a French music hall

C) An evening at a royal palace

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15. Fowler expected a secret agent to look smart and adventurous, but Ausable looked quite ordinary. What is the best way for Fowler to resolve this conflict between expectation and reality ?

A) Ignore Ausabel completely.

B) Judge Ausable only by his appearance.

C) Observe Ausable's actions before forming an opinion.

(Questions 16) : Study the following table carefully.

G.S.T Rates of Some Countries are given below.

S.No.	Country	Rate of GST
1	Australia	10%
2	France	19.6%
3	Canada	5%
4	Germany	19%
5	Japan	5%

Now, answer the following questions. **5 × 1 = 5 M**

i) What is the table about ?

ii) How many Countries are shown in the table ?

iii) The rate of GST in Canada is

a) 5% b) 10% c) 19%

iv) Which Country has the highest rate of GST ?

a) Canada b) France c) Germany

v) Which is the Correct Statement among the following sentences.

a) India is shown in the above table.

b) The rate of G.S.T. of Germany is greater than that of Japan.

c) France and Germany have the same rate of G.S.T

(Question 17) : Read the following passage carefully.

Once, a poor woodcutter lived near a river. Every day, he cut wood and sold it in the market to support his family. One day, while cutting a tree near the river, his axe slipped from his hand and fell into the deep water. The woodcutter became very sad because he could not afford to buy a new axe.

Suddenly, a river spirit appeared and offered to help him. The spirit first showed him a golden axe and asked if it was his. The woodcutter honestly replied that it was not. Then the spirit showed him a silver axe, but again he said it was not his. Finally, the spirit brought out his old iron axe. The woodcutter happily claimed it as his own. Impressed by his honesty, the spirit rewarded him with all three axes. The woodcutter returned home joyful, proving that honesty is always rewarded.

Moral : Honesty is the best policy.

Now, arrange the following jumbled sentences into a meaningful order.

5 × 1 = 5 M

a) The spirit rewarded the woodcutter with the golden and silver axes as well.

b) One day, the woodcutter's axe fell into the river while he was working.

c) A river spirit appeared and offered to help him find his axe.

d) The woodcutter honestly rejected the golden and silver axes shown by the spirit.

e) Finally, the spirit brought out the iron axe, and the woodcutter happily identified it as his own.

SECTION – B

GRAMMAR & VOCABULARY

Note : Answer all the questions of Section - B in the same order at one place in your answer book.

18. Combine the following sentences using 'which'. **2 M**

I often go to Mumbai. Mumbai is the commercial capital of India.

19. Change the following sentence into 'Passive Voice' **2 M**

The army generals saluted mandela.

20. Change the following into Reported Speech. **2 M**

Kisa Gotami said, "I understand the truth of life now."

21. Fill in the blanks with suitable preposition given in brackets. **2 × 1= 2 M**

i) Seagull is afraid …… flying over the sea. ***(of, with, for)***

ii) The best time to visit Coorg is …… September to March. ***(at, to, from)***

22. Edit the following passage. **4 × 1 = 4 M**

Neither of the - students <u>were</u> (a)	a) .....
able to solve the problems, although each of them	b) .....
<u>have</u> (b) prepared thoroughly and had practised regularly.	
The teacher, along with his assistants,	c) .....
<u>explain</u> (c) the solution in detail so that the class	
<u>understand</u> (d) the concept clearly	d) .....

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23. Fill in the blanks with suitable articles. **2 × 1 = 2 M**

Mandela became ___ first Black President of South Africa after ___ long struggle against apartheid.

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

i) He played for hours with a selection of toys. **2 × 1 = 2 M**

ii) When I was 5 years old, I followed my brother all over the place.

25. Rewrite the sentences into a single sentence using Noun-modifiers.2 × 1 = 2 M

i) Ranuka visited a museum. It is known for its ancient artifacts.

ii) The young girl looked at the night sky. The sky was full of stars.

26. Give a suitable advice for the situation given below. **2 × 1 = 2 M**

It's raining heavily outside. Advise your father to take an umbrella.

