

# ENGLISH NOTES



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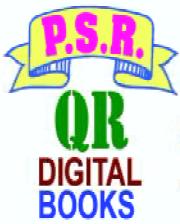
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### ENGLISH NOTES (10th CLASS)

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The 'Teacher And Student Publications' has come up with an innovative way of teaching material that facilitates the 10th class students to prepare for the examinations. This book helps the students to easy access to not only printed material but also audio-visual tools only with a scan and click on the QR code arranged at all relevant topics. It will be fun and fine for the students to grasp the concepts of Grammar and vocabulary in a trice. This material has been prepared and cross-checked by expert teachers of English to avoid ambiguity and confusion.

This small but sweet book provides you with all necessary material so that even the average and below average students gain sufficient knowledge of English to cope with public examination.

The salient features of this book are .....

- \* It is different from other materials available in the market.
- \* This material provides you with topic wise explanation and exercises to facilitate you to learn and remember each and every topic and present in the ensuing exams.
- \* Generalised Grammar topics that are useful not only for 10th class but also for 8th, 9th classes and higher levels too.
- \* Brief but comprehensive discourses that are useful for creative writing.
- \* QR code scanning helps the students to access to audio-visual experience which is totally new.

This book does not give you question numbers because there are frequent changes in the scheme and pattern of the question papers. These can be divided into two phases as before corona and during corona. Before corona, it was set as two papers each for 50 marks. During corona it was set as a single paper for 100 marks. Whatever the pattern will be, the topics are almost same. So in order not to baffle the students with question numbers, we have not given fixed question numbers.

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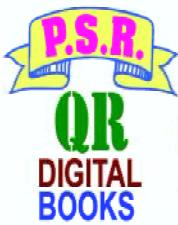
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<p>1. QR code లతో Digitalize చేయబడిన సాంప్రదాయ పుస్తకాలు</p> <p>2. ఒకే ప్రశ్న అనేక విధాలుగా, కానీ జవాబు ఒకే విధంగా.</p> <p>3. జవాబులు Principles of evaluation ని అనుసరించి పాయింట్స్ రూపంలో ఉంటాయి.</p> <p>4. తక్కువ పేజీలు, సరళమైన భాష, అవసరమైన మేరకు సమాచారం.</p> <p>5. Modified syllabus ప్రకారం స్టడీ మెటీలియల్</p> <p>6. ప్రశ్నలకు జవాబులు పుస్తకంలో చదువుకునేందుకు మాత్రమే కాకుండా Audio-Visual పద్గతిలో వీళ్లించేందుకు వీలుగా QR ల ఏర్పాటు.</p> <p>7. Text-book నందున్న activities అట్టర రూపంలోనే కాకుండా virtual-lab లు audio-visual రూపంలో లభ్యం.</p> <p>8. Latest సమాచారాన్ని update చేసుకొనే విధంగా ప్రతి Book title page వద్ద QR code ఏర్పాటు. కొత్త Information పాండే వీలు కలదు.</p> <p>9. పుస్తకం ధర చాలా తక్కువ.</p> <p>10. అన్ని స్థాయిల విద్యార్థులకు ఉపయుక్తం.</p>	<p>1. కేవలం సాంప్రదాయ పుస్తకాలు</p> <p>2. ఒకే ప్రశ్న ఒకే జవాబు.</p> <p>3. జవాబులు paragraph రూపంలో ఉంటాయి.</p> <p>4. ఎక్కువ పేజీలు, ఎక్కువ అనవసర సమాచారం సమాచారం.</p> <p>5. కొన్ని Books పాత syllabus ప్రకారం స్టడీ మెటీలియల్</p> <p>6. ప్రశ్నలకు జవాబులు పుస్తకంలో చదవడం తప్ప Audio-Visual ఏర్పాట్లు లేవు.</p> <p>7. Text-book నందున్న activities కేవలం అట్టర రూపంలో మాత్రమే.</p> <p>8. Routine printed matter తప్ప మార్పుకు వీలు లేదు.</p> <p>9. పుస్తకం ధర చాలా ఎక్కువ.</p> <p>10. అదినపు సమాచారం కోరే విద్యార్థులకు మాత్రమే ఉపయోగం.</p>

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**POTTI SAMBASIVA RAO, M.A.,T.T.C.,**

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For further details, contact,

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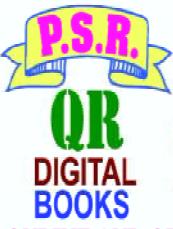
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తెలుగు మీడియం అండ్ ఇంగ్రీషు మీడియం బుక్స్ (All subjects) లభించును. మా వద్ద వాటి వివరాలు

**తెలుగు నోట్లు (PSR DIGITAL BOOKS)**

2020-21 విద్యా సంవత్సరానికి సంబంధించి అంద్రప్రదేశ్ రాష్ట్ర ప్రభుత్వం 10వ తరగతి వార్షికా ప్రణాళిక విడుదల చేశారు. బీన్ని అనుసరించి మా ప్రచురణలో క్రొత్త వార్షిక ప్రణాళిక నకలుతో పాటు పాల్యూంశాలకు సంబంధించిన కవికాలాదులు, పార్యనేపథ్యాలు, సారాంశాలు, గుర్తులు గల పద్యాలు, భావాలు, ప్రతి పదార్థాలు, లఘుప్రత్యశలు, వ్యాఖ్యానాప్తశ్లు, ఎంత వరకు అవసరమో అంతవరకు విపులంగా ఇవ్వబడ్డాయి. అలాగే వ్యాకరణ అంశం యొక్క శీల్షిక వద్ద QR code ల ద్వారా ఆయా వ్యాకరణాంశాలు దృష్టి, త్రవణి, మాధ్యమంలో కలిగి ఉంటాయి. ఇక ఉపవాచకంకి సంబంధించి రామాయణపై వచ్చే అన్ని రకాల ప్రత్యశలు జవాబులు ఇవ్వబడ్డాయి. వీటికి కూడా దృష్టి, త్రవణి, మాధ్యమంలో QR codes ద్వారా వీడియోలు చూడవచ్చు. అలాగే self assessment కొరకు online tests కూడా QR codes scan చేయటం ద్వారా Online Exam రూపంలో ఇవ్వబడ్డాయి. ఈ విధంగా ప్రత్యేక అంశాలు కలిగిన ఈ పుస్తకం సహాయింతో విద్యార్థులు తక్కువ సమయంలో ఎక్కువ అభ్యసించి మంచి మార్పులు/గ్రేడు సాధిస్తారని నా విశ్వాసం.

**ENGLISH NOTES (PSR DIGITAL BOOKS)**

As per the new academic year plan, 2020-21 for 10th class, given by the Government of Andhra Pradesh, we have come up with a simple but comprehensive material for third language English. A copy of new and revised year plan which excludes 4th unit (Films and Theatres) has been inserted. This book has been prepared by expert teachers to cater to the needs of all kinds of students of 10th class. This book includes summaries for all ABC readings of 5 units of revised syllabus and year plan, comprehension passages with answers, and nearly 45 grammar topics with number of examples on each topic. This book also comprises exercises on creative writing skills. The QR code that contain video lessons and self - assessment online tests by the best teachers across the state given at each topic, will help the students to learn things in an innovative way. Hope this book will help the students immensely to overcome the fear of English and get good marks.

**HINDI NOTES (PSR DIGITAL BOOKS)**

అంద్రప్రదేశ్ ప్రభుత్వం 2020-21 విద్యా సంవత్సరం ననుసరించి 10వ తరగతి బ్యూటియ భాష పిాంబి పార్ట్ ప్రణాళిక ననుసరించి ఈ మెటీలియర్ 2020-21 సంవత్సరమునకు సిద్ధం చేయడం జరిగింది. ఈ విద్యా సంవత్సరంలో విద్యార్థులు ఎదుర్కొన్న ప్రతికూల పరిస్థితులను దృష్టిలో పెట్టుకుని అవసరమైన అన్ని విషయాలను కూర్చు అత్యంత అనుభవజ్ఞులైన ఉపాధ్యాయులచే, అత్యంత సరళంగా ఈ పుస్తకం సిద్ధం చేయబడింది. కవికాలాదులు, సారాంశాలు, ప్రత్యేక జవాబులు మరియు వ్యాకరణాంశాలు అనేక ఉదాహరణలతో విపులంగా ఇవ్వబడ్డాయి. Letter writing, essay writing లాంటి విషయాలు సులభమైన సైలింగ్ ఇవ్వబడ్డాయి. ప్రతిపాఠానికి సంబంధించిన audio-visual methods of learning కొరకు QR codes ఏర్పాటుచుంది. అలాగే self assessment కొరకు online tests కూడా QR codes రూపంలో ఇవ్వబడ్డాయి. C.D గ్రేడులకు తక్కువ సైజు Material విడిగా ఇవ్వబడినది. ఈ పుస్తకం తక్కువ సమయంలో ఎక్కువ నేర్చుకునేడుకు ఉపయోగపడి విద్యార్థులు మంచి మార్పులు సాధిస్తారని నా విశ్వాసం.

## **MATHEMATICS NOTES (గणిత శాస్త్రం నోట్సు) : (EM & TM) (PSR DIGITAL BOOKS)**

అంద్రప్రదేశ్ రాష్ట్ర ప్రభుత్వం 2020-21 విద్యాసంవత్సరానికి 10వ తరగతి గణితశాస్త్రంలో కొన్ని Paper-I & Paper -II మరియు ఐచ్ఛికంగా ఉన్న Chapters ప్రకారం వార్షిక ప్రణాళికను ఇచ్చింది. Year plan ను అనుసరించి ఒక వినుాత్త లీతిలో మేము material సిద్ధం చేశాం. ప్రతి chapter కు సంబంధించిన formulas, Key points, 1/2 మార్కులు 1 Mark bits విడివిడిగా ఇవ్వబడ్డాయి.

రాష్ట్ర స్థాయిలో అత్యుత్తమ ఉపాధ్యాయులచే మెచ్చిలయ్యలే సిద్ధం చేయించడం జరిగింది. ప్రతి chapter లీట్స్ కవడ్ కోడ్ QR code ఇవ్వడం జరిగింది. ఈ QR codes ద్వారా teachers explain చేసిన videos ఉంటాయి. అలాగే self-assessment కోసం Online tests కూడా QR codesలో ఉన్నాయి.

కనుక విద్యార్థులు తక్కువ సమయంలో ఎక్కువ నేర్చుకుని లజ్జపాందాలని మా ఆకాంక్ష.

## **PHYSICS SCIENCE NOTES (భౌతిక రసాయన శాస్త్రం నోట్సు) (EM & TM) (PSR DIGITAL BOOKS)**

2020-21 విద్యాసంవత్సరానికి అంద్రప్రదేశ్ రాష్ట్ర ప్రభుత్వం 10వ తరగతి భౌతిక రసాయన శాస్త్రం యొక్క నూతన వార్షిక ప్రణాళికను ఇవ్వడం జరిగింది. ఈ ప్రణాళికను సరించి మేము ఒక వినుాత్త లీతిలో material సిద్ధం చేశాం. Formulas, diagrams, very short answerquestions etc., చాలా విపులంగా మరియు తక్కువ సమయంలో ఎక్కువ నేర్చుకునే విధంగా ఈ పుస్తకాన్ని సిద్ధం చేయించడం జరిగింది. రాష్ట్రంలో గల అత్యుత్తమ భౌతిక రసాయన టీచర్లు తయారు చేసిన వీడియోలు Scan చేయటం ద్వారా Vissible గా వీడియోలు చూడవచ్చు. అలాగే self - assessment కొరకు online tests కూడా QR codes రూపంలో ఇవ్వబడ్డాయి. కనుక size లో చిన్నదైనా ప్రయోజనంలో పెద్దదైన ఈ పుస్తకాన్ని విద్యార్థులు వినియోగించుకుని లజ్జపాందాలని మా ఆకాంక్ష.

## **BIOLOGY NOTES (జీవశాస్త్రం నోట్సు) (EM & TM) (PSR DIGITAL BOOKS)**

2020-21 విద్యాసంవత్సరానికి అంద్రప్రదేశ్ రాష్ట్ర ప్రభుత్వం 10వ తరగతి జీవశాస్త్రం యొక్క నూతన వార్షిక ప్రణాళికను ఇవ్వడం జరిగింది. ఈ ప్రణాళిక నుసరించి మేము ఒక వినుాత్త లీతిలో material సిద్ధం చేశాం. concept based విధానంలో notes, key points, diagrams, very short answer qeustions, చేతితో వేసిన రేఖా చిత్రాలతో పాటు 3D చిత్రాలను ఆక్రూసీయంగా ఇవ్వబడ్డాయి. తక్కువ సమయంలో ఎక్కువ నేర్చుకునే విధంగా ఈ పుస్తకాన్ని సిద్ధం చేయించడం జరిగింది. పైగా ప్రతి chapter heading దగ్గర రాష్ట్రంలో గల అత్యుత్తమ biology టీచర్లు teaching videos QR codes రూపంలో ఇవ్వబడ్డాయి. అలాగే self-assessment కొరకు online tests QR codes రూపంలో ఇవ్వబడ్డాయి. కనుక size లో చిన్నదైనా ప్రయోజనంలో పెద్దదైన ఈ పుస్తకాన్ని విద్యార్థులు వినియోగించుకుని మంచి మార్పులు/గ్రేడులు సాధిస్తారని అశిస్తున్నాము.

