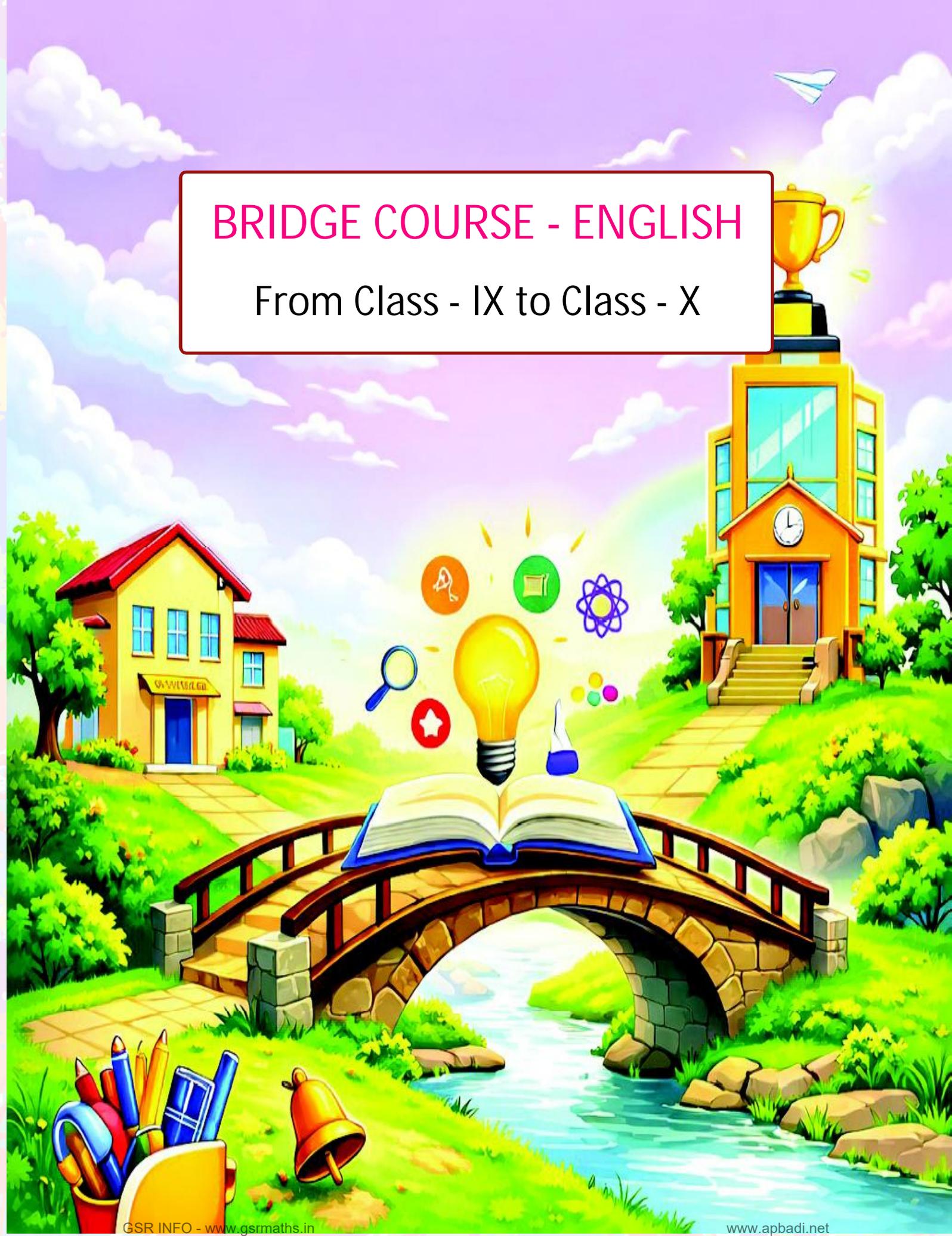


BRIDGE COURSE - ENGLISH

From Class - IX to Class - X



BRIDGE COURSE SCHEDULE

Subject: English

Date	Day	Topics & Activities
13.03.2026	FRI	1. Complete syllabus analysis. 2. SSC exam pattern & blueprint awareness. 3. Performance improvement strategies.
16.03.2026	Mon	1. Syllabus analysis. 2. SSC exam pattern & blueprint awareness. 3. Performance improvement strategies. Introduction to Syllabus & Pattern: Explain the 100 Marks pattern (Reading - 30, Grammar & Vocabulary - 40, Creative expression - 30).
17.03.2026	Tue	Reading Skills: Inferential Thinking - Teach "Skimming & Scanning." Practice 1 Unseen Passage.
18.03.2026	Wed	Grammar: Tenses (Basics). Focus on different types of Past Tenses (Used in stories/answers).
21.03.2026	Sat	Writing: Formal Letter (Format). Box Layout: Sender - Date - Receiver - Subject.
23.03.2026	Mon	Lit: A Letter to God (Prose). Pre-reading: Discussion on "Faith." Read pages 1-3. Focus on Lencho.
24.03.2026	Tue	Lit: A Letter to God (Analysis). Finish the story. Discuss the Irony (Postmaster helping vs Lencho thinking they are crooks).
25.03.2026	Wed	Lit: A Letter to God (Exam Qs). Practice Extract-based Questions (4 lines from text + 4 MCQs).
26.03.2026	Thu	Poem: Dust of Snow (Robert Frost). Read the 8-line poem. Explain Symbolism (Crow/Hemlock = Sadness --- Joy).
28.03.2026	Fri	Poem: Fire and Ice (Robert Frost). Explain Metaphors: Fire = Desire, Ice = Hate. Discuss Rhyme Scheme (aba abc).
30.03.2026	Mon	Usage of Grammar: Modals (Can, Could, Should, Must). Crucial for Editing passages.
31.03.2026	Tue	Lit: Nelson Mandela (Part 1). Context: Apartheid. Read the "Inauguration" scene. Vocab: Besieged, Dignitaries.
01.04.2026	Wed	Lit: Nelson Mandela (Part 2). Read "Twin Obligations." Discuss Courage ("Not absence of fear, but triumph over it").
02.04.2026	Thu	Lit: Nelson Mandela (Exam Qs). Focus on Long Answer (8 Marks): "How did Mandela's 'hunger for freedom' change him?"

Date	Day	Topics & Activities
04.04.2026	SAT	Poem: A Tiger in the Zoo. Stanza-wise analysis. Contrast: Cage vs. Jungle.
06.04.2026	Mon	Letter to editor
07.04.2026	Tue	Writing: Analytical Paragraph (Bar). Intro to interpreting Bar Graphs. Teach keywords: Maximum, Minimum, Constant.
08.04.2026	Wed	Review / Slip Test 1. 20 Marks Test (Mandela + Letter to God + Grammar).
09.04.2026	Thu	Supp: A Triumph of Surgery. Characters: Mrs. Pumphrey (Rich/Foolish), Tricki (Greedy/Fat), Herriot (Tactful).
10.04.2026	Fri	Supp: A Triumph of Surgery (Q&A). Theme: "Excessive love can be harmful." Value-based question discussion.
11.04.2026	Sat	Supp: The Thief's Story. Characters: Hari Singh (Thief), Anil (Writer). Read first half.
13.04.2026	Mon	Supp: The Thief's Story (End). The climax (Returning the money). Theme: Education reforms a person.
15.04.2026	Wed	Grammar: Editing (Error Correction). Practice standard "Error/Correction" paragraphs (Articles/Prepositions).
16.04.2026	Thu	Grammar: Reported Speech. Converting "Imperatives" (Orders/Requests) and "Statements".
17.04.2026	Fri	Reading: Case-Based Passage. Harder passages with data/charts. Practice "Inference" questions.
18.04.2026	Sat	REVISION PROSE LESSONS
20.04.2026	Mon	REVISION OF ALL THE GIVEN SYLLABUS.
21.04.2026	Tue	Grand Test
22.04.2026	Wed	Results

Bridge Course for Class 10 English: Academic Readiness

The transition from Class 9 to Class 10 is a pivotal moment in a student's academic journey. To ensure a seamless progression, the AP SCERT has designed this comprehensive Bridge Course Material for 2026-27. This course is specifically tailored to familiarize students with the upcoming SSC Public Examination patterns, refine core linguistic skills, and introduce foundational themes of the Class 10 syllabus.

I. The Evaluation Framework

A central objective of this course is demystifying the AP SSC evaluation pattern. Students will work with a 100-mark single paper format designed to test four main pillars of **Language proficiency**:

- Reading Comprehension (30%): Mastery over seen and unseen passages.
- Grammar (20%): Accuracy in textual and workbook-based language elements.
- Vocabulary (20%): Understanding prose-based lexical items.
- Creative Expression (30%): Developing skills in discourses like conversations, diary entries, and letters.

The examination comprises 37 questions ranging from objective multiple-choice to long form essay answers.

II. Core Skills Development

The Bridge Course emphasizes practical application through specialized "Drills" designed for the Class 10 level:

- Inferential Thinking: Training students to "read between the lines" to understand logical consequences and emotional subtext.
- Grammar Precision: Intensive focus on Tense Consistency (Past Simple vs. Present Simple) and the correct application of Modal Verbs like must for obligation and should for advice.
- Data Transformation: Mastering the analysis of Bar Graphs and Pie Charts to write objective analytical paragraphs—a critical component of Section A and C.
- Professional Writing: Adopting the modern Full Block Format for formal letters, where every line is aligned to the left margin to ensure professional precision.