27. Read the following paragraph and write the synonyms of the underlined words, choosing the words given in the box. **4 × 1 = 4 M**

sorrow, unavoidable, went around, deeply affected, suffering, happiness

Kisa Gotami, overwhelmed (a) with grief, went from house to house in search of medicine. The Buddha, seeing her misery (b), advised her to bring a mustard seed from a house untouched by death. She wandered (c)through the village, but every family had suffered loss. At last, she realised that life is brief and death is inevitable (d).

28. Read the following paragraph and write the antonyms of the underlined words. **4 × 1 = 4 M**

Lencho, a farmer, had full (a) confidence in God. He believed that the rain would bring him a good (b) harvest. But soon, a violent storm destroyed (c) his crops completely. Despite his loss, he remained hopeful (d) and wrote a letter to God asking for help.

29. Fill the blanks with the right form of words given in the brackets. **2 × 1 = 2 M**

The young seagull felt the power of his wings and the joy of _____(a) (freedom, freely, free). He soared _____(b) (high, highly, higher) above the sea.

30. Complete the words with correct Prefixes and Suffixes given in the brackets. **2 × 1 = 2 M**

i) It was ..... possible ***(im, in)*** for him to gather together the hundred pesos.

ii) The lady must prepare sandwiches on the occasion of her daughter's engage .....

(ment, ing)

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31. Find the wrongly spelt word and write the correct spelling. **2 × 1 = 2 M**

i) Domination, inagaration ,apartheid,formation .....

ii) amiable, initimatly, day break, decision .....

32. Read the following dictionary entry of the word given below. **2 × 1 = 2 M**

derisively /adverb/ de·ri·sive·ly | \ di-'rɪ-siv-ɪe \ Definition of derisively 1: in a manner expressing contempt or ridicule 2: mockingly or scornfully, with the intent to belittle or demean Example Sentences • He laughed derisively at the suggestion that he might apologize. • The critics spoke derisively about the new film, calling it a complete failure. Synonyms - mockingly, scornfully, disdainfully, contemptuously, sneeringly Antonyms - respectfully, courteously, kindly, approvingly

Now, answer the following questions using the information above.

i) What is the part of speech is the word 'derisively'?

ii) What is the meaning of the word 'derisively'?

33. Use the following expressions in sentences of your own. **2 × 1 = 2 M**

i) Phrasal verb : Plunge in

Ans. .....

ii) Idiomatic expression : "For ages"

Ans. .....

34. Match the following. **4 × ½ = 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) Lencho was handed the letter from God by the postman. Lencho was confident that God would never break his trust and sent him 100 pesos he wished. But he became angry when he counted the money. **10 M**

Imagine that he went to the postmaster to complain about the missing money. Now write a possible conversation between the Postmaster and Lencho.

(OR)

Anne's friend Sanne helped Anne in writing a poetry on the topic 'Chatter box'. Mr. Keesing was impressed with the lines and commented jovially on it. At last, the episodes on the topic 'Chatter box' ended and Keesing took it in a lighter way when compared with father duck.

Imagine you are Sanne and write a diary entry on what happened in the class of Mr. Keesing.

36. A) You recently attended a marriage ceremony and noticed that a large quantity of food was wasted. Many people, especially youngsters, take more food than they can eat and leave it on their plates. At the same time, many poor and homeless people struggle

to get even one proper meal a day. Your strongly feel that leftover food can be donated to the needy through food donation drives or charitable organisations.

Write a letter to the Editor a local newspaper expressing your concern about food wastage at social functions. Suggest practical measures to reduce food wastage and encourage people to donate surplus food to the needy. 10 M

(OR)

B) 'Anger Management' is one such feature where individual's temperament, overwhelming emotions and fury are managed to bring to a calm and composed mind. Prepare a script for speech highlighting the ill effects of anger and benefits of anger if any.

37. A) In the story of 'Bholi', the old man who came to marry Sulekha (Bholi) was rejected by her for demanding more money for her pock-marked face. Instead, she assured her father that she could lead her life serving them and work as a teacher for the rest of her life.

The teacher who attended the ceremony felt proud of Bholi for her confident, daring decision. Describe the feeling of Bholi's teacher on the above event.

(OR)

B) Study the bar graph and write a paragraph with all the details given.

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