## **SOCIAL STUDIES NOTES (సాంఘిక శాస్త్రం నోట్సు) (EM & TM) (PSR DIGITAL BOOKS)**

అంద్రప్రదేశ్ రాష్ట్ర ప్రభుత్వం 2020-21 విద్యాసంవత్సరానికి 10వ తరగతి సాంఘిక శాస్త్రం యొక్క నూతన వార్షిక విద్యా ప్రణాళికను ఇవ్వడం జరిగింది. ఈ ప్రణాళికను సరించి మేము ఒక వినుాత్త లీతిలో material సిద్ధం చేశాం 1,2,4, Marks Question & Answers simple language లో ఇవ్వడమైనది. important years, important persons and their brief histories, slogans and map pointing etc., చాలా విపులంగా మరియు తక్కువ సమయంలో ఎక్కువ నేర్చుకునే విధంగా ఈ పుస్తకాన్ని సిద్ధం చేయించడం జరిగింది. గుర్తుపెట్టిన మాటలు ప్రక్కనే భాషీ మాటలు ఇవ్వబడినది. QRను scan చేసినట్లు అయితే మాటలు గుర్తించే వీడియో కలదు. పైగా ప్రతి chapter heading దగ్గర రాష్ట్రంలో గల అత్యుత్తమ social studies టీచర్లు teaching videos QR codes రూపంలో ఇవ్వబడ్డాయి. అలాగే self assessment కొరకు online tests కూడా QR codes రూపంలో ఇవ్వబడ్డాయి. కనుక size లో చిన్నదైనా ప్రయోజనంలో పెద్దదైన ఈ పుస్తకాన్ని విద్యార్థులు వినియోగించుకుని లజ్జపాందాలని మా ఆకాంక్ష.

**POTTI SAMBASIVA RAO, M.A.,T.T.C.,  
PUBLISHER**

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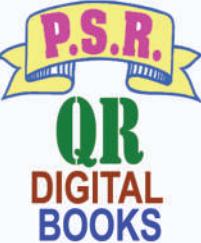
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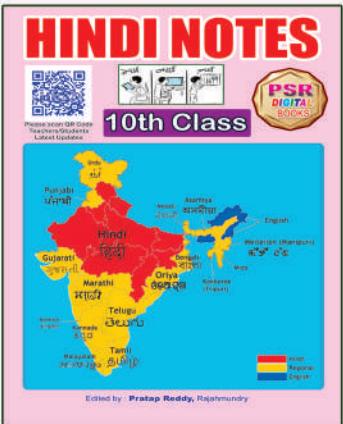
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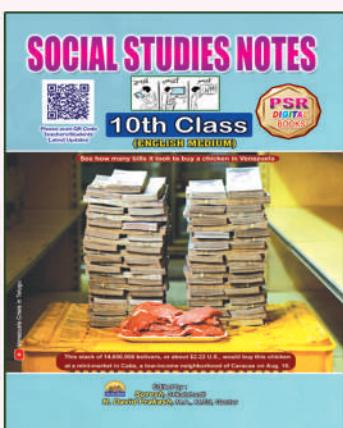
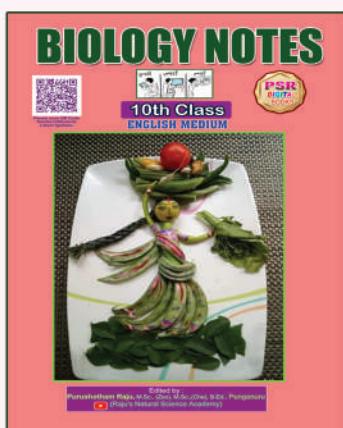
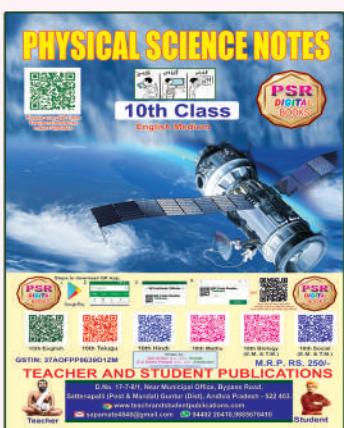
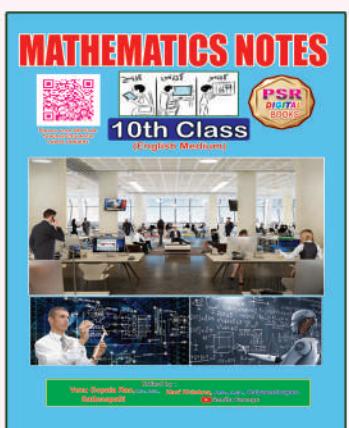


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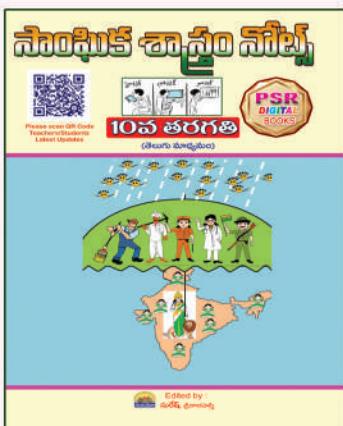
## 10వ తరగతి Language పుస్తకాలు



## 10వ తరగతి English Medium పుస్తకాలు



## 10వ తరగతి తెలుగు మీడియం పుస్తకాలు



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### ENGLISH NOTES (10TH CLASS )

#### INDEX

1.	Index	1-2
2.	FORE WORD (ENGLISH NOTES)	3
3.	Differences between PSR Digital Books & Other Books	4
4.	About	5
5.	A.P. Government 2020-21 Year Plan	6-11

#### SUMMARIES UNIT 1 TO 6 (Unit 4 removed), READING A, B, C

STORIES IN ENGLISH (UNIT WISE READING A,B,C RELATED VIDEOS THROUGH SCANNING QR)

SL.NO. PAGE NOS.	TOPICS	
6.	UNIT -1 Reading A, B, C Summaries in English (UNIT-1 READING A, B, C RELATED VIDEOS THROUGH SCANNING QR)	12-14
7.	UNIT -2 Reading A, B, C Summaries in English (UNIT-2 READING A, B, C RELATED VIDEOS THROUGH SCANNING QR)	15-17
8.	UNIT -3 Reading A, B, C Summaries in English (UNIT-3 READING A, B, C RELATED VIDEOS THROUGH SCANNING QR)	18-20
9.	UNIT -5 Reading A, B, C Summaries in English (UNIT-5 READING A, B, C RELATED VIDEOS THROUGH SCANNING QR)	21-23
10.	UNIT -6 Reading A, B, C Summaries in English (UNIT-6 READING A, B, C RELATED VIDEOS THROUGH SCANNING QR)	24-25
11.	UNIT WISE COMPREHENSION PASSAGES (READING - A)-PRACTICE (SCAN THE QR FOR VIDEOS)	26-37
12.	UNIT WISE COMPREHENSION READING - B (POEM)- PRACTICE (FOR TIPS ON COMPREHENSION SCAN THE QR)	38-41
13.	UNIT WISE COMPREHENSION READING - B (PROSE) -PRACTICE (FOR TIPS ON COMPREHENSION SCAN THE QR)	42-43
14.	UNIT WISE COMPREHENSION READING - C -PRACTICE (FOR TIPS ON COMPREHENSION SCAN THE QR)	44-55
15.	EDIT THE PASSAGE - PRACTICE (SCAN THE QR FOR VIDEOS)	56-59
16.	COMBINE THE FOLLOWING SENTENCES WITH RELATIVE PRONOUNS (WHO, WHOM, WHOSE, WHICH, THAT)- PRACTICE (FOR RELATIVE CLAUSES SCAN QR)	60-62
17.	COMBINE THE FOLLOWING SENTENCES USING PRESENT PARTICIPLE / PERFECT PARTICIPLE / PAST PARTICIPLE - PRACTICE (ONLINE TEST) & (FOR PARTICIPIAL CLAUSES SCAN THE QR )	63-65
18.	CHANGE THE FOLLOWING SENTENCES INTO PASSIVE VOICE - PRACTICE (ONLINE TEST ) & (FOR VOICE RELATED TOPICS SCAN THE QR)	66-67
19.	REPORT THE FOLLOWING EXCHANGES-PRACTICE (ONLINE TEST) & (FOR REPORTED SPEECH SCAN THE QR)	68-70
20.	COMBINATION OF SENTENCES USING "SUCH..THAT, AS, SINCE, BECAUSE, IN SPITE OF, BESIDES, ALTHOUGH, WHEN, IF' -PRACTICE (ONLINE TEST) & (FOR ADVERB CLAUSES SCAN THE QR)	71-72
21.	COMBINING THE SENTENCES USING THOUGH/ALTHOUGH - PRACTICE (ONLINE TEST) & (FOR USAGE THOUGH/ALTHOUGH SCAN THE QR)	73-74
22.	USING EITHER..OR / NEITHER..NOR PRACTICE (ONLINE TEST) & (FOR USAGE EITHER..OR / NEITHER..NOR SCAN THE QR)	75-76
23.	USING OF SO THAT, SO-THE- PRACTICE (ONLINE TEST) & (SCAN THE QR FOR RELATED VIDEOS)	77-78
24.	COMBINING THE FOLLOWING SENTENCES USING 'IF' CLAUSES- PRACTICE (ONLINE TEST) & (FOR RELATED VIDEOS SCAN THE QR)	79-81

SL.NO.	ABOUT	PAGE Nos.
25.	USAGE OF PREPOSITIONS - PRACTICE (ONLINE TEST) & (FOR RELATED VIDEOS SCAN THE QR)	82-84
26.	SUITABLE VERB FORMS - PRACTICE (ONLINE TEST) & (FOR RELATED VIDEOS SCAN THE QR)	85-87
27.	ARTICLES-PRACTICE(ONLINE TEST) & (FOR RELATED VIDEOS SCAN THE QR)	88-89
28.	IT'S TIME +PAST TENSE - PRACTICE (ONLINE TEST) & (FOR RELATED VIDEOS SCAN THE QR)	90
29.	ADVICE/SUGGESTIONS - PRACTICE (ONLINE TEST) & (FOR RELATED VIDEOS SCAN THE QR)	91-92
30.	USING 'ENOUGH' / 'NOT ENOUGH' PRACTICE (FOR RELATED VIDEOS SCAN THE QR)	93
31.	POLITE REQUESTS - PRACTICE (ONLINE TEST) & (FOR RELATED VIDEOS SCAN THE QR)	94-95
32.	FUNCTIONAL ENGLISH - PRACTICE (ONLINE TEST) & (FOR RELATED VIDEOS SCAN THE QR)	96-100
33.	CONVERSATION/DESCRIPTION PRACTICE (FOR RELATED VIDEOS SCAN THE QR)	101-106
34.	DIARY ENTRY / SCRIPT FOR SPEECH - PRACTICE (FOR RELATED VIDEOS SCAN THE QR)	107-111
35.	"WH" QUESTIONS PRACTICE (FOR RELATED VIDEOS SCAN THE QR)	112-114
36.	INTERPRETATION OF NON-VERBAL INFORMATION- PRACTICE (FOR RELATED VIDEOS SCAN THE QR)	115-120
37.	UNSEEN COMPREHENSION PASSAGES - PRACTICE (FOR RELATED VIDEOS SCAN THE QR)	121-127
38.	UNSEEN COMPREHENSION PASSAGES(JUMBLED SENTENCES) - PRACTICE (FOR RELATED VIDEOS SCAN THE QR)	128-133
39.	SYNONYMS (TEXTUAL)- PRACTICE (ONLINE TEST) & (FOR RELATED VIDEOS SCAN THE QR)	134-138
40.	ANTONYMS (TEXTUAL) - PRACTICE (ONLINE TEST) & (FOR RELATED VIDEOS SCAN THE QR)	139-144
41.	RIGHT FORMS OF THE WORDS- PRACTICE (ONLINE TEST) & (FOR RELATED VIDEOS SCAN THE QR)	145-149
42.	VOWEL CLUSTERS (TEXTUAL) - PRACTICE (ONLINE TEST) & (FOR RELATED VIDEOS SCAN THE QR)	150-151
43.	SUFFIXES - PRACTICE (ONLINE TEST) & (FOR RELATED VIDEOS SCAN THE QR)	152-154
44.	WRONGLY SPELT WORDS (TEXTUAL) - PRACTICE (ONLINE TEST) & (FOR RELATED VIDEOS SCAN THE QR)	155-156
45.	DICTIONARY ENTRY - PRACTICE (FOR RELATED VIDEOS SCAN THE QR)	157-165
46.	CORRECT HEADINGS (CLASSIFICATION OF WORDS) - PRACTICE (FOR RELATED VIDEOS SCAN THE QR)	166-169
47.	LANGUAGE EXPRESSIONS IN OWN SENTENCES - PRACTICE (FOR RELATED VIDEOS SCAN THE QR)	170-174
48.	ONE WORD SUBSTITUTES(MATCHING) - PRACTICE (FOR RELATED VIDEOS SCAN THE QR)	175-179
49.	LETTER WRITING / NEWS REPORT - PRACTICE (FOR RELATED VIDEOS SCAN THE QR)	180-185
50.	BIOGRAPHICAL SKETCH / HINT-STORY - PRACTICE (FOR RELATED VIDEOS SCAN THE QR)	186-192
51.	PIE CHARTS PRACTICE (GRAMMAR RELATED VIDEOS)	193-198