III. Literary Foundations

Students are introduced to the core themes of their primary textbooks, *First Flight* and *Footprints Without Feet*:

- Faith and Irony: Exploring Lencho's unwavering belief and the situational irony of his interaction with the post office in *A Letter to God*.
- Human Liberation: Analysing Nelson Mandela's philosophy of courage as the "triumph over fear" and the "twin obligations" to family and nation.
- Symbolism in Poetry: Interpreting how Robert Frost uses dark symbols like the "crow" and "hemlock tree" to represent the healing power of nature in *Dust of Snow*.

IV. Progress Monitoring

To ensure readiness, the course includes Slip Tests and Model Assessments covering reading, grammar, and creative expression, providing students with immediate feedback on their academic standing.

10th CLASS BRIDGE COURSE MATERIAL FOR 9th CLASS STUDENTS

13-03-2026 & 16-03-2026 : Introduction to the Syllabus & Blueprint

Day 1 & 2

Review the syllabus and the AP SSC evaluation patterns. Understand the weightage:

Format of Design (Language Subject)

Question Paper/Test

Subject: English

Unit/Paper: 13 E & 14 E

Class: X

Time: 3 hrs 15 min

Marks: 100

Weightage to Objective

Objective	Knowledge of Language Elements	Comprehension	Expression	Appreciation	Total
% of Marks	40	30	20	10	100
Marks	40	30	20	10	100

Weightage to Form of Question

Forms of Questions	E/LA	SA	VSA	O (MCQ) - 1 Mark Qns	Total
No. of Questions	3	7	9	18	37
Marks Allotted	30	15	20	35	100
Estimated Time (min)	60 min	40 min	30 min	50 min	180 min

Weightage to Objective

S. No.	Unit/Sub-Units	Marks
1	Reading Comprehension (All Prose, Poetry, SR lessons & Unseen)	30
2	Grammar (Textual / Work book)	20
3	Vocabulary (Textual based on prose lessons)	20
4	Creative Expression (Q.35 (A) Conversation) (B) Dairy	30
Total		100

Scheme of Sections

03 (1. Comprehension 2. Elements of Language 3. Expression & Appreciation)

Pattern of Options

Qn No 35,36 & 37 (internal choice)

Estimated Difficulty Level	Difficult	20 % Marks
	Average	40 % Marks
	Easy	40 % Marks

Index of Abbreviations

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

SSC PUBLIC EXAMINATIONS 2026 : MODEL PAPER -1 : BLUEPRINT

Subject: ENGLISH

Class: 10th CLASS

Unit/Paper: 13 E & 14 E

Time: 3 Hr.15 min.

Max Marks: 100 MARKS

S. No.	Objective ↑	Knowledge (40%)				Understanding (30%)				Creative Expression (20%)				Appreciation(10%)				Total (Row-wise)
		E/LA	SA	VSA	O	E/LA	SA	VSA	O	E/LA	SA	VSA	O	E/LA	SA	VSA	O	
1	Content Unit / Sub Unit Reading Comprehension					7			11									30
2	Elements of Language			9	7													40
3	Creative Expression									2				1				30
				20	20	13		17		20			10					100
	Total (Col-wise) ↑	40				30				20				10				100

Summary: Essay (E)
Short Answer (SA)
Very Short Answer (VSA)
Objective (O)

:	No.	3
:	No.	7
:	No.	9
:	No.	18

Marks:	30
Marks:	15
Marks:	20
Marks:	35

Pattern of Options : Internal Choice
in Section C

Scheme of Sections 3

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

Reading Comprehension

- Q. 1 - 5
- Q. 6 - 10
- Q. 11 - 15
- Q. 16

Study Skills

- Q. 17

Grammar

Vocabulary Creative Expression

- Q. 35 (A)

Conversation

- Q. 35 (B)

Diary entry

- Q. 36 (A)

Syllabus

All prose lessons in the textbook. (First Flight)

All poems in the reader. (First Flight)

All lessons from Supplementary Reader
(Footprints without Feet.)

Comprehension based on data, pie-chart,
bar chart or tree diagram (Unseen)

Unseen passage for jumbled sentences.

All Grammar topics given in the textbook and
workbook. (Words and expressions)

Textual and based on prose lessons.

From all prose lessons.

From all prose lessons.

Textual theme based or independent of textual
theme (both formal and informal)

Letter Writing

Q. 36 (B)

Script for speech

Q. 37 (A)

Description

Q. 37 (B)

Information transfer

All prose lessons in the textbook. / beyond the textbook based on contemporary issues

(Ref : Speaking section in the reader) All Supplementary Reader lessons. (Footprints without feet)

Based on data (tables), Tree diagram, Bar diagram, Pie-Chart.

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%

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'. (The title of the poem should be mentioned at the end of the lines) 5 × 1 = 5 M
- 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) 2 M

Q. 19 Changing voice (Only from active voice to passive voice. (Textual / general) 2 M

Q. 20 Reported Speech (Only from direct speech to indirect speech) 2 M
(Textual / general)

Q. 21 Fill in the blanks with suitable prepositions (Textual / general) 2 M

Q. 22 Edit a passage corrections the underlined parts. (Workbook/unseen) 4 M

Q. 23 Fill in the blanks with articles (Textual / general) 2 M

Q. 24 Change into Repeated action in the past using used to / would 2 M

Q. 25 Rewrite the sentences by using Noun modifier. (Textual / general)

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.) 4 M

Q. 28 Writing opposite words (Antonyms) to the underlined words in the passage. Syllabus Reference : All prose lessons in the textbook. 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 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 M

Q. 31 Identifying the wrongly spelt word and rewriting its correct spelling. Syllabus Reference : All prose lesson in the textbook. 2 M

Q. 32 Dictionary Skills

- Selected word must be from the prose part of the textbook only. 2 M
- Q. 33 Use the following phrasal verbs and idiomatic expressions (Language expressions) in sentences of your own. 2 M
- Q. 34 Matching. $4 \times 1/2 = 2 M$

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

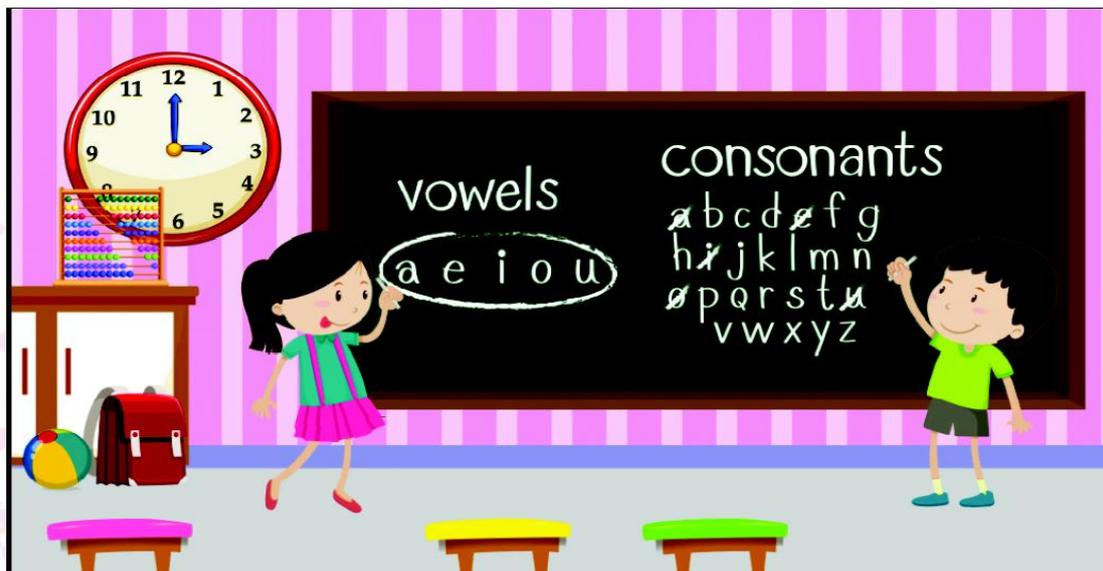
Syllabus Reference : All lessons in the Supplementary Reader.

(OR)

b) Information Transfer

Writing a meaningful paragraph from the given data. (Unseen)

Syllabus Reference : Tables, Tree-diagram, Bar-diagram, Pie-chart) 10 M



DAY 3 : 17-03-2026

Reading Skills - Inferential Thinking
(Reading Between the Lines)



Textual Clue	Logical Inference
She slammed her textbook on the table and crossed her arms.	She is angry or frustrated.
Lencho looked at the sky and smiled as the first heavy drops hit the dry soil.	Lencho was relieved because his crops desperately needed water.
The student's hands were shaking as the teacher handed back the test paper.	The student is nervous about their marks.
The tiger ignored the visitors and kept walking the length of his cage.	The tiger feels helpless and angry at being trapped.
Hari Singh noticed Anil's careless attitude about money.	Hari Singh thinks Anil will be an easy target to rob.
Mandela said, "The oppressed and the oppressor alike are robbed of their humanity."	Taking away someone's freedom destroys the soul of the person doing the taking.
Mrs. Pumphrey wrung her hands and cried as Dr. Herriot took the dog away.	She loves her dog deeply and is heartbroken to see him go.
He checked his watch for the fifth time in two minutes.	He is in a hurry or anxiously waiting for someone.
The postmaster laughed loudly, but then immediately turned serious and tapped the letter on his desk.	He realizes the deep and innocent faith of the sender and respects it.
The trees outside the window were violently bending sideways.	A strong storm or heavy wind is blowing outside.

DAY 3 : 17-03-2026 (Part 2)
Reading Skills - Skimming & Scanning Drill



Concept: Scanning helps you find specific facts, while skimming helps you understand the main idea quickly.

Text for Drill: "The Indian Space Research Organisation (ISRO) was formed on 15 August 1969. Headquartered in Bengaluru, it replaced INCOSPAR. Aryabhata, India's first satellite, was launched in 1975 by the Soviet Union. In 2013, ISRO launched the Mars Orbiter Mission (Mangalyaan), making India the first Asian nation to reach Martian orbit."

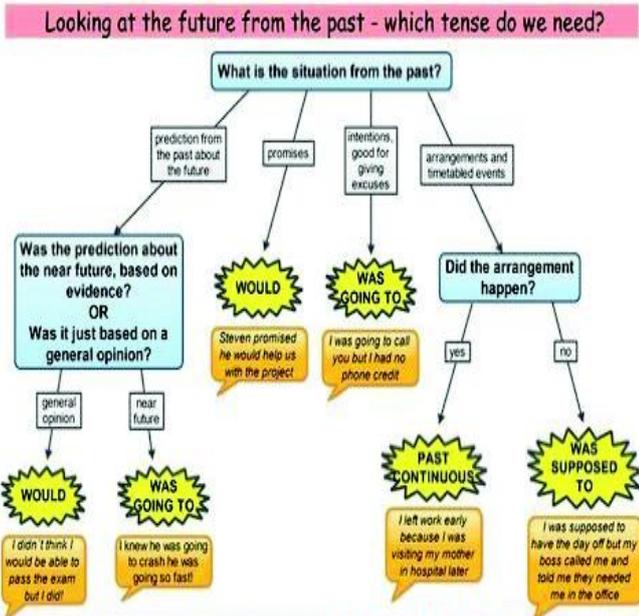
10 Practice Questions:

1. Scan: In which year was ISRO formed? (Ans: 1969)
2. Scan: What is the name of India's first satellite? (Ans: Aryabhata)
3. Scan: Which city is the headquarters of ISRO? (Ans: Bengaluru)
4. Scan: In what year was Aryabhata launched? (Ans: 1975)
5. Scan: Which organization launched Aryabhata? (Ans: Soviet Union)
6. Scan: What was the other name for the Mars Orbiter Mission? (Ans: Mangalyaan)
7. Scan: In which year was the Mars mission launched? (Ans: 2013)
8. Scan: Which organization did ISRO replace? (Ans: INCOSPAR)
9. Skim: Is this passage primarily about ISRO's history or about astronauts? (Ans: ISRO's history)
10. Skim: What is the overall tone of the passage? (Informative / Humorous) (Ans: Informative)

DAY 4 : 18-03-2026
Grammar - Tense Consistency

Concept: Choose either the Simple Past (used for storytelling) or the Simple Present (used for universal facts/routines).

10 Practice Examples:



1. Water _____ (boil/boiled) at 100 degrees Celsius. (Ans: boils - Fact)
2. Last night, the thief _____ (steal/stole) the money and ran away. (Ans: stole - Story)
3. The Earth _____ (revolve/revolved) around the Sun. (Ans: revolves - Fact)
4. When the rain stopped, Lencho _____ (go/went) out to look at his field. (Ans: went - Story)
5. Nelson Mandela _____ (spend/spent) 27 years in prison for his people. (Ans: spent - Story)
6. A tiger usually _____ (hunts/hunted) at night in the jungle. (Ans: hunts - Fact)
7. Mrs. Pumphrey _____ (feed/fed) Tricky too many chocolates yesterday. (Ans: fed - Story)
8. Honesty _____ (is/was) the best policy. (Ans: is - Fact)
9. Hari Singh _____ (realize/realized) his mistake and returned the cash. (Ans: realized - Story)
10. Trees _____ (provide/provided) oxygen for us to breathe. (Ans: provide - Fact)

Past Simple	
example: "I laugh ED " explanation: Speaking in present about a one time action in the past	
Past Continuous	
example: "I was laugh ING " explanation: Speaking about an action that was in progress during a specific time in the past	
Past Perfect	
example: "I had laugh ED " explanation: Speaking of something done in the past when speaking in the past	
Past Perfect Continuous	
example: "I had been laugh ING (when)" explanation: An ongoing action in past when a more recent action happened	

DAY 5 : 21-03-2026
WRITING SKILLS - FORMAL LETTER FORMATS



Concept Focus: In Class 10, the format of your letter carries specific marks.

Note on Formats: The SSC Board accepts both the Traditional Format and the modern Full Block Format. Below is the modern Full Block Format, where every single line is aligned to the Left Margin.

Full Block Format – Formal Letter

All lines are aligned to the **LEFT MARGIN**



14-B, Gandhi Nagar,
Vijayawada.

1. Sender's Address

5 March 2026

2. Date

To
The Municipal Commissioner,
Vijayawada Municipal Corporation,
Vijayawada.

3. Receiver's Address

Sub: Complaint regarding irregular water supply – Reg.

4. Subject

Respected Sir,

5. Salutation

I am a resident of Gandhi Nagar and I wish to bring to your notice the issue of irregular water supply in our locality.

6. Body of Letter

We are facing severe problems because water is not supplied regularly. Residents struggle to get enough water for daily needs, causing great inconvenience and hardship.

I request you to kindly take immediate action to resolve this issue at the earliest.

Yours faithfully,

7. Subscription & Signature

Sita
(Signature)



ACTIVITY: THE "EXTRACTION" DRILL

Many students lose marks by using their own details instead of the details given in the question. You must extract the Sender, Receiver, and Subject directly from the question prompt.

Task: For the 10 questions below, extract and write only the Sender's Address, Receiver's Address, and the Subject line in your notebook.

1. You are Sita living at Flat 12, APHB Colony, Mangalagiri. Write a letter to the Station House Officer about frequent thefts in your colony.
2. You are John, living at 88, Park Street, Vizag. Write a letter to the District Collector requesting a new public library for your town.
3. You are Mary, a resident of 10-A, Fort Road, Kurnool. Write a letter to the Editor of Deccan Chronicle highlighting the issue of child labour.
4. You are Ali residing at 5/2, Mosque Street, Nellore. Write a letter to the Municipal Commissioner complaining about open drains.
5. You are K. Raju, living in the BC Welfare Hostel, Tirupati. Write a letter to the Hostel Warden requesting better quality food.
6. You are Priya from 101, Green Park, Rajahmundry. Write a letter to the Postmaster regarding irregular mail delivery.
7. You are Vamsi of 77, RTC Colony, Kadapa. Write a letter to the Depot Manager, APSRTC, requesting a new bus route.
8. You are Akhila residing at 44, Hill View, Srikakulam. Write a letter to the District Forest Officer requesting saplings.
9. You are Charan from 12-C, Market Yard, Ongole. Write a letter to the Editor of Eenadu complaining about stray cattle.
10. You are Geetha living at 99, River View, Eluru. Write a letter to the Chief Medical Officer regarding the lack of medicines.



A Letter to God - by Gregorio López y Fuentes

Lencho was a poor farmer who lived in a small house on the crest of a hill. His entire family depended on the crops growing in his field. One evening dark clouds gathered in the sky, and Lencho hoped that the rain would help his corn plants grow well.

At first, large drops of rain began to fall, and Lencho was very happy. However, the rain soon turned into a hailstorm. The hailstones fell heavily and destroyed the entire crop in the field. Lencho stood sadly in the field and realised that all his hard work had been ruined.

But Lencho had great faith in God. He believed that only God could help his family survive. So, he decided to write a letter to God asking for money to sow his fields again and to feed his family until the next harvest.

Vocabulary Builder:

- Crest: The top part of a hill.
- Downpour: A heavy fall of rain.
- Draped: Covered loosely.
- Locusts: Insects that destroy crops =in swarms.
- Solitary: Existing alone; single.

Comprehension Questions:

1. Where did Lencho live?
2. Why was Lencho happy when the rain started?
3. What destroyed Lencho's crops?
4. Why did Lencho write a letter to God?
5. What does this extract show about Lencho's character?

Concept Focus (Irony): Irony is a situation where the outcome is the exact opposite of what was expected. The Board Exam frequently tests your understanding of this concept.

Expectation	Reality (Irony)
A letter addressed to "God" will be thrown away.	It is opened, read, and answered.
Lencho will be overjoyed to receive 70 pesos.	He becomes furious because 30 pesos are missing.
The postal staff will feel proud when they read his second letter.	They are insulted and called "crooks".

STUDENT HOME TASK: 10-POINT CHARACTER SKETCH BUILDER Task: In the Board Exam's Creative Expression section, evaluating characters helps you write excellent Major Discourses (10 Marks) like Character Sketches. Complete these sentences in your notebook.

1. Lencho was a highly _____ (hardworking/lazy) farmer.
2. Despite being a simple farmer, he was literate and knew how to _____ (write/paint).
3. His most defining trait was his supreme and blind _____ (faith/anger) in God.
4. He was very _____ (innocent/cunning), believing God would send him physical currency.
5. However, he was ungrateful to humans, calling the postal workers a bunch of _____ (friends/crooks).
6. The Postmaster was a fat and _____ (amiable/cruel) fellow.
7. He was a sensible man; he immediately turned _____ (serious/angry) out of respect for Lencho's faith.
8. He was highly empathetic and did not want to _____ (break/encourage) the writer's faith.
9. He was generous, giving up a part of his own _____ (salary/house) for charity.
10. At the end of the story, he becomes a victim of situational _____ (irony/comedy).