Note : After 01-01-2021 Three model papers will be included in the title QR

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**Subject: ENGLISH**

**Unit - 1**

Week	Lesson	Learning Outcomes	Source/Resource	Activity		
				Classroom	Self learning	Optional
1	UNIT -1 (A) Reading: Attitude is Altitude	<b>1. Reading Comprehension:</b> <ul style="list-style-type: none"> <li>Reads the text material with Comprehension</li> <li>Identifies details, Characters, main ideas, sequence of ideas and events in textual and non-textual material.</li> <li>Compares and contrasts characters, events and relate them to life.</li> <li>Answer questions orally and in writing on a variety of texts</li> </ul>	TEXT BOOK (A) Reading: Attitude is Altitude	<ul style="list-style-type: none"> <li>Teacher asks the learners to read the picture at page 2 and answer the questions that follows</li> <li>Asks the learners to analyse the story.             <ul style="list-style-type: none"> <li>a. The attitude of Nick's parents</li> <li>b. The experience of Nick in the school and society as a disabled man.</li> <li>c. The positive attitude of Nick established and encouraged himself as an optimist and became a wonderful motivational speaker</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Learners are asked to read the story once again.</li> <li>Answers the questions given</li> <li>Thinks about the disabledness of Nick and encourages himself as an optimist.</li> </ul>	<ul style="list-style-type: none"> <li>Finds the other disabled person and learns from their lives to encourage himself.</li> <li>Reading - c "I will do it"</li> </ul>
2	(A) Reading: Attitude is Altitude	<b>2. Vocabulary:</b> <ul style="list-style-type: none"> <li>Infers the meaning of unfamiliar words by reading them in Context.</li> <li>refers dictionary, thesaurus in order to find meanings, spellings of words.</li> <li>usage of synonyms antonyms and pronunciation in speech and in writing.</li> <li>learns one word substitutes</li> </ul>	TEXT BOOK Dictionary Thesaurus  TEXT BOOK Page: 8  TEXT BOOK Page- 9	<p>Learns new vocabulary related to the text.</p> <ul style="list-style-type: none"> <li>Refers dictionary to find the meanings of the words.</li> <li>List of adjectives which describe Nick Vujicic and (✓) them</li> <li>Identifies positive and negative qualities and tick (✓) or (X) respectively</li> <li>Teacher explains one word substitutes at page 28,29</li> </ul> <p>IV. Fill in the blanks with words that match with the descriptions in Text Book page - 10,11</p> <ul style="list-style-type: none"> <li>Tick (✓) the most appropriate word on page -29</li> </ul>	<ul style="list-style-type: none"> <li>Usage of adjectives/expressions which is nearest in meaning to the words underlined Text Book page - 10 III.</li> </ul> <p>II. Pick out from the text that supports nick's attributes Text Book - 9</p> <p>Pick out from the text 5 new words each day and find their meanings.</p>	

## A.P. Government 2020-2021 వార్షిక విద్య ప్రణాళిక 10th Class English

**Subject: ENGLISH**

Week	Lesson	Learning Outcomes	Source/Resource	Activity		
				Classroom	Self learning	Optional
2	(A) Reading: Attitude is Altitude	<b>3. Grammar :</b> <ul style="list-style-type: none"> <li>Communicates accurately using appropriate grammatical forms.</li> <li>Defining and Non-defining relative clauses.</li> </ul>	Text Book Page - 11,12	<ul style="list-style-type: none"> <li>Teacher says and writes an example for Defining relative clause. If the clause defines the subject it has no commas.</li> <li>Non- defining relative clauses do not define it adds some extra information separated by commas or a hyphen.</li> </ul>	<ul style="list-style-type: none"> <li>The grammatical part given in the text book is I, II &amp; III in the text book page no: 12</li> </ul>	-
3	-	<b>4. Creative Writing :</b> <ul style="list-style-type: none"> <li>Writes biographical sketch with the given details of a person</li> </ul>	Text Book Page - 13	<ul style="list-style-type: none"> <li>Bringing the ideas from birth to death/ till last details in a Chronological order</li> <li>Learner will be explained about how to write a bio-graphical sketch</li> </ul>	<ul style="list-style-type: none"> <li>The learner is given home work to write another biographical sketch by giving another persons details.</li> </ul>	<ul style="list-style-type: none"> <li>The learner can write the bio-sketch of another person.</li> </ul>
4	UNIT - 1 (B) Reading: EVERY SUCCESS STORY IS ALSO A STORY OF GREAT FAILURES	<b>5. Reading Comprehension:</b> <ul style="list-style-type: none"> <li>Failures are stepping stones for success</li> <li>Reads the text with Comprehension and good understanding.</li> <li>Learns Glossary</li> <li>Comprehension</li> <li>Study skills</li> </ul>	Text Book page - 14 -20	<p>Teacher reads the story and tells that every great person in the history has a failure. But trying again and again made them a successful person.</p> <p>Asks the learners the comprehension questions at page no. 20</p> <ul style="list-style-type: none"> <li>Teachers Glossary Pg:18</li> <li>Explain Comprehension at page No. 20</li> </ul>	<ul style="list-style-type: none"> <li>Learners are asked to read the given reading text again with the help of Glossary given at page no: 18,19.</li> </ul>	<p>"If you thinks" by Shive Khere</p> <ul style="list-style-type: none"> <li>Study skills at page no. 21</li> </ul>

**Subject: ENGLISH**

Week	Lesson	Learning Outcomes	Source/Resource	Activity		
				Classroom	Self learning	Optional
4	UNIT - 1 (B) Reading: EVERY SUC- CESS STORY IS ALSO A STORY OF GREAT FAILURES	<b>1. Listening &amp; Speaking:</b> <ul style="list-style-type: none"> <li>Responds to oral instructions and announcements in school and public places viz. Railway stations, bus station and act accordingly.</li> <li>Engages in conversation in English with people from different professions such as bank staff, railway staff etc.</li> <li>Speaks short speeches in morning assembly.</li> <li>Oral Activity</li> <li>Project work</li> <li>Check your personality.</li> </ul>	TEXT BOOK & All India Radio English News	<p>Teacher reads the listening passage from the text book at the end.</p> <ul style="list-style-type: none"> <li>Attitude is everything.</li> <li>Asks the learners to listen carefully the story events in sequential order</li> <li>Asks the learners to arrange the sentences in the correct order.</li> <li>After listening learners are asked to work in pairs to discuss the advantages and disadvantages of travelling abroad.</li> </ul>	<ul style="list-style-type: none"> <li>Listens to news details on TV and radio, video programmes on suggested websites.</li> <li>Tries to converse with family, friends and people from different professions in English.</li> </ul>	<p>Listens and tells stories from different sources and tells them to siblings and friends.</p> <ul style="list-style-type: none"> <li>Do the oral activity</li> <li>Project work</li> <li>Check your personality</li> </ul>

## A.P. Government 2020-2021 వార్షిక విద్య ప్రణాళిక 10th Class English

**Subject: ENGLISH**

**Unit - 2**

Week	Lesson	Learning Outcomes	Source/Resource	Activity		
				Classroom	Self learning	Optional
5	UNIT - 2	<b>1. Reading Comprehension:</b> <ul style="list-style-type: none"> <li>Reads the text with Comprehension</li> <li>Identifies details characters, main ideas, sequence of ideas and events in textual material.</li> <li>Answers the questions orally.</li> </ul>	Text Book	<ul style="list-style-type: none"> <li>Teacher asks the learners to read the picture at page 36 and answer the questions that follows</li> <li>Teacher reads the story.</li> <li>Asks the learners to analyse the story.</li> <li>Asks the learner about different characters and events.</li> <li>Asks the learners why they are doing such things.</li> </ul>	<ul style="list-style-type: none"> <li>Learners are asked to read the story again</li> <li>Asked to answer the questions given</li> <li>Thinks about the characters and their role.</li> </ul>	Comprehension at page - 44  Reading - C “The Brave Potter”
5	UNIT -2 B. The Dear Departed (Part - II)	<b>1. Reading Comprehension:</b> <ul style="list-style-type: none"> <li>Reads the text with Comprehension</li> <li>Identifies details, characters, main idea, events in the text</li> <li>Answers questions orally and in writing</li> <li>Knows the characters of Mrs. Slater and Mrs. Jordan and other perons</li> </ul>	Text Book	<ul style="list-style-type: none"> <li>Reads the story explains characteristic of a playlet.</li> <li>Asks questions on the playlet.</li> <li>Presenting the play in the form of a story.</li> <li>Assigning the characters from the play to the students and asked them to perform their parts.</li> </ul>	<ul style="list-style-type: none"> <li>Reads the playlet. Identifies characters and list them</li> <li>List the events of the play.</li> <li>Grasping the contents of the play.</li> <li>Learns about the selfishness of people.</li> <li>Answers the questions on the text at pg.51 I and II, III, IV on page - 52.</li> </ul>	Learn five new words each day
6	UNIT - 2 B. The Dear Departed (Part - II)	<b>2. Vocabulary:</b> <ul style="list-style-type: none"> <li>Infers meanings of words by reading them in content</li> <li>Refers dictionary thesaurus to find meanings and spellings</li> <li>Uses them in sentences</li> <li>Learn irregular plurals foot(sl)-feet(pl)</li> </ul>	Text Book  Dictionary  Thesaurus	<ul style="list-style-type: none"> <li>Asks the students to write plurals of some Latin and Greek words.</li> <li>Datum - data / Axis - Axes</li> <li>Explains exclamations/ interjections. Ah!</li> <li>Compound adjectives - clear - sighted (7) PSR</li> </ul>	<ul style="list-style-type: none"> <li>Picking the Latin and Greek words and writing singular, plural forms from text. Pg.53</li> <li>Interjections picking from text pg.54</li> <li>Compound adjectives pg.55</li> <li>Idiomatic expressions used in the text on pg.57</li> </ul>	Reads all the things done in the class once again

**Subject: ENGLISH**

Week	Lesson	Learning Outcomes	Source/Resource	Activity		
				Classroom	Self learning	Optional
		<ul style="list-style-type: none"> <li>Learns plural forms of some Latin and Greek words</li> <li>Learns exclamations, compound adjectives, confusing words &amp; idiomatic expressions</li> </ul>		<ul style="list-style-type: none"> <li>Words often confused differ in meaning.</li> <li>Ex: Except - accept</li> <li>Rewrite the paragraph after correction</li> <li>" Idiomatic expressions</li> <li>1. get one's own way</li> <li>2. for ages etc. using them in own sentences.</li> </ul>		
7	B. The Dear Departed (Part - II)	<b>Grammar:</b> <ul style="list-style-type: none"> <li>Usage of 'enough' as an 'adjective' or an 'adverb'</li> <li>Usage of articles at different contexts often omitted before common nouns.</li> <li>Compound prepositional phrases like according to, because of, instead of</li> <li>It's time</li> <li>The simple past and the present perfect tense.</li> </ul>	Text Book page-58	<ul style="list-style-type: none"> <li>Explains the usage of enough as an adjective and an adverb</li> <li>Explains when the articles are not used before common nouns.</li> <li>Explains common prepositional phrase</li> <li>Explains the usage of it's time it's high time, it's about time.</li> <li>Usage of simple past and present perfect tense from page no.64 to 66,67.</li> </ul>	<ul style="list-style-type: none"> <li>Does the exercises given at page no. 58, 61, 62, 66 and reads all the examples, explanations given in the text book from pg. 58 to 67</li> <li>Fill in the blanks at pg. 66 to 67.</li> </ul>	<ul style="list-style-type: none"> <li>The student is asked to use the learned grammar in his daily life with others</li> </ul>
8		<b>Writing:</b> <ul style="list-style-type: none"> <li>Learns to convert the play into a story.</li> <li>Learns to write a letter to a friend.</li> </ul>	Text Book pg. 67	<ul style="list-style-type: none"> <li>The teacher explains how to convert a play into a story.</li> <li>The teacher explains how to write a letter on a given theme.</li> </ul>	<ul style="list-style-type: none"> <li>The learner reads again the story and practices a letter to write his friends.</li> </ul>	<b>Study Skills:</b> <ul style="list-style-type: none"> <li>Analyse the data and write a report on "On the world Grand parents Day" on pg. 68,69.</li> </ul>

## A.P. Government 2020-2021 వార్షిక విద్య ప్రణాళిక 10th Class English

**Subject: ENGLISH**

Week	Lesson	Learning Outcomes	Source/Resource	Activity		
				Classroom	Self learning	Optional
8	Unit -2 (B) The Dear Departed (Part - II)	<b>Study Skills Listening &amp; Speaking:</b> <ul style="list-style-type: none"> <li>The learner listens for information and responds accordingly</li> <li>" Responds to oral instructions.</li> </ul>	Text Book page no.09 Bus 65 questions pg.69	<ul style="list-style-type: none"> <li>The teacher reads the listening passage bus 65 at page no. 209 in the Text Book.</li> <li>Asks the learners to answer the questions given True/ False orally at page no. 69</li> </ul>	<ul style="list-style-type: none"> <li>The learners are expected to form a group and ask one of them to explain any funny incident they have followed.</li> </ul>	<ul style="list-style-type: none"> <li>Project work at page no. 76</li> </ul>

**Subject: ENGLISH**

**Unit - 3**

Week	Lesson	Learning Outcomes	Source/Resource	Activity		
				Classroom	Self learning	Optional
9	UNIT -3 A. Reading - "The Journey" (C) What is my name?	<b>Reading Comprehension:</b> <ul style="list-style-type: none"> <li>Reads the text with Comprehension</li> <li>Sequence the events in the lesson "The Journey"</li> <li>Identifies details, characters, main idea.</li> <li>Reads, compares, contrasts, thinks critically and relates ideas to life.</li> </ul>	Text Book page 81 to 84	<ul style="list-style-type: none"> <li>Teacher asks the learners to read the picture on page 80 and answer the questions that follows</li> <li>Reads the text from page 81 to 84 'The Journey'</li> <li>Ask the learners to understand the lesson and compare the Characters of Father and Son moving in opposite direction at the end.</li> </ul>	<ul style="list-style-type: none"> <li>Reads the text and answers the questions under comprehension I, II, III on page - 85, 86</li> <li>Learner is asked to read the text with good pronunciation, stress and intonation</li> </ul>	<ul style="list-style-type: none"> <li>Reads the text and tries to learn 5 new words each day</li> <li>(C) Reading: What is my name?</li> </ul>