DAY 8 : 25-03-2026
LITERATURE - A LETTER TO GOD (EXAM EXTRACTS)

Concept Focus: Section A of your exam involves Reading Comprehension from seen textbook extracts. Do not answer from memory; the answers (especially vocabulary) are hidden in the provided lines.

EXTRACT DRILL (Answer in notebook):

Extract 1: "The house-the only one in the entire valley-sat on the crest of a low hill. From this height one could see the river and the field of ripe corn dotted with the flowers that always promised a good harvest..."

1. Where was Lencho's house situated?
(a) Bottom of the valley (b) Crest of a low hill
(c) Near the river
2. What did the field of ripe corn promise?
(a) Locusts (b) Hailstorm (c) Good harvest
3. Find a word in the extract that means 'the top of a hill'.
(a) Entire (b) Crest (c) Height



Extract 2: "God," he wrote, "if you don't help me, my family and I will go hungry this year. I need a hundred pesos in order to sow my field again..."

4. How much money did Lencho demand?
(a) 100 dollars (b) 100 pesos (c) 70 pesos
5. What is the tone of the speaker in these lines?
(a) Joyful (b) Desperate and hopeful (c) Sarcastic
8. Why did Lencho need the money?
(a) To build a new house on the hill
(b) To buy a tractor for the field
(c) To sow his field again and survive
(d) To pay his debts to the post office

POETRY - DUST OF SNOW (by ROBERT FROST)

The way a crow
Shook down on me
The dust of snow
From a hemlock tree

Has given my heart
A change of mood
And saved some part
Of a day I had rued.



Quick Meaning

- A crow shakes snow from a hemlock tree onto the poet.
- This small natural incident changes the poet's sad mood into a happy one.
- The poem shows that even a tiny moment in nature can improve a bad day.

Key Poetic Features

- **Rhyme Scheme:** abab cdcd
- **Symbols:**

Crow --> negativity or bad luck
Hemlock tree --> sadness or sorrow

- **Theme:** Nature has the power to transform human emotions.

Concept Focus: Dust of Snow is a short poem focusing on Symbolism. A small moment in nature can heal a sad heart. Frost uses a Crow (symbol of bad luck) and a Hemlock Tree (poisonous plant) to show that even "negative" things can bring joy. Rhyme Scheme: a b a b.

STUDENT HOME TASK:

1. The poem Dust of Snow was written by _____.
2. The bird mentioned in the first stanza is a _____.
3. The crow was sitting on a poisonous plant called a _____ tree.
4. The crow shook down the "dust of _____".
5. Before this incident, the poet's state of mind was very _____ (happy/sad).
6. The falling of the snow brought a sudden change in the poet's _____.
7. The word "rued" means held in _____.
8. The rhyme scheme of the first stanza is _____ (aabb/ abab).
9. The poet uses dark symbols to show that even _____ (negative/ positive) things can bring joy.

DAY 10 : 28-03-2026
POETRY - FIRE AND ICE (by ROBERT FROST)

Some say the world will end in **fire**,
Some say in **ice**.
From what I've tasted of **desire**
I hold with those who favour **fire**.
But if it had to perish **twice**,
I think I know enough of **hate**
To say that for destruction **ice**
Is also **great**
And would **suffice**.



Concept Focus: This poem uses Metaphor.

- **FIRE** stands for human desire, greed, and lust.
- **ICE** stands for human hatred, coldness, and intolerance. Either of these two human emotions is powerful enough to destroy humanity.

STUDENT HOME TASK: METAPHOR & MATCHING DRILL

Match the Symbol to its Meaning:

1. Fire ' (Hatred / Greed & Desire)
2. Ice ' (Coldness & Hatred / Passion)
3. Perish ' (To survive / To die or be destroyed)
4. Suffice ' (To be enough / To be lacking)
5. Hold with ' (To disagree / To agree with)

Answer the following questions:

1. According to the poet, the world may end in: ()
a) Fire or ice b) Storm or flood c) Wind or rain
2. The word "fire" in the poem symbolises: ()
a) Greed and desire b) Coldness c) Darkness
3. The word "ice" represents: ()
a) Love b) Hatred c) Happiness
4. The poet believes that ice is also sufficient to destroy the world because:()
a) Hatred is destructive b) Ice causes floods c) Ice covers the earth
5. The central theme of the poem is: ()
a) Natural disasters
b) Human emotions can destroy the world
c) Climate change

MODAL VERBS

Show the **Mood** or **Attitude** of the Speaker

MODAL	MEANING	USAGE / EXAMPLE
Can	→ Ability	<ul style="list-style-type: none"> I can swim. She can speak English fluently.
Could	→ Past ability / Polite request	<ul style="list-style-type: none"> He could run very fast. Could you help me, please?
Should	→ Advice / Suggestion	<ul style="list-style-type: none"> You should study daily. We should protect nature.
Must	→ Strict compulsion / Strong obligation	<ul style="list-style-type: none"> You must obey the rules. Students must wear uniforms.
May/Might	→ Possibility / Permission	<ul style="list-style-type: none"> It may rain today. May I come in, Sir?

- Quick Rules**
- **Can** – Present ability
 - **Could** – Past ability / Polite request
 - **Should** – Advice / Suggestion
 - **Must** – Necessary / Compulsory
 - **May / Might** – Possibility / Permission

- Remember!**
- ✓ Use **polite** tone with **Could & May**
 - ✓ Use **Must** for strong rules
 - 💡 Use **Should** for advice

EXERCISES – Fill in the blanks

- The traffic light is red; you _____ stop your vehicle immediately.
- If you want good marks, you _____ revise your notes daily.
- Look at those dark clouds! It _____ rain this evening.
- When Hari was a child, he _____ run very fast.
- _____ you please tell me the way to the station?

→ **Tip:** Choose the correct **modal verb** to match the meaning! ←

- **Can:** Ability.
- **Could:** Past ability / polite request.
- **Should:** Advice / suggestion.
- **Must:** Strict compulsion / strong obligation.
- **May/Might:** Possibility / permission.

STUDENT HOME TASK:

Fill in the blanks using can, could, should, must, or might.

- The traffic light is red; you _____ stop your vehicle immediately.
- If you want good marks, you _____ revise your notes daily.
- Look at those dark clouds! It _____ rain this evening.
- When Hari was a child, he _____ run very fast.
- _____ you please tell me the way to the station?
- You _____ wear a helmet while riding a motorcycle.
- The sky is very cloudy; it _____ rain soon.

DAYS 12 & 13 : 31-03-2026 & 01-04-2026
UNIT-2 : NELSON MANDELA-A LONG WALK TO FREEDOM

Chapter Focus: This autobiography covers the end of Apartheid (a system of racial segregation) and Mandela's inauguration on 10th May 1994 as South Africa's first Black President.

Key Philosophies:

- **Courage:** Not the absence of fear, but the triumph over it.
- **Twin Obligations:** Duty to family and duty to country.
- **Illusion of Freedom:** As a boy, he thought he was free. As a man, he realized true freedom means freedom for all his people.



Education is the most powerful weapon which you can use to change the world.

- Nelson Mandela

SUMMARY: NELSON MANDELA - LONG WALK TO FREEDOM

Introduction and Context This chapter is an excerpt from Nelson Mandela's autobiography of the same name. It captures the historic moments of May 10, 1994, when Mandela was sworn in as the first Black President of a newly democratic South Africa, marking the official end of the brutal regime of apartheid.

The Historic Inauguration:

- The swearing-in ceremony took place in the lovely sandstone amphitheatre formed by the Union Buildings in Pretoria.
- It was attended by politicians and dignitaries from more than 140 countries, making it the largest gathering of international leaders on South African soil.
- Mandela was accompanied by his daughter, Zenani.
- Mr. de Klerk was sworn in as the Second Deputy President, and Thabo Mbeki as the First Deputy President.
- In his address, Mandela pledged to liberate all his people from the continuing bondage of poverty, deprivation, suffering, gender, and other discrimination.
- The Military Display and Symbolism
- Following the oath, South African jets, helicopters, and troop carriers roared in perfect formation over the Union Buildings.

- This display was not just a show of military force, but a demonstration of the military's loyalty to democracy and the new government.
- The highest generals of the defence force and police saluted Mandela. He noted the irony that a few years prior, these same men would not have saluted him but arrested him.
- The day was symbolized by the playing of two national anthems: the white citizens sang 'Nkosi Sikelel -iAfrika' and the black citizens sang 'Die Stem'.

Reflections on History and the Patriots:

- Mandela reflects on the history of apartheid, a system that created a deep and lasting wound in his country by erecting a system of racial domination against the dark-skinned peoples.
- He acknowledges that his presence on that stage was only made possible by the unimaginable sacrifices of thousands of African patriots who fought before him.
- He expresses a deep pain that he could not personally thank those who had died for this cause.

The True Meaning of Courage:

- Through his comrades in the struggle, Mandela learned the true meaning of courage.
- He realized that courage is not the absence of fear, but the triumph over it.
- The brave man is not he who does not feel afraid, but he who conquers that fear.
- He asserts that no one is born hating another person because of the color of his skin; people must learn to hate, and if they can learn to hate, they can be taught to love.

The Twin Obligations:

- Mandela explains his philosophy that every man has "twin obligations" in life.
- The first obligation is to his family, to his parents, to his wife, and to his children.
- The second obligation is to his people, his community, and his country.
- Under the apartheid regime, it was impossible for a Black man to fulfil both. Attempting to serve his people meant being ripped away from his family and forced into a life of rebellion and isolation.