**Subject: ENGLISH**

Week	Lesson	Learning Outcomes	Source/Resource	Activity		
				Classroom	Self learning	Optional
10	UNIT -3 (A) Reading "The Journey"	<b>Vocabulary:</b> • Infers meaning of new words by reading them in context • Refers Dictionary thesaurus to find meanings spellings of words etc. • Uses them in sentences.	Text book page No. 89  Dictionary Thesaurus	<ul style="list-style-type: none"> <li>Refers the glossary at page No.85 and dictionary to know the meanings of words and their usage in sentences.</li> <li>Learns the compound words</li> <li>Learns the           <ul style="list-style-type: none"> <li>a) Duplicative words. Eg. Bye bye</li> <li>b) Alternative words eg. Dilly - Dally &amp; Chit - Chat</li> <li>c) Rhyming type words. Eg. Super - Duper</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Learner is asked to do the exercises given under 'Vocabulary' in the Text Book on page no. 87 I - A, B on page no. 88 C, II - A, B on page no.89</li> </ul>	<ul style="list-style-type: none"> <li>The learner is asked to read, understand thoroughly all vocabulary from page no.86 to 89.</li> </ul>
10		<b>Grammar:</b> • Learns adverbial clauses As, since, because, if, when. • Communicates grammatical forms using adverbial clauses.	Text book page No. 91-92	<ul style="list-style-type: none"> <li>Teacher explains the usage of As, Since, if, because, when.</li> </ul>	<ul style="list-style-type: none"> <li>The learner is asked to do the exercises to fill up the blanks using the word given in the brackets on page no.92</li> </ul>	-
11	UNIT -3 (A) The Journey	<b>Creative Writing:</b> • Learns to summarise the paragraph " Study skills	Text book page No. 92-93	<ul style="list-style-type: none"> <li>The teacher explains the learner how to summarise the text given.</li> </ul>	<ul style="list-style-type: none"> <li>Summarise the essay 'umbrella morals'.</li> <li>Alfred George Gardiner.</li> </ul>	<ul style="list-style-type: none"> <li>Study skills on page 95,96</li> </ul>

## A.P. Government 2020-2021 వార్షిక విద్య ప్రణాళిక 10th Class English

**Subject: ENGLISH**

Week	Lesson	Learning Outcomes	Source/Resource	Activity		
				Classroom	Self learning	Optional
12	UNIT -3 (A) The Journey (B) Reading: Once upon a Time.	<b>Listening &amp; Speaking:</b> • Listens to the paragraph and comprehend the theme and answer the questions asked. <b>Poem: Once upon a time:</b> • Recites the poem, understands and appreciates • Identifies the theme and events • Asks questions orally and in written <b>Project Work</b>	Text Book on page: 210  UNIT - 3	<p>The teacher reads the listening passage for UNIT -3 at page: 210 aloud with good pronunciation, stress and intonation.</p> <p>Reads the poem loudly with proper stress, intonation.</p> <ul style="list-style-type: none"> <li>Encourage the learner to talk about the theme</li> <li>Discuss the tone of the poem.</li> <li>Asks questions on the poem.</li> </ul>	<p>The learner listens the story and answer the questions asked on page no.97</p> <ul style="list-style-type: none"> <li>Recites the poem loudly</li> <li>Identifies the theme and the tone of the poem</li> <li>Answers the questions.</li> </ul>	<p>UNIT - 3 (C) What is my Home? Do the project work at page no:111</p>



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10th Hindi



10th English



10th Maths  
(E.M. & T.M.)



10th Physics  
(E.M. & T.M.)



10th Biology  
(E.M. & T.M.)



10th Social  
(E.M. & T.M.)

**Subject: ENGLISH**

**Unit - 5**

Week	Lesson	Learning Outcomes	Source/Resource	Activity		
				Classroom	Self learning	Optional
13	UNIT -5 (A) Reading: Environment. (C) Reading: A Tale of three villages.	<b>Reading Comprehension:</b> <ul style="list-style-type: none"><li>Reads the picture and Comprehend it</li><li>Reads the text and comprehend it.</li><li>Sequence the events in the lesson 'Environment'</li><li>Identifies details, characters, main ideas</li><li>Reads, compares, contrasts, thinks critically and relates ideas to life.</li><li>Reads a variety of texts for pleasure.</li></ul>	Text Book Page No 151 to 155,156	<ul style="list-style-type: none"><li>Teacher asks the learners to read the picture on page 150 and answer the questions that follows</li><li>Reads the text from 151 to 155 'The Environment'</li><li>Allots the characters of Wangari Mathai' (WM) NHK Radio to students and ask them to act.</li><li>High lights the determination and reaching the goal to grow plants &amp; trees.</li></ul>	<ul style="list-style-type: none"><li>The learner is asked to write the answers to the comprehension questions on page no. 156 and II pick out correct choice on page 157</li></ul>	<ul style="list-style-type: none"><li>(C) Reading: A Tale of three villages.</li><li>Grammar on page 174, 175, 176</li></ul>
14	Reading: (A) Environment	<b>Vocabulary:</b> <ul style="list-style-type: none"><li>Infers meaning of new words by reading them in context</li><li>Refers Dictionary, thesaurus to find meanings, spellings of words.</li><li>Use the words in context.</li></ul>	Text Book	<ul style="list-style-type: none"><li>Refers the glossary at page no.156</li><li>Explains the meanings of words given in the box on page 157.</li><li>Explains one word substitutes ecology, Environment</li></ul>	<p>III. Fill in the blanks with the appropriate forms of the underlined words on page 159.</p> <p>IV. Ticks the correct options of the given 1-10 on page: 160</p>	-
14		<b>Grammar:</b> <ul style="list-style-type: none"><li>Learns finite and non-finite clauses.</li><li>Reported speech conversion.</li></ul>	Text Book Page No 160 to 165	<ul style="list-style-type: none"><li>Learns Non finite clauses which has no subject Finite clause has subject.</li><li>Explains how to convert direct speech into indirect speech.</li></ul>	<ul style="list-style-type: none"><li>Underlines the non-finite clauses into following sentences pg;161 (B) page no: 162</li><li>Write the following into reported speech pg:164, 165</li></ul>	-
15		<b>Creative writing:</b> <ul style="list-style-type: none"><li>Learns how to write conversations, interviews</li></ul>	Text Book Page No 165	<ul style="list-style-type: none"><li>Explains how to write conversations, takes interview.</li></ul>	<ul style="list-style-type: none"><li>Writes an imaginary interview at page No: 165</li></ul>	-

## A.P. Government 2020-2021 వార్షిక విద్య ప్రణాళిక 10th Class English

**Subject: ENGLISH**

Week	Lesson	Learning Outcomes	Source/Resource	Activity		
				Classroom	Self learning	Optional
16	UNIT- 5 (B) Reading: Or will the dreamer wake? By Medora Chevalier	<b>Poem:</b> Or will the dreamer wake? <ul style="list-style-type: none"><li>Recites the poem, understands and appreciates.</li><li>Identifies the theme and events.</li><li>Asks the questions in oral and in written to get the answers.</li></ul>	Text Book Page No 166, 167	<ul style="list-style-type: none"><li>Reads the poem loudly with proper stress intonation.</li><li>Encourages the learner to talks about the theme.</li><li>Discuss the tone of the poem</li><li>Asks questions on the poem.</li></ul>	<ul style="list-style-type: none"><li>Recites the poem loudly</li><li>Identifies the theme and tone of the poem.</li><li>Answer the given questions in the text page: 168.</li></ul>	-
16		<b>Listening:</b> <ul style="list-style-type: none"><li>Listens the passage page no: 212</li></ul> <b>Study Skill</b>		<ul style="list-style-type: none"><li>Teacher reads loudly passage on page 212 "A talk by an Environmentalist"</li></ul>	<ul style="list-style-type: none"><li>Answers the questions on page 169</li></ul>	Study Skills on page 170
16		<b>Project work</b>	-	-	-	Project Work page : 178

**Subject: ENGLISH**

**Unit - 6**

Week	Lesson	Learning Outcomes	Source/Resource	Activity		
				Classroom	Self learning	Optional
17	UNIT- 6 (A)Reading: My Childhood (C)Reading: "Unity in Diversity in India"	<b>Reading Comprehension:</b> <ul style="list-style-type: none"><li>Reads the picture and Comprehend it.</li><li>Reads the text and comprehend it.</li><li>Sequence the events in the lesson 'My Childhood'</li><li>Identifies details, characters, main ideas</li><li>Reads compares, contrasts, thinks critically and relates ideas to life.</li><li>Reads a variety of texts for pleasure.</li></ul>	Text Book Page No 183 to 187	<ul style="list-style-type: none"><li>Teacher asks the learners to read the picture at page 182 and answer the questions that follows</li><li>Reads the text from 183 to 187</li><li>Explains the story and asks some oral questions</li><li>Highlights the incidents of unity in diversity like a muslim boy participate in Hindu procession etc.</li><li>Muslim boy eating at Brahmin teacher's house etc.</li></ul>	<ul style="list-style-type: none"><li>The learner is asked to read the text once again and identify the events in "Unity is Diversity"</li><li>Comprehension questions given at page no: 188</li></ul>	<ul style="list-style-type: none"><li>Learns atleast 5 new words a day at home.</li><li>(C) Reading: "Unity in Diversity in India"</li></ul>
18		<b>Vocabulary:</b> <ul style="list-style-type: none"><li>Infers meaning of new words by reading them in context</li><li>Refers Dictionary, thesaurus to find meanings, spellings of words.</li><li>Use the words in context.</li></ul>	Text Book Page No 189, 190	<ul style="list-style-type: none"><li>Explains suitable words to fill the blanks.</li></ul>	<ul style="list-style-type: none"><li>Tick the appropriate meanings of the given words</li></ul>	<ul style="list-style-type: none"><li>Vocabulary on page 204, 205</li></ul>
18	UNIT - 6 (A)Reading: My Childhood	<b>Grammar:</b> <ul style="list-style-type: none"><li>Learns the linkers like 'on the whole' 'however' etc.</li><li>Joins the sentences using the linkers.</li><li>Passive voice without Agents.</li></ul>	Text Book Page No: 190, 193	<ul style="list-style-type: none"><li>The teacher explains how to use linkers 'on the whole', 'however', 'though' etc.</li><li>Explains the passive form when the agent is not given.</li></ul>	<ul style="list-style-type: none"><li>Refers to a dictionary and group them according to the function they perform<ul style="list-style-type: none"><li>a. Page:191</li><li>b. Page:192</li><li>c. Page: 192</li><li>d. Page:192</li></ul></li><li>Edit the paragraph page 193</li></ul>	-

## A.P. Government 2020-2021 వార్షిక విద్యా ప్రణాళిక 10th Class English

**Subject: ENGLISH**

Week	Lesson	Learning Outcomes	Source/Resource	Activity		
				Classroom	Self learning	Optional
19	UNIT - 6 (A)Reading: My Childhood	<b>Creative writing:</b> <ul style="list-style-type: none"><li>Learns how to write 'Diary Entry'.</li><li>Learns to write personal letter.</li><li>Identifies the aspects related to the heritage of Kalam and his village</li></ul>	Text Book Page No:194, 195	<ul style="list-style-type: none"><li>Teacher explains how to write a diary both orally and in written form.</li><li>Explains how to write aspects related to the heritage of Kalam and his village.</li><li>Explain how to write a reply letter.</li></ul>	<ul style="list-style-type: none"><li>Write a 'Diary Entry' on humanity of Kalam in the class room</li></ul>	<ul style="list-style-type: none"><li>Writing on page 205</li></ul>
19		<b>Speaking:</b> <ul style="list-style-type: none"><li>Listens to passage at page no:212</li></ul>	Text Book Page No:212 & 213	<ul style="list-style-type: none"><li>Teacher reads the lesson at page no:212 and asks questions at page 195.</li></ul>	<ul style="list-style-type: none"><li>Oral Activity<ul style="list-style-type: none"><li>i) Role play</li><li>ii) Group Discussion</li></ul></li></ul>	-
19		• Study Skills	Text book Page no. 197	-	-	• Study Skills
20	UNIT-6 Reading: B A Plea for India	<b>Poem:</b> "A plea for India" <ul style="list-style-type: none"><li>Recites the poem, understands and appreciates</li><li>Identifies the theme and events</li><li>Asks the questions in oral and in written to get the answers.</li></ul>	Text book Page no. 198, 199	<ul style="list-style-type: none"><li>Reads the poem loudly with proper stress and intonation</li><li>Encourages the learner to talk about the theme.</li><li>Discuss the tone of the poem</li><li>Asks questions on the poem</li></ul>	<ul style="list-style-type: none"><li>Recites the poem loudly once again.</li><li>Identifies the theme and tone of the poem.</li><li>Answers the given questions at page 199.</li></ul>	<ul style="list-style-type: none"><li>Read the poem again and again</li></ul>
20		<b>Project Work</b>	-	-	-	• Project work on page no. 206

# **UNIT - 1 (PERSONALITY DEVELOPMENT)**

## **THIRD LANGUAGE - ENGLISH**

## **CLASS X - 2020-21**

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UNIT - 1 READING-A RELATED VIDEOS

### **ATTITUDE IS ALTITUDE (Reading- A) SUMMARY**

Nick Vujicic is an Australian evangelical Christian and motivational speaker. He is 26 years old (currently he is 32). He is a courageous person who plays football and golf, swims, and surfs despite the absence of limbs. He was born with a rare deformity phocomelia, the disorder characterized by the absence of limbs. When Nick was born, his father was so shocked that he left the place to throw up.

His mother was also very upset and depressed. His parents did their best to make him independent. Nick's dad was a computer programmer and taught his son how to type with his toe when he was just 6 years old. His mother also played her part by inventing a special plastic device that made him hold a pen and pencil. Despite the risk of bullying, Nick's parents decided to send him to a regular school, which he felt was the best decision. He thought it was hard but it gave him independence. When Nick was eight he was depressed and wanted to kill himself but the attempt was unsuccessful.

He hated God for what he had done to him. He was terrified to think about his condition when his parents weren't around. Although he could brush his teeth and wash his hair, he still had many things impossible for him. When Nick was ten, he tried to drown in a bathtub but luckily it was a failure. Anyway he managed to gain worldwide fame with the help of his religion, friends, and family. He has become an international symbol of triumph over adversity. When Nick was 13, he was inspired by the story of a disabled man who had succeeded in accomplishing great things and helping others. He decided to use his life to encourage others and give them courage and hope. He decided to be grateful for what he has and never get angry about what he doesn't have.