The Evolution of Freedom

- As a child, Mandela believed he was born free, as long as he obeyed his father and abided by the customs of his tribe.
- As a student, he realized this boyhood freedom was an illusion. He sought "transitional freedoms," like staying out at night and reading what he pleased.
- As a young man in Johannesburg, he yearned for the basic and honourable freedoms of achieving his potential, earning his keep, and having a family.

- Eventually, he realized that not only was he not free, but all of his people were chained by oppression. This transformed his desire for personal freedom into a greater hunger for the freedom of his people.

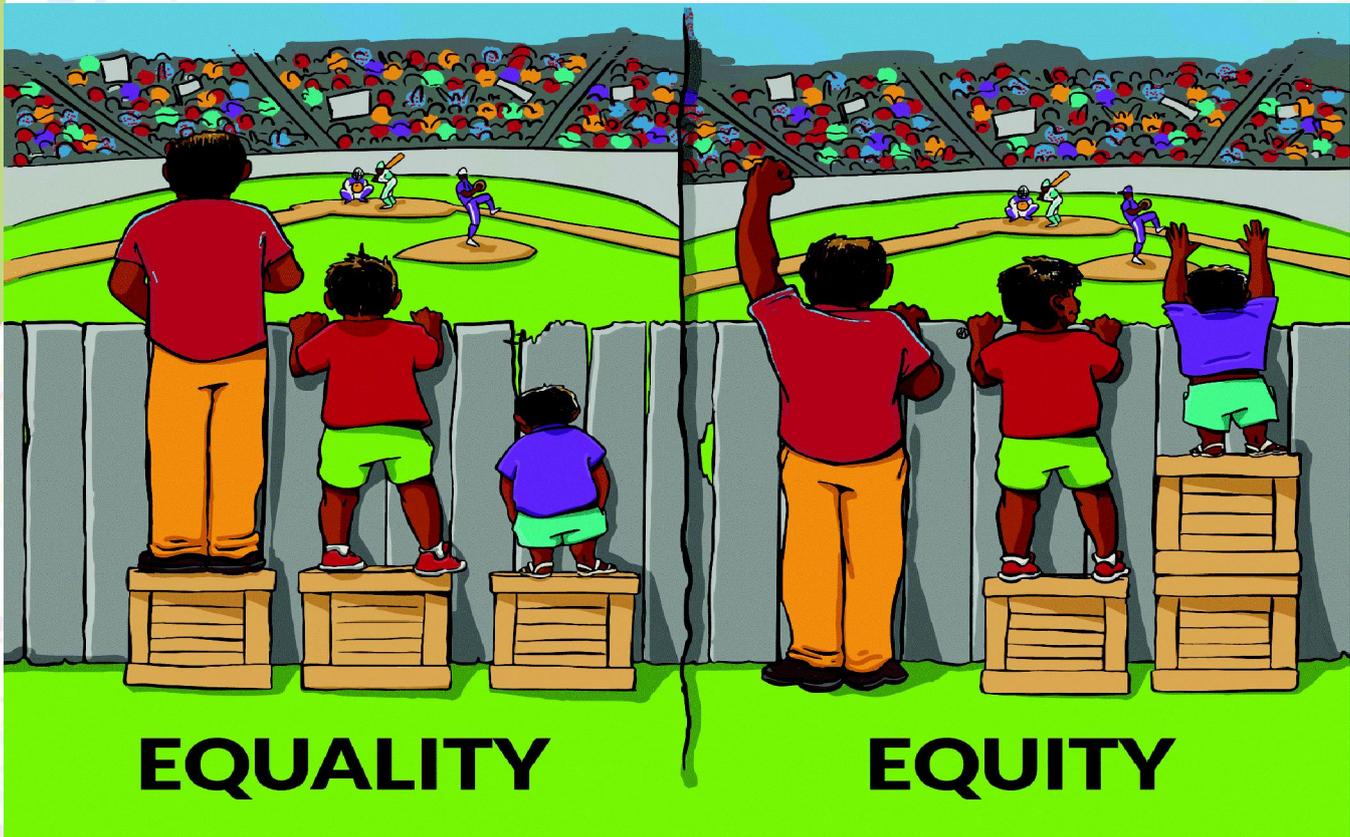
The Oppressor and the Oppressed:

- Mandela concludes with a profound thought regarding human liberation.
- He believes that the oppressor must be liberated just as surely as the oppressed.
- A man who takes away another man's freedom is a prisoner of hatred, locked behind the bars of prejudice and narrow-mindedness.
- Both the oppressor and the oppressed are equally robbed of their humanity.

DAY 14 : 02-04-2026
NELSON MANDELA-A LONG WALK TO FREEDOM (Check Point)

THE 10-POINT DISCOURSE BUILDER (Essay / Character Sketch prep)

(Memorize these points to help you write top-level Major Discourses worth 10 Marks)



STUDENT HOME TASK: 10-POINT THEMATIC Q&A MATCHING

Task: Match the deep philosophical concepts from Column A to their correct explanations in Column B. Write the completed, correct pairs in your notebook.

Column A (Concept)	Column B (Explanation)
1. True Courage	A. Being a prisoner of hatred and prejudice.
2. Twin Obligations	B. A flame that can be hidden but never extinguished.
3. Boyhood Freedom	C. To be ripped away from your family to live in isolation.
4. The Oppressor	D. Not the absence of fear, but the triumph over it.
5. Man's Goodness	E. An illusion; just running in fields and swimming in streams.
6. The Oppressed	F. Transforming a frightened young man into a bold one.
7. To fulfil duty to country	G. Duties to one's family and to one's nation.
8. Hunger for freedom	H. Robbed of their humanity and basic rights.
9. True Freedom	I. The unnatural emotion; people must be taught to do this.
10. Hate	J. Living in a way that respects and enhances the freedom of others.

Copy the following five sentences into your notebook and fill in the blanks using the correct high-level words to create a perfect Character Sketch of Nelson Mandela.

(Hint Box: *humanity / apartheid / bold / monk / indivisible / Congress / absence / flame / installation / personal*)

- Nelson Mandela is globally recognized as the great leader who fought relentlessly against the cruel system of _____.
- Initially, his hunger for freedom was limited only to his own _____ life and family.
- However, his perspective broadened entirely when he joined the African National _____.
- He realized that the freedom of his people was _____; the chains on one person were the chains on all of them.
- His burning desire for the dignity of his people transformed him into a _____ and fearless leader.

He stalks in his vivid stripes
 The few steps of his cage,
 On pads of velvet quiet,
 In his quiet rage.

He should be lurking in shadow,
 Sliding through long grass
 Near the water hole
 Where plump deer pass.

He should be snarling around houses
 At the jungle's edge,
 Baring his white fangs, his claws,
 Terrorising the village!

But he's locked in a concrete cell,
 His strength behind bars,
 Stalking the length of his cage,
 Ignoring visitors.

He hears the last voice at night,
 The patrolling cars,
 And stares with his brilliant eyes
 At the brilliant stars.

A TIGER IN THE ZOO

Contrast: Tiger in a concrete cell vs. Tiger in the jungle

SAD TIGER IN A CAGE vs. **MAJESTIC TIGER IN THE JUNGLE**

Concept Focus: This poem uses **Contrast** to show the miserable life of a tiger locked in a concrete cell versus the majestic life it should live in the jungle.

POETIC DEVICES USED:

- **Personification:** Using "He" for the tiger.
- **Metaphor:** "Pads of velvet" (comparing paws to soft cloth)
- **Oxymoron:** "Quiet rage" (putting two opposite words together)

Personification: Using "He" for the tiger.

Metaphor: "Pads of velvet" (comparing paws to soft cloth)

Oxymoron: "Quiet rage" (putting two opposite words together)

Concept Focus: This poem uses Contrast to show the miserable life of a tiger locked in a concrete cell versus the majestic life it should live in the jungle. Poetic Devices Used:

- Personification: Using "He" for the tiger.
- Metaphor: "Pads of velvet" (comparing paws to soft cloth).
- Oxymoron: "Quiet rage" (putting two opposite words together).

I. **Very Short Answer Questions (VSAQ)**

1. Identify the contrast: Based on the poem, name one specific place where the tiger is currently confined and one place where he should ideally be.
2. Poetic Device: Explain why the poet uses the phrase "quiet rage" to describe the tiger's state of mind in the cage.

II. **Multiple Choice Questions (MCQ)**

3. The poet uses the word "He" to refer to the tiger. Which poetic device does this represent? ()
 A) Metaphor B) Personification C) Alliteration
4. What does the metaphor "pads of velvet" describe? ()
 A) The iron bars of the cage B) The soft paws of the tiger C) The grass in the jungle

DAY 16 : 06-04-2026
WRITING - LETTER TO THE EDITOR

Concept Focus: A "Letter to the Editor" highlights a social/civic problem. Memorize universal phrases for the Intro and Conclusion so you only need to adapt the Body paragraph.

- **Intro Phrase:** "Through the columns of your esteemed newspaper, I would like to draw the attention of the concerned authorities towards..."
- **Body Phrase:** "The situation is going from bad to worse. It is causing immense inconvenience to the residents..."
- **Conclusion Phrase:** "I request the officials to wake up from their slumber and take immediate action. I hope you publish this in your widely-read newspaper."



DAY 16 – WRITING
LETTER TO THE EDITOR
Highlighting a Social / Civic Problem

UNIVERSAL PHRASES

Intro Phrase
“ Through the columns of your **esteemed newspaper**, I would like to draw the attention of the **concerned authorities** towards...”

Body Phrase
“ The situation is **going from bad to worse**. It is causing immense inconvenience to the residents...” ”

Conclusion Phrase
“ I request the officials to **wake up from their slumber and take immediate action**. I hope you publish this in your widely-read newspaper.”

To
The Editor,
The Hindu Daily,
Vijayawada.
Subject: Poor Waste Management in Our City.
Sir,
Through the columns of your **esteemed newspaper**, I would like to draw the attention of the **concerned authorities** towards the poor **waste management** in our city.
The situation is **going from bad to worse**. It is causing immense inconvenience to the residents, spreading foul smell and diseases.
I request the officials to **wake up from their slumber and take immediate action**. I hope you publish this in your widely-read newspaper.
Yours faithfully,
A Concerned Citizen



Homework - Writing Task

Q. You have noticed that plastic waste is increasing in your town and it is causing serious environmental problems. People are throwing plastic covers and bottles on roads and near drains. Write a Letter to the Editor of a local newspaper highlighting this issue.

In your letter:

- Explain the problem clearly.
- Describe the harmful effects on the environment and public health.
- Suggest practical solutions for reducing plastic waste.
- Request the authorities and citizens to take immediate action.

Write the letter in 120-150 words.

STUDENT HOME TASK: 10-POINT DRAFTING DRILL (BAR GRAPH)

Task: Imagine a Bar Graph showing "Favourite Sports of Class 10 Students". The data is: Cricket (60 students), Football (30 students), Tennis (10 students). Use the 10 fill-in-the-blank sentences below to construct a perfect analytical paragraph based on this data.

1. The given bar graph _____ data regarding the favourite sports of Class 10 students.
2. According to the chart, there are a total of three sports analysed: Cricket, _____, and _____.
3. It is clearly evident that the _____ (maximum/minimum) preference is given to Cricket.
4. Exactly _____ (60/30) students chose Cricket as their favourite sport.
5. Conversely, the _____ (highest/lowest) figure is recorded for Tennis.
6. Only a tiny number of _____ (10/ 60) students prefer playing Tennis.
7. Meanwhile, Football is preferred by exactly _____ (30/10) students.
8. When comparing Cricket and Football, Cricket is significantly _____ (higher/lower) in popularity.
9. In fact, the number of students who like Cricket is exactly _____ (double/half) the number of students who like Football.
10. _____ (Overall/Firstly), it can be concluded that Cricket is the most dominant sport among the students, while Tennis is the least favoured.

Concept Focus: You will be given a Bar Graph or Pie Chart and asked to write 100-120 words analysing it. **Rule:** Be objective. Do not give personal opinions.

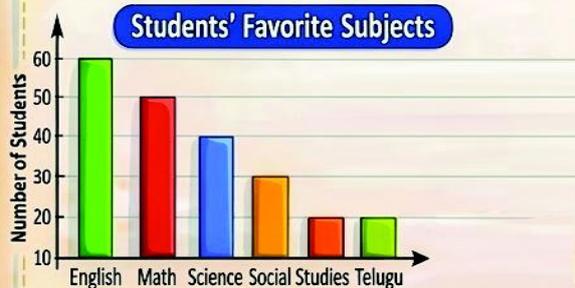
Chart Type	Key Vocabulary to Use
Bar Graphs	"The given bar graph illustrates data regarding...", "The maximum preference is seen in...", "Conversely, the lowest figure is..."
Pie Charts (Percentages)	"Exactly half" (50%), "A quarter" (25%), "The vast majority", "A tiny minority".

ANALYZING BAR GRAPHS

- The given bar graph illustrates data regarding...
- The maximum preference is seen in...
- Conversely, the lowest figure is...

EXAMPLE QUESTIONS

Based on the bar graph, answer the following questions.



Based on the bar graph, answer the following questions.

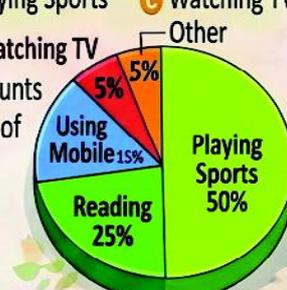
- Which subject has the **maximum preference** among students?
a) English b) Maths c) Science
- Which subject shows the **lowest figure** in the bar graph?
a) Social Studies b) Telugu c) Science
- How many **students prefer Science** according to the bar graph?
a) 30 students b) 40 students c) 50 students
- What can we infer from the bar graph?

ANALYZING PIE CHARTS

- Exactly half (50%)
- A quarter (25%)
- The vast majority
- A tiny minority

EXAMPLE QUESTIONS

- Which activity represents exactly half (50%) of the pie chart?
a) Reading b) Playing Sports c) Watching TV
- Which activity accounts for a quarter (25%) of the pie chart?
a) Using Mobile b) Other c) Reading
- Which activity forms the second-largest portion of the pie chart?
a) Reading b) Using Mobile c) Playing Sports
- How many activities combined form exactly 10% of the pie chart?
a) Watching TV and Reading b) Watching TV and Other c) Other and Using Mobile



Class X - English Bridge Course Slip Test

Coverage: Reading, Grammar, Vocabulary, Creative expression

Time: 30 Minutes | Max Marks: 20

Section - A: Reading Comprehension (5 Marks)

Read the following passage.

Lencho was a poor farmer who lived in a small house on the crest of a hill. His entire family depended on the crops growing in his field. One evening dark clouds gathered in the sky and Lencho hoped that the rain would help his corn plants grow well. At first, large drops of rain began to fall and Lencho felt very happy.

Answer the questions.

1. Where did Lencho live?
2. Why was Lencho happy when the rain started?

Multiple Choice Questions

3. Lencho was a _____ ()
 - a) shopkeeper
 - b) farmer
 - c) postman
4. Lencho's family depended on _____ ()
 - a) crops in the field
 - b) money from the city
 - c) a government job
5. The word 'crest' in the passage means ()
 - a) bottom of a valley
 - b) middle of a road
 - c) top of a hill

Section B - Grammar (4 Marks)

6. Fill in the blank with the correct tense:
Nelson Mandela _____ (spend/spent) 27 years in prison. (1)
7. Fill in the blank with a suitable modal:
You _____ stop when the traffic light turns red. (1)
8. Choose the correct article:
Mandela became ___ first black President of South Africa. (1)
9. Fill in the blank with the correct verb form:
Trees _____ (provide/provided) oxygen for us. (1)
10. Change the following sentence into reported speech.
Mandela said, "Freedom is the birthright of every human being."

Section - C: Vocabulary (5 Marks)

Answer the following questions.

11. Write the synonym of the word "faith."
12. Write the antonym of "freedom."
13. Write the noun form of the word "free."
14. Choose the correct meaning of the word "rued." ()
- a) felt regret
 - b) felt happy
 - c) felt proud
15. Fill in the blank with a suitable word:
The crow shook the _____ of snow from the hemlock tree.

Section D - Creative Expression (5 Marks)

16. Write any one of the following:
- (a) Write a short paragraph (50-60 words) about Nelson Mandela's struggle for freedom.

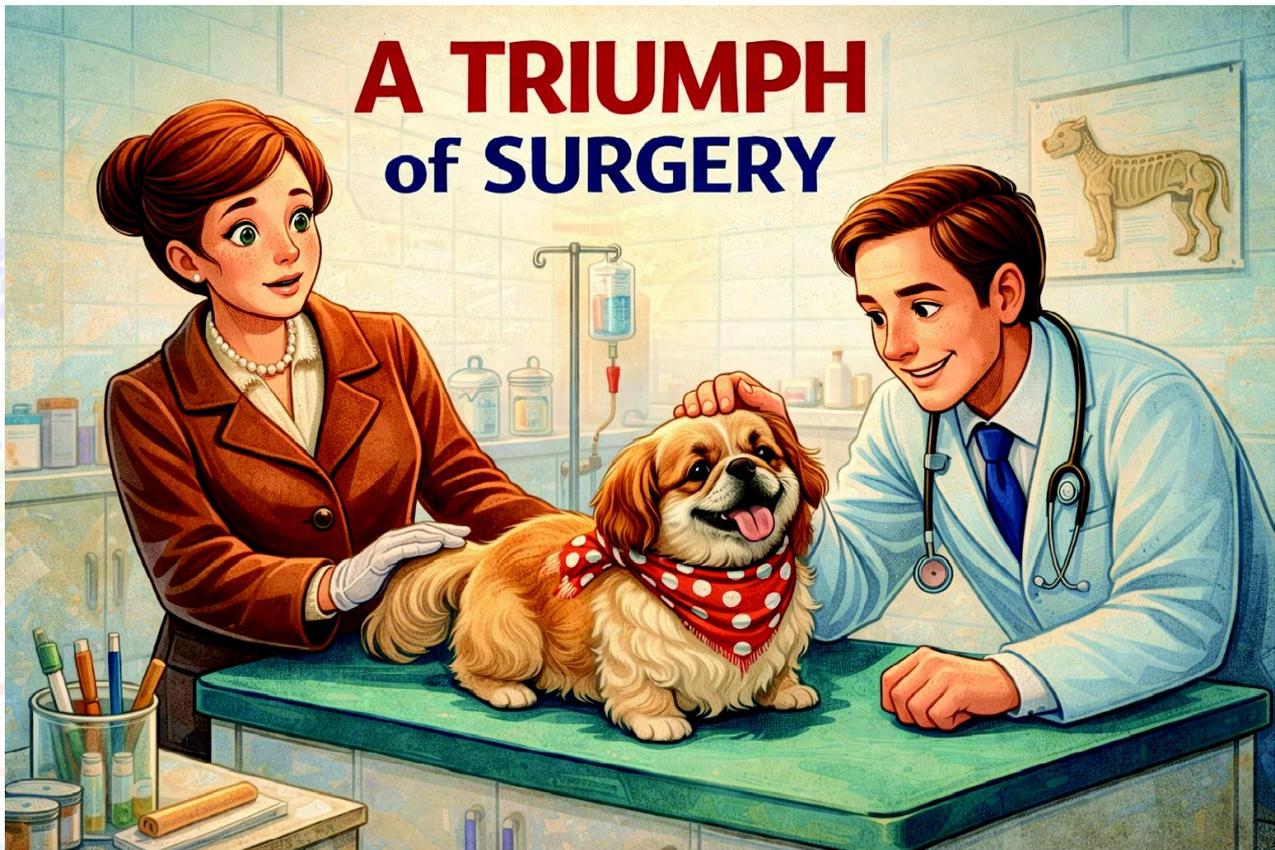
OR

- (b) Write the introduction and conclusion of a Letter to the Editor about the problem of plastic waste in your town.