He realized that challenges strengthen our convictions. Once a girl at the traffic lights gave him an eye while he was in a car. But she was frightened to see him when he did a 360 degree spin in his car and she ran off really fast. Although Nick had friends, he had chosen to remain a virgin until marriage. He waits for a good girl to get married. In 2008 he met Bethany Hamilton who had her arm bitten off by a shark when he went to Hawaii. Bethany Hamilton the master of surfing, taught him to surf.

He quickly learned to do 360-degree spins, a feat that has not been accomplished by anyone in the history of surfing. He has a good balance because he has a very low centre of gravity. In 1990 Nick won the Young Australian Citizen of the Year award for his bravery and perseverance. Nick has visited over 24 countries to give motivational speeches. Nick advises others to go to finish strong. He asks everyone to try again and again to be successful. He suggests that everyone should keep getting up when they fall. He asks them to love themselves.

# **UNIT - 1 (PERSONALITY DEVELOPMENT)**

## **THIRD LANGUAGE- ENGLISH**

**CLASS X - 2020-21**

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UNIT -1 READING-B RELATED VIDEOS

## **EVERY SUCCESS STORY IS ALSO A STORY OF GREAT FAILURES**

### **(Reading-B)**

#### **SUMMARY**

Failures are the stepping stones to success. According to Tom Watson Sr., we have to double our failure rate if we are to be successful. Most successful people have had to face setbacks before reaching their positions. Abraham Lincoln was a good example. Before becoming President of the United States, Lincoln failed in business at 21, was defeated in a legislative race at 22, failed in business again at 24, overcame the death of his sweetheart at 26 years old, suffered a nervous breakdown at 27, lost a congressional race at 34, lost a senatorial race at 45, failed in an effort to become the vice-president at 47, lost a senatorial race at 49 and finally achieved success.

Although Lee De Forest was publicly humiliated for his claim of transmitting the voices across the Atlantic by inventing the triode tube he had over 180 patents in his name. Although their wisdom was questioned the Wright Brothers did not lose their confidence and took their famous flight. Colonel Sanders, the founder of Kentucky Fried Chicken Chain Restaurants knocked on over a thousand doors before receiving his first order. Walt Disney, the famous cartoonist had faced many refusals before obtaining success. He created Mickey Mouse cartoon stories when he was inspired by a little mouse.

Thomas Edison was considered a stupid boy in his childhood, but he grew up to be a great scientist. He was partially deaf and had only three months of formal schooling. He had failed more than 10000 times before inventing the "light bulb". He was the man with a great carefree attitude. Although Edison lost his factory to fire at age 67, he hadn't lost heart. Three weeks later he invented the phonograph. Henry Ford, the founder of the Ford Motor Company, forgot to put the reverse gear in the first car that he made. He was broke at the age of 40. Lee Iacocca was an American businessman known for engineering Ford Mustang and Ford Pinto cars. He was fired by Henry Ford II at the age of 54. Ludwig van Beethoven was a German composer of music and pianist. Although he was told he had no talent for music, he gave some of the best music to the world.

Whenever successful men failed, they bounced back, which is called failing forward. Setbacks are inevitable in life. They teach us humility. We must let go of fear and doubt and find the courage and faith to overcome the setback. According to Napoleon Hill, whenever we think about something and believe in it, we can achieve it. A burning desire is necessary to achieve a goal. Once a young man asked Socrates for the secret of success, Then Socrates took him to the river and dunked him into the water. He kept the young man there until he started to turn blue, then pulled his head out of the water. The young man took a deep breath. That deep breath was the desperate need of the young man. Socrates made the young man understand what was the secret to success.

Our positive thinking makes us successful. If we feel we are getting beaten, it definitely happens. If we feel that we do not have the courage, then we do not dare to do so. If we do not think of a victory, we certainly cannot achieve it. If we think we are going to lose, we lose. With a strong will, we will succeed. We have to think high to be successful. The man who thinks the right wins in the end. If we are strong and steadfast, we can overcome our difficulties.

# **UNIT - 1 (PERSONALITY DEVELOPMENT)**

## **THIRD LANGUAGE - ENGLISH**

## **CLASS X - 2020-21**

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UNIT-1 READING-C RELATED VIDEOS

### **I WILL DO IT (Reading- C)**

#### **SUMMARY**

Nagavara Ramarao Narayana Murthy is the founder of Infosys, one of the best IT organizations in the world. He is a symbol of effortlessness, uncompromising quality and reasonableness. He made a sizable wealth and uses the wealth for the welfare of humankind. He was the pioneer of India's IT industry and began the information technology wave.

When Murthy was a kid, he was sharp. He was particularly intrigued by Physics and Maths. He could comprehend the hypotheses of science effectively. His dad was a secondary school teacher and an avid reader of English literature. His desire was to learn at an IIT. He applied for the entrance test along with his friends. He (Narayana Murthy) acted as the guide for the others. He would easily solve the problems with which his friends struggled. He generally longed for learning at IIT. He excelled in the test and passed with a high rank.

He was excited and went to his dad with joy. When he told his dad that he needed to join IIT, his dad turned down his proposal telling him that he could not afford to send him to an IIT. His dad exhorted him to remain in Mysore and study as much as he needed. He said this with a heavy heart to his bright son.

The teenager (Narayana Murthy) was disappointed and felt his dreams had burnt to ashes. He was perturbed however he didn't get angry with anyone. He was a thoughtful person. The day on which his friends were leaving for Madras (Chennai), he went to the station to say farewell and good fortune to them. In spite of the fact that every one of his friends was energized and talking about their new hostel, new courses and all, he remained silent. He wished every one of them luck standing there till he could no longer see the train.

He remained there still. He chose to change his life through hard work. He took after the theory of the Bhagavad Gita 'Your best friend is yourself and your worst enemy is yourself'. He worked hard, and concentrated on one thing, not bothering about his own life or comforts. He made riches and he partook his riches with others. He earned all his riches legitimately and morally.

# **UNIT - 2 (WIT AND HUMOUR)**

## **THIRD LANGUAGE - ENGLISH**

**CLASS X - 2020-21**

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UNIT -2 READING-A RELATED VIDEOS

### **THE DEAR DEPARTED (Part -I) - (Reading- A) SUMMARY**

The Dear Departed by Stanley Houghton is a social drama. It's a one-act play. It explores not only shallow family relationships but also the hypocrisy and greed that often lurks underneath human selves. The story exposes the sad fact that human beings often become dehumanized in the face of greed and mean material gain. It shows how love, compassion, and respect are swallowed up by greed in society.

This funny but satirical social drama makes the audience titter and think over. In this play, Stanley Houghton satirizes the degradation of moral values in British middle-class society. It highlights the growing tendency in society to leave the older people abandoned and neglected. History also supports the idea that the older generation has the right to live happily according to their own decisions.

The story of the play begins when Mrs. Slater tells her ten-year-old daughter, Victoria, to go upstairs and put on her black dress as a symbol of mourning. Her husband Henry Slater comes home after sending a telegram to her sister-in-law, Elizabeth and her husband Jordan to come and talk about the affairs of Merry weather (father of Elizabeth and Mrs. Slater) who is thought to have been dead. Henry wonders if they would come because Elizabeth said she would never set foot in Mrs. Slater's house again. But Ms. Slater hopes she will certainly come for her part of their father's property.

Mrs. Slater wants to steal three things from her father, namely her father's new slippers, a valuable clock, and a bureau before Elizabeth and her husband come. Mrs. Slater asks her husband to wear his father's new slippers and brings a valuable clock. She and her husband replace their shabby chest of drawers with the precious bureau of her father's (Abel Merry weather's). After all arrangements and changes, her sister Mrs. Jordan and her husband Ben Jordan enter the house to mourn Mr. Abel.

The sisters kiss and the men shake hands. Mrs. Jordan says he's finally gone and asks her sister if she sent for the doctor. Then they talk about his insurance premium payment. While Mrs. Slater making tea, they consider in the newspapers and think of a few appropriate verses. Then they say they will look at his things and make a list of it. Mrs. Slater tells Victoria to go upstairs and get the bunch of keys from her grandfather's dressing table. She is afraid to go but goes. Victoria comes back very scared and says that Grandpa is getting up. They are transfixed with astonishment.

# **UNIT - 3 (HUMAN RELATIONS)**

## **THIRD LANGUAGE - ENGLISH**

**CLASS X - 2020-21**

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UNIT- 3 READING -A RELATED VIDEOS

### **THE JOURNEY- (Reading-A)**

#### **SUMMARY**

The Journey is an excellent short story written by Yeshe Dorjee Thongchi, a prominent Assamese writer. It is translated into English by D.P. Nath. The author was a government official. He came to his village to get married. His parents had arranged his marriage, according to the customs of their tribal society. After spending six months at home, he was about to return to his workplace. But he didn't want to leave his newly-wed-wife behind. He also considered extending his leave. But his responsibilities pushed him to leave for office.

As theirs is a hilly-terrain with no motorable roads, the author always prefers to carry-less luggage. Now his problem was that he needed someone to carry his luggage because his upbringing had made him avoid physical labour. As most of the villagers were busy in the fields, he couldn't even find one who could help him carry the trunk to the bus stop. Eventually, the writer's father told him he would see him at Dirang. He didn't want to allow his old father to carry his trunk. But his father decided to take the trunk to the bus stop. On the day of his departure, a large crowd gathered to wish him good luck, and the author left for Dirang at 10:20 am. His father had already left and he had to walk fast to catch up with his father. He was very tired when he caught up with his father.

He sat down on a rock to rest for a while. His father drank all the wine he had given him and resumed carrying the luggage on his back. The author followed his father. Neither of them spoke a word like they were strangers. The author knew that his father had provided for his education. But he believed that it was because of him that his parents had won greater degree of admiration and respect from the villagers. He knew he was physically useless despite his youth and strength. He concluded that it was better to let his father carry the luggage and follow him in silence. After resting at two places for tiffin, they finally reached Dirang.

They entered a tea shop and began to sip tea. His father asked him if he had a pair of old shoes. Then the author looked at his father's bare feet and noticed that they were full of cracks. He noticed it for the first time. He offered his father money but he refused to take it. Instead, he wanted the author's old pair of shoes. So the author gave him the hunting boots he was wearing. His father was filled with satisfaction when he saw the author take his pair of leather shoes out of the trunk. His father wanted to tell him something but the bus started to move. Eventually, the author realized that their two ways were different-his way was luxurious while his father's was hard and wearisome.

# **UNIT - 5 (BIO - DIVERSITY)**

**THIRD LANGUAGE - ENGLISH**

**CLASS X - 2020-21**

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UNIT- 5 READING -A RELATED VIDEOS

## **ENVIRONMENT- (Reading-A)**

### **SUMMARY**

This is an interview with Wangari Maathai, an environmental activist, and a Nobel Prize winner. She started the Green Belt Movement and fought for equal rights for women. The interview was conducted by NHK Radio from Japan. Wangari Maathai says she only knew what the environment was like when she started meeting the basic needs of people in rural areas. The basic needs are clean water, food, energy, building materials and fodder. It all comes from the earth. People couldn't find them now because the environment was degraded therefore Environmental rehabilitation was an urgent need.

Wangari Maathai believes that many wars are being fought over natural resources. Some wars are meant for survival and others are meant to take control of resources and keep many people away from resources. This is happening not at the national or regional level but at the global level. Good management of resources and their equitable distribution are important for peace. Good management of resources is not possible if we do not have democratic space, respect for human beings and human rights and the dignity of others.

Fifty years ago when Wangari Maathai was a child, the environment was very pristine. At that time, the country was then ruled by the British. The British government cleared native forests and established commercial plantations such as pines from northern hemisphere and eucalyptus Australian. As a result, all the local flora and fauna have disappeared, although they have obtained commercial timber. But the rain patterns changed, the rains became less and the rivers started to dry up.

They have lost local biological diversity. It was a pity that the environment had so degraded that there were many adverse effects. Wangari Maathai began to work among women. They planted trees together. At first, it was difficult. But soon they gained confidence and became skillful foresters. She called them "foresters without a diploma". Now the other parts of the world are following the movement that was started by Maathai. For her, the greatest thing is to plant a tree. For tree is the symbol of hope for the future.

# **UNIT - 6 (NATION AND DIVERSITY)**

**THIRD LANGUAGE- ENGLISH**

**CLASS X - 2020-21**

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UNIT- 6 READING A, B, C, RELATED VIDEOS

## **MY CHILDHOOD - (Reading-A)**

### **SUMMARY**

This is an extract from APJ Abdul Kalam's autobiography The Wings of Fire. Kalam tells us about his childhood days in this short account. Kalam was born into a middle-class Tamil family in the former Madras state. Father Jainulubdeen and mother Ashiamma were an ideal couple and they were perfect soulmates to each other. They were generous and pious too. The family lived in their ancestral house built in the middle of the nineteenth century. Jainulubdeen took every care necessary for his children.

When the Second World War broke out, Kalam was eight years old. For some unknown reasons a sudden demand for tamarind seeds erupted. Kalam as a child used to collect the seeds and sell in a provision shop and get an anna which was a big amount for him. Kalam's brother-in-law, Samsuddeen, was a newsagent in the island town of Rameswaram. Kalam helped Samsuddeen in newspaper distribution. In that way, Kalam was helped by Samsuddeen to earn his first wages.

Kalam had three close friends named Ramanadha Sastry, Aravindan and Sivaprakasan. All these three were from Orthodox Hindu families. But they never saw any differences in their religion and upbringing. Although Kalam's family was a Muslim family, they used to arrange boats for Ramnavami which is an annual celebration.

Once when Kalam was in the fifth standard a new teacher came to their school. Kalam and Ramanadha Sastry used to sit on the same front bench. The teacher found Kalam to be a Muslim and asked him to go and sit on the bank bench. Kalam and Ramanadha Sastry felt very sad to part. They complained about this to their respective parents. The new teacher was brainwashed and asked to apologize. One day Kalam was invited for dinner by his science teacher Sivasubrahmany Iyer. His wife was horrified at the idea of a Muslim boy being invited to dinner. She refused to serve Kalam food. Siva Subrahmany Iyer made his wife understand that there was no difference in humanity. Kalam learned how to be firm to bring about a change. Later Kalam left for Ramanadhapuram for higher studies.

# UNIT WISE COMPREHENSION PASSAGES

## (READING-A) -PRACTICE

THIRD LANGUAGE- ENGLISH

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SCAN THE QR FOR VIDEOS

### Reading Comprehension UNIT - 1 PERSONALITY DEVELOPMENT

#### A. ATTITUDE IS ALTITUDE (Reading -A)

Read the following passage carefully.

- I. Nick Vujicic was born with no arms and legs - but he doesn't let the details stop him. The brave 26-year-old - who is mainly a torso- plays football and golf, swims and surfs, despite having no limbs.

Nick has a small foot on his left hip which helps him balance and enables him to kick. He uses his one foot to type, write with a pen and pick things up between his toes.

'I call it my chicken drumstick,' Joked Nick, who was born in Melbourne, Australia, but now lives in Los Angeles. 'I'd be lost without it.'

Water sports aren't Nick's only thing - he also plays golf with a club tucked under his chin and is a huge fan of the English Premier League. His parents decided not to send him to a special school - a decision he said was very hard for him, but which may have been the best decision they could have made for him.

When Nick was born his father was so shocked that he left the hospital room to vomit. His distraught mother couldn't bring herself to hold him until he was four months old.

**(Attitude Is Altitude)**

Now, answer the following questions.

1. Why was Nick's mother distraught?
2. What was the decision of his parents?
3. 'His parents' in the above passage refer to .....  
(A) Parents of Nick Vujicic                                 (B) Parents of Bethany Hamilton  
(C) Parents of Nick's friend
4. 'Special school' in the above passage refers to .....  
(A) A corporate school                                     (B) A school with all facilities  
(C) A school for children with special needs
5. What was the reason for the father's shocking state?  
(A) He got a son without arms and legs                 (B) He was admitted into a hospital  
(C) He got vomits repeatedly

- II. When Nick was born his father was so shocked that he left the hospital room to vomit. His distraught mother couldn't bring herself to hold him until he was four months old.

His disability came without any medical explanation - a rare occurrence called Phocomelia - and Nick and his parents spent many years asking why this cruel trick would happen to them.

'My mother was a nurse and she did everything right during pregnancy but she still blamed herself,' he said.

'It was so hard for them but right from the start they did their best to make me independent.'

'My dad put me in the water at 18 months and gave the courage to learn how to swim.'

'I also got really into football and skateboarding. I totally love the English Premier League.'

Nick's father was a computer programmer and accountant and he taught his little son how to type with his toe at just 6 years old. His mum invented a special plastic device that meant he could hold a pen and pencil.

Despite the risk of being bullied, his parents insisted on his attending mainstream school. 'It was the best decision they could have made for me,' adds Nick, who later achieved a degree in Financial Planning and Real Estate. 'It was very hard but it gave me Independence.'

**(Attitude Is Altitude)**

# UNIT WISE COMPREHENSION READING - B (POEM)

## PRACTICE

### THIRD LANGUAGE- ENGLISH

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FOR TIPS ON COMPREHENSION SCAN THE QR

#### UNIT - 1 PERSONALITY DEVELOPMENT

#### B. EVERY SUCCESS STORY IS ALSO A STORY OF GREAT FAILURES

There is no poem in Unit 1 so that questions are not given from this unit.

#### UNIT - 2 WIT AND HUMOUR

#### B. THE DEAR DEPARTED - II

There is no poem in Unit 2 so that questions are not given from this unit.

#### UNIT - 3 HUMAN RELATIONS

#### B. ONCE UPON A TIME

Read the following stanza carefully.

- I. Once upon a time, son,  
they used to laugh with their hearts  
and laugh with their eyes :  
but now they only laugh with their teeth,  
while their ice-block-cold eyes  
search behind my shadow.

(Once upon a Time)

Choose the correct answers to the following questions.

1. People of olden days used to laugh  
(A) With their hearts and eyes (B) Without hearts and eyes (C) With their nose and ears.
2. Ice-block-cold eyes means ....  
(A) The eyes are wet with tears (B) A dead man's eyes (C) Expressionless eyes.
3. Their . . . eyes search behind my shadow means . . .  
(A) They avoid meeting his eyes  
(B) They try to look at the darker side of the person.  
(C) They convey no emotions.

- II. There was a time indeed  
they used to shake hands with their hearts :  
but that's gone son.  
Now they shake hands without hearts :  
while their left hands search  
my empty pockets.

(Once upon a Time)

Choose the correct answers to the following questions

1. Present day adults shake hands  
(A) with their hearts (B) without hearts (C) with their wrists
2. What has gone ?  
(A) Shaking hands without hearts (B) Shaking hands with hearts  
(C) Shaking hands searching pockets
3. 'Their left hands search empty pockets' means  
(A) They avoid meeting his eyes (B) They convey no emotions  
(C) They expect something from others.

# UNIT -WISE COMPREHENSION READING - B (PROSE)

## PRACTICE

### THIRD LANGUAGE- ENGLISH

CLASS X - 2020-21

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FOR TIPS ON COMPREHENSION SCAN THE QR

### UNIT - 1 PERSONALITY DEVELOPMENT

#### B. EVERY SUCCESS STORY IS ALSO A STORY OF GREAT FAILURES

**Read the following passage carefully.**

- I. Setbacks are inevitable in life. A setback can act as a driving force and also teach us humility. In grief, you will find courage and faith to overcome the setback. We need to learn to become victors, not victims. Fear and doubt short-circuit the mind.  
Ask yourself after every setback : What did I learn from this experience? Only then you will be able to turn a stumbling block into a stepping stone.

**(Every Success Story Is also a Story of Great Failures)**

**Now, answer the following questions.**

1. The mind is short-circuited by .....  
(A) fear and doubt                                 (B) electricity                                     (C) death
  2. A man can turn a stumbling block into a stepping stone .....  
(A) by learning from his setbacks              (B) by running away from his setbacks  
(C) by fear and doubt
- II. A young man asked Socrates the secret to success. Socrates told the young man to meet him near the river the next morning. They met. Socrates asked the young man to walk with him towards the river. When the water got up to their neck, Socrates took the young man by surprise and ducked him into the water. The boy struggled to get out but Socrates was strong and kept him there until the boy started turning blue. Socrates pulled his head out of the water and the first thing the young man did was to gasp and take a deep breath of air. Socrates asked, "What did you want the most when you were there?" The boy replied, "Air." Socrates said, "That is the secret to success. When you want success as badly as you wanted the air, then you will get it. There is no other secret."

**(Every Success Story Is also a Story of Great Failures)**

**Now, answer the following questions.**

1. Socrates ducked the young man into the water because .....  
(A) he wanted to kill the young man              (B) he wanted to kill him  
(C) he wanted to make him know the secret to success.
2. What is the real secret to success according to Socrates?  
(A) Air    (B) River water                                      (C) Strong desire to get something (Burning desire)

### UNIT - 2 WIT AND HUMOUR

#### B. THE DEAR DEPARTED - II

**Read the following passage (conversation) carefully.**

- I. Ms. Jordan : And you, too. Are you such a poor creature that you must do every dirty thing she tells you?  
Abel : (rising; thumping the table) Damn it all, will someone tell me what's been going on?

**(The Dear Departed-II)**

# UNIT WISE COMPREHENSION READING - C

## PRACTICE

**THIRD LANGUAGE- ENGLISH**

**CLASS X - 2020-21**

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FOR TIPS ON COMPREHENSION SCAN THE QR

### UNIT - 1 PERSONALITY DEVELOPMENT

#### C. I WILL DO IT

**Read the following passage carefully.**

- I. He came from a poor but educated family. His father was a high-school teacher and an avid reader of English Literature. He, like all the boys in his class, was trying to get admission into some engineering college. The brighter ones wanted to study in the Indian Institutes of Technology, or the IIT's. There was an entrance test for IIT. This boy, along with his friends applied to appear for the test. They did not have any special books or coaching. All these IIT aspirants would sit below the shade of a stone mandap close to Chamundi Hills in the sleepy town of Mysore. He was the guide for the others. While the others struggled to solve the problems in the question paper, he would smile shyly and solve them in no time. He sat alone below a tree and dreamt of studying at IIT. It was the ultimate aim for any bright boy at that age, as it still is today. He was then only sixteen years old.

The D-Day came. He came to Bangalore, stayed with some relatives and appeared for the entrance test. He did very well but would only say 'OK' when asked. It was the opposite when it came to food. When he said 'OK' it implied bad. When he said 'good' it implied 'OK', when he said 'excellent' it implied 'good'. His principle was never to hurt anyone.

**(I will Do It)**

**Now, answer the following questions.**

1. Who is 'he' in this passage?
2. Why did he come to Bangalore?
3. 'The entrance test' mentioned in the above passage is .....  
(A) for getting admission in engineering                                       (B) for getting admission in IIT  
(C) for getting a job in IIT
4. 'The D-Day' in the above passage refers to .....  
(A) his birthday    (B) the Independence Day  
(C) the day on which he wrote the entrance test
5. He performed ..... in the entrance examination.  
(A) very badly    (B) very well    (C) very slowly

- II. The IIT entrance results came. He had passed with a high rank. What a delight for any student ! He was thrilled. He went to his father who was reading a newspaper.

Anna. I have passed the exam.'

'Well done, my boy.'

'I want to join IIT.'

His father stopped reading the paper. He lifted his head, looked at the boy and said with a heavy voice. My son. You are a bright boy you know our financial position. I have five daughters to be married off and three sons educate. I am a salaried person. I cannot afford your expenses at IIT. You can stay in Mysore and study as much as you want.

Indeed it was a difficult situation for any father to say 'no' to his bright son. But circumstances were like that. It was common then for the man to be the single earning member with a large family dependent on him.

His father was sad that he had to tell the bitter truth to his son. But it could not be helped. The boy had to understand reality.

# **COMBINE THE FOLLOWING SENTENCES WITH RELATIVE PRONOUNS (WHO, WHOM, WHOSE, WHICH, THAT) PRACTICE**

**THIRD LANGUAGE- ENGLISH**

**CLASS X - 2020-21**

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FOR RELATIVE CLAUSES SCAN QR

## **UNIT - 1 PERSONALITY DEVELOPMENT**

- A. ATTITUDE IS ALTITUDE**
- B. EVERY SUCCESS STORY IS ALSO A STORY OF GREAT FAILURES**
- C. I WILL DO IT**

Combine the following sentences using ‘who/which/that’.

1. Nick now lives in Los Angeles. He won the Bravery Award. (**who**)
2. Gopi is a great dancer. He is my brother. (**who**)
3. Nick plays football, golf, swims and surfs. He is mainly a torso. (**who**)
4. Ramya showed me a painting. It was very interesting. (**which**)
5. She sang a song. It brought her 1st prize. (**which**)
6. This is the car. My father bought it. (**that**)
7. Nick’s mother invented a special plastic device. It meant he could hold a pen and pencil. (**that**)

## **UNIT - 2 WIT AND HUMOUR**

- A. THE DEAR DEPARTED - I**
- B. THE DEAR DEPARTED - II**
- C. THE BRAVE POTTER**

Combine the following sentences using ‘who / which / that / whom’.

1. Abel thrusts his hand at Ben. Ben skips back smartly. (**who**)
2. Mrs. Slater gives the slippers to Abel. He puts them on and sits in the armchair. (**who**)
3. Mrs. John Shorrocks keeps the Ring-O-Bells. Abel is going to marry her. (**who/whom**)
4. Next morning the villagers looked in amazement at the tiger tied to the tree. They passed the potter’s house. (**who**)
5. Mrs. Slater was greedy. She was plump. (**who**)
6. He is a good boy. The teachers like him. (**whom**)
7. The horse was ready in the stable. It would carry the potter into battle. (**which**)
8. A refrigerator is a gadget. It keeps food cool. (**that**)
9. The bee is an insect. It makes honey. (**that**)
10. She is a poor woman. Her son was killed in a riot . (**whose**)

# **COMBINE THE FOLLOWING SENTENCES USING PRESENT PARTICIPLE/PERFECT PARTICIPLE / PAST PARTICIPLE - PRACTICE**

**THIRD LANGUAGE- ENGLISH**

**CLASS X - 2020-21**



ONLINE TEST

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FOR PARTICIPIAL CLAUSES SCAN THE QR

**Combine the following sentences using ‘present participle/perfect participle/past participle’.**

## **PRACTICE TEST - 1**

1. The thief threatened the inmates with a knife. He robbed them. (**present participle**)
2. The bus was crowded. I could not get a seat. (**present participle**)
3. I am very ill. I can't attend the meeting. (**present participle**)
4. The boy was punished severely by his father. He cried bitterly. (**past participle**)
5. Bayaji selected a site. He began to build a new house. (**present participle**)
6. The youngman had lost lots of blood. He became unconscious. (**perfect participle**)
7. We rode along the road, We saw many beautiful buildings. (**present participle**)
8. She is unemployed. She hasn't got much money. (**present participle**)

## **PRACTICE TEST - 2**

1. Akbar listened to both the parties, He solved the case. (**present participle**)
2. The frog paid no heed to others, He jumped into the well. (**present participle**)
3. Amulya sensed danger. She ran to a safe place. (**present participle**)
4. The king disguised himself as a farmer, He found the truth. (**present participle**)
5. We played silly games. It was a great fun. (**present participle**)
6. White brothers had saved a little money. They bought a machine. (**perfect participle**)
7. Abel was tired. He sat down to rest. (**present participle**)
8. Abul kalam is a teacher. He should guide the students towards the right path. (**present participle**)

## **PRACTICE TEST - 3**

1. Don't drink wine. It is a bad habit. (**present participle**)
2. Nick looked at the situation. He realized its intensity. (**present participle**)
3. The people travelled by bus. They met with an accident. (**present participle**)
4. Prakash had moved to Arles in the south of France. He worked frantically. (**present participle**)
5. Sudha waited at the bus-stop. It is a tedious affair. (**present participle**)
6. Socrates discovered a problem yesterday. It has been solved. (**past participle**)
7. Animals eat plants. They are called herbivores. (**present participle**)
8. People live in the slum. They are poor. (**present participle**)  
(63) PSR

# CHANGE THE FOLLOWING SENTENCES INTO PASSIVE VOICE - PRACTICE

THIRD LANGUAGE- ENGLISH

CLASS X - 2020-21



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FOR VOICE RELATED TOPICS SCAN THE QR

Change the following sentences into passive voice.