Story 1: A Triumph of Surgery

- **Theme:** Excess of anything is bad. Mrs. Pumphrey's blind pampering makes her dog, Tricki, dangerously obese.
- Dr. Herriot cures him not with medicine, but with a strict diet (no food, plenty of water) and exercise.

Story 1: A Triumph of Surgery (By James Herriot)



Detailed Summary: Tricki was a small dog whose owner, Mrs. Pumphrey, was a very wealthy and overindulgent woman. She loved Tricki so much that she overfed him with cream cakes, chocolates, and even wine, believing he was suffering from malnutrition. As a result, Tricki became dangerously obese, looking like a "bloated sausage," and lost all interest in moving or eating.

Dr. Herriot, a veterinary surgeon, realized that the only way to save Tricki was to remove him from his owner's pampering. He hospitalized the dog for a fortnight. For

the first two days, the doctor gave Tricky no food at all, only plenty of water. By the third day, Tricky began to show interest in his surroundings and started playing with other dogs at the clinic.

Mrs. Pumphrey, worried about his recovery, started sending fresh eggs and wine to build his strength. However, the doctor and his staff consumed these themselves. Within two weeks, Tricky was transformed into a flexible, hard-muscled animal. When Mrs. Pumphrey saw him leaping energetically, she was so happy that she called his recovery a "Triumph of Surgery," even though no actual medical operation had been performed.

MCOs for "A Triumph of Surgery"

1. What was Tricky's main problem? ()
(A) He was not getting enough food.
(B) He was suffering from a serious infection.
(C) He was overfed and lacked exercise.
2. How did Dr. Herriot treat Tricky during the first two days at the clinic? ()
(A) He performed a major surgery.
(B) He gave him no food, only plenty of water.
(C) He gave him special medicines and wine.
3. Why was Dr. Herriot tempted to keep Tricky as a permanent guest? ()
(A) Because he loved playing with Tricky.
(B) To keep enjoying the eggs and wine sent by Mrs. Pumphrey.
(C) Because Tricky was still very sick.
4. Who is the narrator of the story? ()
(A) Mrs. Pumphrey (B) Dr. Herriot (C) The gardener, Hodgkin
5. What does the phrase "Triumph of Surgery" mean in this context? ()
(A) A successful medical operation. (B) A victory of the clinic over a disease.
(C) A miraculous recovery without medicine.

AP SCERT: Class 10 | Character Psychology & Vocabulary

Story 2: The Thief's Story

- **Theme:** Trust and education can reform a criminal. Hari Singh (a 15-year-old thief) robs Anil, who trusted him and taught him to write.
- Hari's conscience stops him from running away because he realizes education will make him truly respected.

Story 2: The Thief's Story (By Ruskin Bond)



Detailed Summary: The story is narrated by a 15-year-old thief who calls himself Hari Singh. He was an expert at stealing and changed his name every month to avoid the police. One day, he met Anil, a 25-year-old writer who was simple, kind, and easy-going. Hari Singh used flattery to get a job at Anil's house, even though Anil could not pay him regularly. Instead, Anil promised to teach him how to cook and, more importantly, how to read and write.

One day, Anil brought home a bundle of notes he had earned from selling a book. Seeing so much money, Hari's old habits returned. At night, he stole the money from under Anil's mattress and ran to the railway station. However, as the Lucknow Express was moving out, Hari hesitated and did not board it.

Standing alone in the rain, he realized that while stealing could give him money, only education could make him a respected, "big" man. His conscience drove him back to Anil's house, where he nervously replaced the damp notes under the mattress. The next morning, Anil gave him a 50-rupee note that was still wet. Anil knew about the theft but didn't say anything; instead, he told Hari they would start writing sentences that day.

MCOs for "The Thief's Story"

1. Why did Hari Singh change his name every month? ()
(A) Because he liked different names.
(B) To stay ahead of the police and former employers.
(C) Because he forgot his real name.
2. How did Anil earn his living? ()
(A) By working in a factory.
(B) By wrestling in matches.
(C) By writing for magazines "by fits and starts".
3. What did Anil promise to teach Hari Singh? ()
(A) How to steal more effectively.
(B) How to cook and write whole sentences.
(C) How to become a professional wrestler.
4. Why did Hari Singh return to Anil after stealing the money? ()
(A) Because the police caught him.
(B) He wanted to learn to read and write to become a respected man.
(C) He felt guilty about the rain making the money wet.
5. What did the wet 50-rupee note signify the next morning? ()
(A) Anil had accidentally dropped it in water.
(B) Anil knew about the theft but decided to forgive and reform Hari.
(C) Hari had forgotten to dry the money before returning it.

DAY 23 : 15-04-2026
GRAMMAR REVIEW

- **Editing:** Always check Tense (past vs present), Articles (a/an/the), Prepositions (in/on/at), and Subject-Verb agreement.

Editing Exercise (5 Questions)

Instruction:

In the Class 10 Board Exam, grammar is tested in a paragraph format. You will be given a short text where every line has exactly one grammatical mistake. You must identify the incorrect word and write the correct word.

- The Strategy: Always check these four things first:
 1. Tense Check: Is the story in the past but using a present tense verb?
 2. Article Check: Is 'a' used before a vowel sound? Is 'the' missing before a specific noun?
 3. Preposition Check: Is it 'in' Monday or 'on' Monday?
 4. Subject-Verb Check: Is it 'The boys plays' or 'The boys play'?

Edit the following sentences correctly.

1. She go to school every day by bus.

2. He is waiting in the bus stop for his friend.

3. Ravi bought a umbrella yesterday because it was raining.

4. The students was playing football in the playground.

5. We discussed about the problem in the meeting yesterday.

DAY 24 : 16-04-2026
GRAMMAR - REPORTED SPEECH

AP SCERT: Class 10 | Converting Direct to Indirect Speech

Reported Speech - Commands / Requests (5 Questions)

Reported Speech (Indirect Speech) is how you tell someone else what a person said without using their exact words. In Class 10, the focus is heavily on Imperative Sentences (Commands, Requests, and Advice).

The Rules for Imperatives:

- Remove the quotation marks.
- Change the reporting verb based on the tone: said becomes ordered, requested, or advised.
- Use the word "to" before the main verb (or "not to" if it is a negative command).

Instruction:

Change the following sentences from Direct Speech to Indirect Speech.

1. The teacher said to the students, "Open your books."

2. The doctor said to the patient, "Take this medicine twice a day."

3. Mother said to her son, "Do not waste your time."

4. The officer said to the guard, "Close the gate immediately."

5. The teacher said to Raju, "Bring your notebook tomorrow."

DAY 25 : 17-04-2026
READING - CASE-BASED PASSAGE

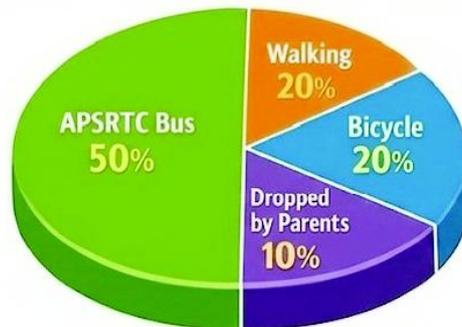
A Case-Based passage includes data, numbers, or surveys. Don't be intimidated by the numbers. Look for the highest value, the lowest value, and overall trends before attempting the inferential questions.

One of the unseen passages in your Board Exam will be "Case-Based." This means instead of just a story, you will be given a paragraph containing numbers, percentages, a survey, or a small chart.

- The Strategy: Do not be afraid of the numbers. You do not need to do complex math. The questions will test your ability to infer (understand) the data. Always look for the highest value, the lowest value, and the overall trend before reading the questions.

Student Transport Survey

A survey of 500 students in a government school in AP on how they travel to school.



— Total: 500 Students —

A survey of 500 students in a government school in AP regarding how they travel to school revealed the following data: 250 students travel by APSRTC Bus, 100 students walk, 100 students use bicycles, and 50 students are dropped off by their parents on motorcycles.

1. What is the total number of students surveyed?
2. What is the most popular mode of transport?
3. How many students use the bus?
4. What is the least popular mode of transport?
5. What fraction of the total students travels by bus?
6. Which two modes of transport are equally popular?
7. How many students combined use their own physical energy (walking + cycling) to reach school?
8. True or False: The majority of the students depend on public transport.
9. True or False: More students are dropped off by parents than those who walk.
10. If the school wants to build a new parking shed, what type of vehicles should it primarily be built for based on this data?