## PRACTICE TEST-1

1. His mum invented a special plastic device.
2. Nick read a newspaper article about a disabled person.
3. Nick won the Australian Young Citizen of the year award for his bravery and perseverance.
4. A New York Times editorial on December 10, 1903, questioned the wisdom of the Wright Brothers.
5. My parents sent me to a mainstream school.
6. A young man asked Socrates the secret of success.
7. A small fire cannot give much heat
8. Socrates told the young man to meet near the river the next morning.
9. He shared his wealth with others.
10. His father was reading a newspaper.

## PRACTICE TEST-2

- |  |  |
|--|--|
| 1. Mrs. Slater is laying the table.          | 6. I will make tea.                            |
| 2. Your father sent them a telegram.         | 7. Thick black clouds covered the evening sky. |
| 3. She is wearing an outfit of new mourning. | 8. They saw the beautiful brown horse.         |
| 4. Mrs. Slater put the kettle on the fire.   | 9. We will think about it after tea.           |
| 5. They have stolen your clock and bureau.   | 10. We may decide the matter later.            |

## PRACTICE TEST-3

- |   |   |
|---|---|
| 1. My parents had arranged my marriage. | 6. He arranged the belt on his forehead.          |
| 2. I realized it.                       | 7. My father was carrying my luggage on his back. |
| 3. A porter had carried my trunk.       | 8. I noticed this for the first time.             |
| 4. I gave him the can of wine.          | 9. I was taking a pair of hunting boots.          |
| 5. He drank all of it at one go.        | 10. I checked my wallet                           |

## PRACTICE TEST -5

1. Wangari Maathai started the Green Belt Movement.
2. We educated them both on civics and the environment.
3. They will protect the forests.
4. We gave them plastic bags to be able to put the seedlings.
5. People were asking for clean drinking water.
6. Government protects them.
7. We have not shared our resources equitably.
8. They destroy all the local biological diversity.

## PRACTICE TEST -6

- |   |  |
|---|--|
| 1. My grandmother would tell bedtime stories. | 6. His wife watched us.  |
| 2. I used to collect seeds.                   | 7. She took me inside her kitchen.   |
| 3. My science teacher invited me to lunch.    | 8. He served me with his own hands.  |
| 4. The new teacher could not stomach that.    | 9. He observed my hesitation.  |
| 5. I cleaned the floor after the meal.        | 10. An unprecedented optimism filled the whole country.<br><small>(66) PSR</small> |

# **REPORT THE FOLLOWING EXCHANGES- PRACTICE**

**THIRD LANGUAGE- ENGLISH**

**CLASS X - 2020-21**



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FOR REPORTED SPEECH SCAN THE QR

## **UNIT - 1 PERSONALITY DEVELOPMENT**

**A. ATTITUDE IS ALTITUDE      C. I WILL DO IT**

**B. EVERY SUCCESS STORY IS ALSO A STORY OF GREAT FAILURES**

**Change the following exchange into reported speech.**

1. Interviewer : Who taught you how to surf ?  
Nick : She taught me how to surf.
2. Murthy's father : Why do you look so happy ?  
Murthy : I have passed the exam.
3. Ravi : Where are you coming from here?  
Suma : I am coming from my home.
4. Manager : When did you finish the work?  
Clerk : I finished the work yesterday.

## **UNIT - 2 WIT AND HUMOUR**

**A. THE DEAR DEPARTED - I      B. THE DEAR DEPARTED - II**

**C. THE BRAVE POTTER**

**Change the following exchange into indirect speech/reported speech.**

1. Victoria : Grandpa's getting up.  
Mrs. Jordan : The child's crazy.
2. Mrs. Slater to Victoria : Don't talk so silly.  
Victoria to Mrs. Slater : He is getting up. I saw him.
3. Victoria to Henry : Are you planning to pinch it ?  
Henry to Victoria : No, my child. Grandpa gave it to your mother before he died.
4. Mrs. Jordan to Abel : Are you quite well ?  
Abel : I'm right enough but for a bit of a headache.

## **UNIT - 3 HUMAN RELATIONS**

**A. THE JOURNEY      B. ONCE UPON A TIME      C. WHAT IS MY NAME ?**

**Change the following exchange into reported speech.**

1. Narrator to the father : Who will carry the trunk ?  
Narrator's father : I will carry the trunk tomorrow.

# **COMBINATION OF SENTENCES USING “SUCH..THAT, AS, SINCE, BECAUSE, IN SPITE OF, BESIDES, ALTHOUGH, WHEN, IF” PRACTICE THIRD LANGUAGE- ENGLISH CLASS X - 2020-21**



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FOR ADVERB CLAUSES SCAN THE QR

## **PRACTICE TEST - 1**

**Combining the following sentences using ‘such..... that, as, since, because, in spite of’, although**

1. Kalam met a great personality. He changed his attitude towards success. (such.... that)
2. Edison invented the bulb. We are enjoying the electric lighting system (because)
3. He was generous. He was cruel. (in spite of)
4. My brother got a wonderful job. He did very hard work for it. (as)
5. We watched a tremendous museum. We wanted to live there. (such.... that)
6. He is poor. He is honest. (although)
7. Rahul dreamt for the next match. He did not go to sleep. (since)

## **PRACTICE TEST - 2**

**Combining the following sentences using ‘such..... that/ as / because / in spite of the fact that/ although/so..that/ however’.**

1. The knot was fastened in a way. It was impossible to undo. (such.... that)
2. There were freezing temperatures. They trekked for hours. (in spite of)
3. It's an interesting city. We're going to visit it again. (such.... that)
4. We booked a holiday. We had very little money. (although)
5. The tour guide was informative. We didn't need to read our guidebook. (so ... that)
6. He didn't like water. He booked a cruise. (**In spite of the fact that**)
7. Preachers preach many good things. Many of them do not practice what they preach. (**however**)

## **PRACTICE TEST - 3**

**Combining the following sentences using ‘such..... that’, because, as, in spite of, since’**

1. He got poor marks in the exams. He did not study well. (because)
2. I woke up late. I missed my school bus. (as)
3. Nick plays football and golf, swims and surfs. He has no limbs. (in spite of)
4. They did not have those things. The environment was degraded. (since)
5. The Britishers started to clear the indigenous forests. They wanted to establish commercial plantations. (because)
6. The environment was degraded. People did not have clean drinking water, food, firewood etc. (since)
7. I wanted to know about him thoroughly beforehand. I met him after nine years. (as)

## **PRACTICE TEST - 4**

**Combining the following sentences using ‘such..... that’/as/since/because/in spite of/so-that ?**

1. Raju is poor. He is honest. (in spite of)
2. This book is quite interesting. I am going to read it once again. (so - that)
3. Sravani wanted to watch a movie. She booked a ticket online. (as)
4. The author finally decided to go to his place of work. Marriage had increased his responsibilities. (because)
5. Lavanya has been ill. She wanted to apply for leave. (since)
6. There was nobody in the village to carry the author’s luggage. Everybody was busy in the fields. (because)

## **PRACTICE TEST - 5**

**Combining the following sentences using ‘such..... that’, as, because, in spite of, since’**

1. It was an amazing sight. We will never forget it. (such ... that)
2. We were very poor. We could not buy food. (because)
3. It was a nice programme. We watched it all the night. (such ... that)
4. Swathi is a very creative girl. They all admire her. (such ... that)
5. The door was opened. The thief entered the house (Since)
6. He worked hard. He failed in the exam. (71) PSR (In spite of )

# COMBINING THE SENTENCES USING THOUGH/ALTHOUGH - PRACTICE

THIRD LANGUAGE- ENGLISH

CLASS X - 2020-21



ONLINE TEST

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FOR USAGE OF THOUGH/ALTHOUGH SCAN THE QR

Combine the following sentences using 'though/although'.

## PRACTICE TEST - 1

1. My uncle is very rich. He is not proud of his wealth. (**though**)
2. There is no library facility. We have a big school. (**though**)
3. My grandfather is sixty years old. He works very hard. (**though**)
4. Dhoni has great wealth. He is not happy. (**although**)
5. Bayaji is very strong. He is not courageous. (**though**)
6. He may deceive me. I trust him. (**though**)
7. The poorman was very weak. He did a lot of work. (**though**)
8. You worked hard. You failed in the Exam. (**although**)

## PRACTICE TEST - 2

1. She requested her father to send her to a picnic. He refused to do so. (**though**)
2. It rained. We enjoyed our camping holiday. (**though**)
3. We booked a holiday. We had very little money. (**though**)
4. Nick was suffering from severe headache. He came to the office. (**although**)
5. He has got a prize. He is not satisfied. (**though**)
6. He is rich. He is not contented. (**although**)
7. The Potter is very poor. He is honest. (**although**)
8. Hari worked hard. He could not succeed. (**though**)

## PRACTICE TEST - 3

1. I will do my best. It is a very difficult task. (**though**)
2. He worked hard. He was tired. (**though**)
3. I must go out. It is snowing heavily. (**though**)
4. Nick tried his best. He failed in his examination. (**though**)
5. She completed her MBBS with the highest percentage of marks. She could not become a successful doctor. (**though**)
6. Kalam was poor. He completed his Ph.D. (**though**)
7. Rohith did not study well. He passed his exam. (**although**)
8. Sindhu woke up early. She missed her school bus. (**though**)

## PRACTICE TEST - 4

1. I am honest. I am poor. (**though**)
2. The heavens fall. Justice must be done. (**although**)
3. The troops had marched all the day. They fought bravely all night. (**though**)
4. My sister forbade this. You have done it. (**though**)
5. He went out this morning. He did not go into the town. (**although**)
6. Rekha is over seventy. She is vigorous and well. (**though**)
7. There was the risk of being bullied. His parents insisted on his attending mainstream school. (**though**)
8. It was raining. We continued our journey. (**though**)

## PRACTICE TEST - 5

1. My grandfather is very old. He can read without glasses. (**though**)
2. The king is very rich. But he is sad situation. (**although**)
3. The Policemen ran fast. They could not catch the thief. (**though**)
4. They gave him the best medical care. They could not save his life. (**though**)
5. He left home early. He arrived late. (**though**)
6. She had the required qualifications, she did not get the job. (**though**)
7. The Ambanis are rich. They lead simple lives. (**though**)
8. We have a big school. There are no facilities<sup>(73)</sup>. (**though**)

# USING EITHER...OR / NEITHER...NOR PRACTICE

THIRD LANGUAGE- ENGLISH

CLASS X - 2020-21



ONLINE TEST

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FOR USAGE OF EITHER..OR/NEITHER..NOR SCAN THE QR

## COMBINE SENTENCES USING 'EITHER..OR/NEITHER..NOR' PRACTICE TEST - 1

Combine the following sentences using 'either .... or' / 'neither .... nor'

- |  |                    |
|--|--------------------|
| 1. Don't be a borrower. Don't be a lender.                 | (neither .... nor) |
| 2. She can't read English. She can't write English.        | (neither .... nor) |
| 3. He should pay the fine. He should go to jail.           | (either .... or)   |
| 4. Shyam is not mad. He is not foolish.                    | (neither .... nor) |
| 5. Naveen seems to be rich. Or he pretends to be rich.     | (either .... or)   |
| 6. Sheela does not spend money. She does not invest money. | (neither .... nor) |
| 7. He is a fool. He is a mad man to accept this task.      | (either .... or)   |
| 8. He is not honest. He is not punctual.                   | (neither .... nor) |

## PRACTICE TEST - 2

Combine the following sentences using 'neither .... nor / either ... or'

- |  |                    |
|--|--------------------|
| 1. He may attend the function. His wife may attend the function.     | (either .... or)   |
| 2. He must have done this. His brother must have done this.          | (either .... or)   |
| 3. Jainulabdeen had no formal education and no wealth.               | (neither .... nor) |
| 4. No cow endlessly chewed. No horse endlessly chewed.               | (neither .... nor) |
| 5. He did not have enough money. He did not have a house of his own. | (neither .... nor) |
| 6. Prasad does not like football. Krishna doesn't like it too.       | (neither .... nor) |
| 7. The potter had not carried a sword. He had not ridden a horse.    | (neither .... nor) |
| 8. He has no other option. He has to fight. He has to run away.      | (either .... or)   |

## PRACTICE TEST - 3

Combine the following sentences using 'neither .... nor', either ... or

- |   |                   |
|---|-------------------|
| 1. Sumanth has no car and no bike.  | (neither ... nor) |
| 2. There is no water. There is no fodder.                                 | (neither ... nor) |
| 3. Plant trees. or Stop felling them.                                     | (either ... or)   |
| 4. Keep quiet. or go out.   | (either ... or)   |
| 5. Suma will come or she will send a letter.                              | (either ... or)   |
| 6. I will recover it or die in the attempt.                               | (either ... or)   |
| 7. Do the work well. or Get it done.                                      | (either ... or)   |
| 8. The king must attend the ceremony. The queen must attend the ceremony. | (either ... or)   |