STUDENT HOME TASK

Task: Read the data paragraph below carefully. Write the answers to the 10 questions in your notebook.

Data Text: "Teenage Diet Habits"

Teenage Diet Habits

A health camp conducted in Manglaigiri surveyed 200 teenagers about their daily habits:



— Total: 200 Teenagers —

A health camp conducted in Mangalagiri surveyed 200 teenagers about their daily eating habits. The results were alarming: 60% of the teenagers admitted to eating junk food (like chips, fast food, and soft drinks) every single day. 25% stated they eat home-cooked meals regularly but occasionally eat junk food on weekends. Only 15% maintained a strict healthy diet consisting of green vegetables, fruits, and no processed food. Doctors noted that the teenagers in the 60% group frequently complained of lethargy and low energy levels.

Answer the following:

1. How many teenagers were surveyed in total?
2. What percentage of teenagers eat junk food every day?
3. Calculate the exact number of teenagers who maintain a strict healthy diet (Hint: 15% of 200).
4. Which dietary habit has the highest percentage?
5. Which dietary habit has the lowest percentage?
6. What specific health issue did the doctors notice in the students who ate junk food daily?
7. What does the word "lethargy" mean in this context? (High energy / Laziness and tiredness).
8. Calculate the exact number of teenagers who eat junk food daily (Hint: 60% of 200).
9. True or False: More than half of the surveyed teenagers have poor daily eating habits.
10. Based on this data, what action should the school take? (Promote healthy eating / Open a fast-food canteen).

DAY 26 : 18-04-2026
PROSE LESSONS 1 & 2 - REVISION

PROSE: A LETTER TO GOD by Gregorio López y Fuentes

Quick Summary:

Lencho was a poor farmer whose entire family depended on the crops in his field. When a severe hailstorm destroyed his crops, he lost all hope. However, Lencho had strong faith in God. He wrote a letter to God asking for one hundred pesos to sow his fields again and feed his family. The postmaster and his colleagues helped him by collecting money. Ironically, Lencho believed that the post office employees had stolen the remaining money.

Read the passage:

Lencho was a poor farmer who lived in a small house on the crest of a hill. His entire family depended on the crops growing in his field. One evening dark clouds gathered in the sky and Lencho hoped that the rain would help his corn plants grow well.

Answer the following questions:

1. Where did Lencho live?
2. On what did Lencho's family depend?
3. Why did Lencho look at the sky hopefully?
4. What destroyed Lencho's crops?

Multiple Choice Questions:

1. Lencho's house was located on _____ ()
a) the river bank
b) the crest of a hill
c) the village centre
2. Lencho asked God for _____ ()
a) 50 pesos b) 100 pesos c) 70 pesos
3. The postmaster helped Lencho because _____ ()
a) he laughed at him b) he respected Lencho's faith c) he wanted money

Complete the sentences.

1. Lencho was a _____ farmer.
2. He had strong _____ in God.
3. He believed God would send _____.
4. He called the post office employees _____.

PART -2 PROSE: NELSON MANDELA - A LONG WALK TO FREEDOM by Nelson Mandela

Quick Summary:

This chapter describes the historic moment on 10 May 1994, when Nelson Mandela became the first Black President of South Africa. The ceremony symbolized the end of apartheid. Mandela emphasised freedom, equality, and unity. He also explained that true courage is not the absence of fear but the triumph over it.

Read the passage:

On the 10th of May 1994, Nelson Mandela was sworn in as the first Black President of South Africa. The ceremony took place in the lovely sandstone amphitheatre formed by the Union Buildings in Pretoria. Leaders from many countries attended the ceremony.

Answer the following questions:

1. Nelson Mandela became the first _____ ()
a) white president b) black president c) prime minister
2. Apartheid was a system of _____ ()
a) education reform b) racial discrimination c) democracy
3. According to Mandela, courage means _____ ()
a) never feeling fear b) conquering fear c) avoiding danger

Fill in the blanks.

1. Lencho was a _____ farmer.
2. The hailstorm destroyed the entire _____.
3. Lencho asked God for _____ pesos.
4. The postmaster collected money from _____.
5. Nelson Mandela became President in _____.
6. The ceremony took place in _____.
7. Apartheid was a system of _____ discrimination.
8. Courage means the triumph over _____.
9. Mandela fought for _____ and equality.
10. Freedom should belong to _____.

POEM: DUST OF SNOW by Robert Frost

Quick Summary

The poem describes a small incident in which a crow shakes down dust of snow from a hemlock tree onto the poet. This tiny moment in nature changes the poet's sad mood into a happy one. The poem teaches that even small moments can bring positive change in life.

Answer the following questions:

1. Which bird shook the dust of snow on the poet?
2. From which tree did the snow fall?
3. What was the poet's mood before the incident?
4. What change happened after the snow fell?

Multiple choice questions:

1. The bird mentioned in the poem is a
a) sparrow b) crow c) pigeon
2. The poet's mood changed after
a) rain started b) snow fell from the tree c) the sun appeared
3. The word "rued" means
a) felt regret b) felt happy c) felt proud

POEM: FIRE AND ICE

by Robert Frost

Quick Summary:

In this poem, the poet discusses two possible ways the world may end: fire or ice. Fire symbolises human desires such as greed and lust, while ice represents hatred and coldness. The poem suggests that human emotions can destroy the world.

Answer the following questions:

1. What two elements may destroy the world?
2. What does fire symbolise in the poem?
3. What does ice represent?
4. What message does the poem convey?

Multiple choice questions:

1. According to the poet, the world may end in
a) fire or ice b) water or wind c) storm or flood
2. The word "fire" represents
a) greed and desire b) coldness c) happiness

3. The word "ice" symbolises
a) love b) hatred c) courage

REVISION - POEM

A TIGER IN THE ZOO by Leslie Norris

Quick Summary

The poem describes the miserable life of a tiger locked in a zoo. The tiger walks slowly inside his cage with suppressed anger. The poet contrasts this life with the tiger's natural life in the jungle, where it should roam freely, hunt deer, and live with power and dignity. The poem highlights the cruelty of keeping wild animals in captivity.

Answer the following questions:

1. Where is the tiger kept in the poem?
2. What does the tiger do inside the cage?
3. Where should the tiger be roaming freely?
4. What does the tiger stare at during the night?

Multiple choice questions:

1. The tiger moves slowly in the cage with _____ ()
a) joy
b) quiet rage
c) excitement
2. The tiger should be roaming _____ ()
a) in the jungle
b) in the zoo
c) in the village
3. The phrase "pads of velvet" refers to _____ ()
a) the tiger's soft paws
b) the cage floor
c) the grass in the forest

Answer the following questions:

1. Why does the tiger ignore the visitors in the zoo?
2. How does the poet describe the tiger's anger?
3. Why does the poet contrast the jungle and the zoo?

AP SCERT: Class 10 | Format Precision & Rules Checklist

CLASSROOM ACTIVITY: 10-POINT "TRUE OR FALSE" RULES CHECK

1. In a Formal Letter, the Date must be written as 05/03/2026. ' FALSE (Must be: 5 March 2026).
2. The Subject line in a Formal Letter should begin with "Sub:" and end with "- Reg." ' TRUE.
3. In an Analytical Paragraph, it is good to write your personal advice at the end. ' FALSE (Never give personal opinions; only report data).
4. The Sender's Address is written at the very top left of the Formal Letter. ' TRUE.
5. When editing a paragraph, you should read the whole paragraph first to understand the tense. ' TRUE.
6. The modal verb "must" is used to give friendly advice. ' FALSE (Must is for strict rules; Should is for advice).
7. In Indirect Speech, "The teacher said to him" changes to "The teacher ordered him" if it is a command. ' TRUE.
8. It is acceptable to draw a Bar Graph in the answer sheet if you want to. ' FALSE (You only write the text analysis, never draw the graph).
9. In a Letter to the Editor, you are writing to the newspaper, not directly to the government. ' TRUE.
10. If an extract question asks for a synonym, you can write any matching word from your own vocabulary. ' FALSE (You must find the exact word hidden inside the 4-line extract).

Student Home Task:

Convert to Indirect Speech:

1. The policeman said to the driver, "Show me your licence."
2. The doctor said to the patient, "Take rest for three days."
3. Hari said to Anil, "Please forgive me."

Fill in the Modals (can, could, should, must):

4. Every citizen _____ follow the traffic rules.
5. You look very pale; you _____ see a doctor today.
6. When I was young, I _____ climb any tree.

Edit the Error (Identify the wrong word and correct it):

7. Tricky is a very fat dog. (Error: _____ ' Correction: _____) (Hint: Past tense story)
8. He wrote an letter to God. (Error: _____ ' Correction: _____)

DAY 28 : 21-04-2026

Grand Test

Grand Test

DAY 29 : 23-04-2026

REVIEW OF THE TEST RESULTS AND GUIDENCE

1. Understand the exam pattern and subject blueprints thoroughly.
2. Maintain a dedicated diary for formulas and new vocabulary.
3. Practice writing creative tasks and data analysis daily.
4. Solve previous year question papers to build familiarity.
5. Strengthen your core English grammar and language basics.
6. Always self-correct your work for spelling and punctuation.
7. Use a timer during practice to improve time management.
8. Clarify all doubts immediately with your teachers.
9. Revise every lesson consistently to ensure long-term retention.
10. Prioritize your physical health and maintain a positive mindset.

Wishing you all the best for your SSC journey!