## PRACTICE TEST - 4

Combine the following sentences using 'neither .... nor', either ... or

- |   |                   |
|---|-------------------|
| 1. He likes tennis. He likes badminton.                               | (either ... or)   |
| 2. He must tell the truth. He must receive the punishment.            | (either ... or)   |
| 3. He has no gold. He has no silver.                                  | (neither ... nor) |
| 4. Jack has made a mistake. His wife has made a mistake.              | (either ... or)   |
| 5. Maathai did not admit it. She did not deny it.                     | (neither ... nor) |
| 6. Make your purchase. Get out of my shop.                            | (either ... or)   |
| 7. Theresa does not love her. She does not hate her.                  | (neither ... nor) |
| 8. You should go there at once. Your brother should go there at once. | (either ... or)   |

## PRACTICE TEST - 5

Combine the following sentences using 'either - or'/'neither .... nor'

- |  |                   |
|--|-------------------|
| 1. She cooks dinner. He cooks dinner.                            | (either ... or)   |
| 2. Tony did not pass the test - Tom did not pass the test.       | (neither ... nor) |
| 3. Maheswari cannot speak English. She cannot write English.     | (neither ... nor) |
| 4. We can go to the movie. We can stay at home to watch T.V.     | (either ... or)   |
| 5. Rani goes to office. Her sister goes to office.               | (either ... or)   |
| 6. Gandhi did not lose his honesty. He did not lose his courage. | (neither ... nor) |
| 7. Maathai can have tea. She can have coffee                     | (either ... or)   |

# USAGE OF SO THAT, SO-THERE - PRACTICE

## THIRD LANGUAGE- ENGLISH

## CLASS X - 2020-21



ONLINE TEST

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SCAN THE QR FOR RELATED VIDEOS

### Rewrite the following sentences using so that, so-that **PRACTICE TEST - 1**

1. He is too young to understand the consequences of his action.
2. It is too late for us to start a new lesson.
3. The case is too urgent to be postponed.
4. Narendra is too short to be a good basket ball player.
5. We stopped talking to hear the music.
6. Both of them worked very hard. They could pass the entrance exam.
7. He walked on tiptoe. He did not want anybody to hear him..

### **PRACTICE TEST - 2**

1. The milk was very good. We couldn't stop drinking it.
2. Raju is too proud to admit his mistake.
3. The bag is too heavy for me to lift.
4. My sister is too possessive to lend her books.
5. Socrates was too young to travel alone.
6. Kalam was too late to catch the train.
7. This news is too good to be true.

### **PRACTICE TEST - 3**

1. I went with them to guide them around the city.
2. We are taping your speaking test. You can listen to it later.
3. You'd better take lots of water when you go hiking. You don't get dehydrated.
4. The patient had to ask the doctor to increase the dose of her pain killer. She wanted to get good relief.
5. Jill was very poor. She couldn't educate her daughter.
6. Murthy was very busy. He couldn't look at his home affairs.
7. You need to plan your trip to the USA carefully. You don't spend all your money too quickly.

### **PRACTICE TEST - 4**

1. He is very ill. The doctors can not expect him to survive.
2. She is very short. She can't touch the ceiling.
3. The king is very proud. He will not ask for help.
4. I lifted my son. He could see it.
5. William played cleverly. John couldn't beat him.
6. The necklace was very expensive. I couldn't buy it.
7. The famine was very severe. Several people perished.

### **PRACTICE TEST - 5**

1. She is very poor. She can't educate her son.
2. Tea is too hot. It can't be drunk.
3. It was very big. He couldn't jump.
4. Ravi is very stout - He can't climb the tree.
5. Mahesh is very weak. He can't walk.
6. Father was very thirsty. He drank all the wine at one go.
7. It rained very heavily in Chennai. The whole city was drenched.
8. Nick and Kanae became close. They got married.

### **PRACTICE TEST - 6**

1. Kalam agreed to help Samsuddin. He could earn something.
2. I took up Bi.P.C group. I want to become a doctor.
3. It was very attractive. He stood looking at it.
4. The tour guide was informative. We did not need to read our guide book.
5. The box is very heavy. I can't lift it.
6. My brother worked hard. He passed the test. PSR
7. My grandfather is very weak. He can't run.

# **COMBINING THE FOLLOWING SENTENCES USING ‘IF’ CLAUSES PRACTICE**

**THIRD LANGUAGE- ENGLISH**

**CLASS X - 2020-21**



ONLINE TEST

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FOR RELATED VIDEOS SCAN THE QR

## **PRACTICE TEST-1**

**Combine the following sentences using ‘if’.**

1. Don’t tease the dog. It will bite you.
2. Look in the Kitchen. You will find a new pair.
3. I am not a millionaire. I can’t buy a Benz car.
4. I am not a bird. I cannot fly.
5. Let him come here. We shall settle the matter.
6. I don’t know your address. I can’t write to you.
7. You did not study well. You did not get good marks.
8. He helped me. I continued my studies.

## **PRACTICE TEST-2**

**Combine the following sentences using ‘if’.**

1. Father did not agree. I didn’t buy him a pair of new shoes.
2. Victoria gets a doubt. She thinks that they are trying to pinch the bureau.
3. Father did not wear shoes. Father’s feet developed cracks.
4. The whole world would laugh at me. So, I don’t carry the luggage.
5. I am not fortunate. Otherwise, I could soon be among them.

## **PRACTICE TEST-3**

**Combine the following sentences using ‘if’.**

1. It may rain. We shall stay at home.
2. You may have tears. Prepare to shed them now.
3. She works hard. She will get first class.
4. They played well. They won the gold medal.
5. We did not take a car. We couldn’t catch the aeroplane.
6. Play chess. Your mind power will improve.
7. Sania likes it. She will buy it.
8. Socrates has not discovered the project. (79) He will not be selected for the Nobel Prize.

# USAGE OF PREPOSITIONS - PRACTICE

## THIRD LANGUAGE- ENGLISH

CLASS X - 2020-21



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FOR RELATED VIDEOS SCAN THE QR

### UNIT - 1 PERSONALITY DEVELOPMENT

- A. ATTITUDE IS ALTITUDE**
- B. EVERY SUCCESS STORY IS ALSO A STORY OF GREAT FAILURES**
- C. I WILL DO IT**

**Fill in the blanks with suitable prepositions given in the bracket.**

1. (a) The students should do the project work ..... (in accordance with / in spite of / Instead of) the instructions given by the teacher.  
(b) Kanae was attracted ..... (by / to / with) Nick's message.
2. (a) I finished my project work several days ..... (ahead of / in spite of / in case of) the deadline.  
(b) I read a newspaper article ..... (on / about / in) a disabled person.
3. (a) Nick plays football, golf, swims and surfs ..... (in place of / in spite of / in sense of) having no limbs.  
(b) They were blessed ..... (with / of / by) a baby boy.
4. (a) Rajesh went to office ..... (along with / in order to / in the event of) his close friend.  
(b) Finally, Nick and Miyahara fell ..... (with / in / at) love.
5. (a) Madhu got a good job ..... (instead of / by means of / in case of) his own abilities.  
(b) Lincoln did not depend ..... (in / on / at) luck.
6. (a) She does office work ..... (away from / apart from / a heal from) her household chores.  
(b) Balu is famous ..... (for / of / to) singing.
7. (a) I filled in the forms ..... (in addition to / according to / on account of) the instructions given.  
(b) You are capable ..... (off / of / for) making your own arrangements.
8. (a) There is a hotel ..... (between / in front of / among) the theatre.  
(b) Venkat is good ..... (at / in / on) mathematics.
9. (a) The work was completed much ..... (along with / ahead of / on account of) of the deadline.  
(b) One is responsible ..... (from / for / by) one's own mistakes.
10. (a) Saketh went to Hyderabad ..... (apart from / along with / meanwhile) his mother.  
(b) Vidya is proud ..... (of / off / for) her husband.

### **UNIT - 2 WIT AND HUMOUR**

- A. THE DEAR DEPARTED - I**
- B. THE DEAR DEPARTED - II**
- C. THE BRAVE POTTER**

**Fill in the blanks with suitable prepositions given in the bracket.**

1. (a) Sravani goes to school ..... (along with / ahead of / away of) Sudha daily.  
(b) They're coming to talk ..... (over / to / from) poor grandpa's affairs.
2. (a) The physical director of our school selected me ..... (in place of / in spite of / in case of) my friend Ganesh for tomorrow's match.  
(b) He is trying to adapt himself ..... (with / to / by) the regrettable occasion.
3. (a) I finished my project work several days ..... (ahead of / inspite of / in front of) the deadline.  
(b) Mrs. Jordan sails ..... (to / into / with) the room.

(82) PSR

# SUITABLE VERB FORMS - PRACTICE

## THIRD LANGUAGE- ENGLISH

## CLASS X - 2020-21



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ONLINE TEST

FOR RELATED VIDEOS SCAN THE QR

### UNIT - 1 PERSONALITY DEVELOPMENT

#### A. ATTITUDE IS ALTITUDE

#### C. I WILL DO IT

#### B. EVERY SUCCESS STORY IS ALSO A STORY OF GREAT FAILURES

Fill in the blanks with suitable forms of verbs given in brackets.

- 1 (a) I ..... (do) my homework. I am free now.
- (b) Nick ..... (begin) travelling the world in 2008.
- (c) When I ..... (go) to the railway station, the train ..... (leave) already the station.
- 2 (a) Nick wanted to ..... (kill) himself.
- (b) Bethany was ..... (bite) by a shark.
- (c) Once when I ..... (be) in a car at traffic lights, a girl ..... (look) at me interestingly.
- 3 (a) I ..... (buy) a scooter next week.
- (b) There ..... (be) a great value in disaster.
- (c) Before he ..... (become) the president of the United States, Lincoln ..... (fail) many times.

### UNIT - 2 WIT AND HUMOUR

#### A. THE DEAR DEPARTED-I B. THE DEAR DEPARTED-II C. THE BRAVE POTTER

Fill in the blanks with suitable forms of verbs given in brackets.

1. (a) It ..... (rain) since early morning.
- (b) I ..... (lose) my pencil yesterday.
- (c) I ..... (see) that the road we ..... (come) by looked like a giant motionless rope.
2. (a) The sun ..... (rise) in the east.
- (b) Have you ..... (finish) your work?
- (c) After I ..... (finish) my homework, I ..... (go) to bed.
- 3.(a) I ..... (know) her for nearly four years.
- (b) If I ..... (be) the Prime Minister, I would provide free education at all levels.
- (c) She ..... (go) to school when she ..... (see) a snake.
- 4.(a) It's time Srikar ..... (go) to bed.
- (b) I ..... (live) in Guntur since 2018.
- (c) They ..... (leave) the place before the earthquake ..... (occur).
- 5.(a) After I ..... (brush) my teeth, I took my breakfast.
- (b) Uma ..... (learn) it now.
- (c) Grandpa ..... (give) it to your mother before he ..... (die)
- 6.(a) He ..... (write) three books and he is working on another one.
- (b) Ravi ..... (drink) milk every day.
- (c) When I ..... (arrive) at the cinema, the film ..... (start) already.
- 7.(a) After she ..... (cook) food, I took my breakfast.
- (b) We ..... (buy) a scooter tomorrow.
- (c) Have you ..... (see) the film? No, <sup>(85)</sup> PSR ..... (see) it.

# ARTICLES - PRACTICE

## THIRD LANGUAGE- ENGLISH

## CLASS X - 2020-21



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FOR RELATED VIDEOS SCAN THE QR

### PRACTICE TEST - 1

**Fill in the blanks with suitable articles. (Mark the omission of the article with 'X' mark)**

1. Arunima Sinha is ..... first Indian amputee to climb ..... Everest.
2. I told him ..... thousand times not to repeat ..... mistake.
3. ..... police have been informed about ..... accident.
4. ..... flute and tabla make ..... wonderful combination.
5. ..... Maldives are in ..... Arabian Sea.
6. ..... Govt. of A.P. has successfully implementing ..... welfare schemes.
7. They held ..... meeting in ..... central library.
8. Akbar is ..... greatest emperor among ..... Mughals.
9. One day, they will find medicine for ..... AIDS. It will be ..... great achievement for mankind.
10. It is very difficult to see ..... sun and ..... moon at a time.

### PRACTICE TEST - 2

**Fill in the blanks with suitable articles. (Mark the omission of the article with 'X' mark)**

1. ..... Vedas are ..... oldest books of Hinduism
2. Raman is ..... unpaid Secretary. But he receives ..... honorarium of rupees five hundred a month.
3. She presented me ..... letter pad and ..... pen.
4. ..... Subrahmanya Iyer invited me to ..... dinner.
5. It is ..... fallacy to think leprosy as ..... incurable disease.
6. ..... Mahabharata is ..... great epic.
7. I want to study ..... physics at ..... University abroad.
8. She will have ..... breakfast in ..... morning.
9. It was ..... wonderful scene, ..... huge fish jumped through a ring of fire.
10. ..... elephant is ..... huge animal.

### PRACTICE TEST - 3

**Fill in the blanks with suitable articles. (Mark the omission of the article with 'X' mark)**

1. He is ..... MLA and his brother is ..... philosopher.
2. ..... idea can change our life, but it should be ..... good one.
3. Better to have ..... icebox when you go on ..... long journey.
4. ..... intelligent girl comes to ..... school regularly.
5. ..... smallpox is ..... dangerous disease.
6. ..... old man is ..... aged man.
7. ..... iron is ..... useful metal.
8. Tendulkar is ..... former Cricketer. He is ..... M.P. now.
9. To earn money for ..... family he started working as a delivery boy as ..... family was poor.
10. P.V. Sindhu is ..... expert in Badminton Who won ..... gold medal.

# IT'S TIME + PAST TENSE- PRACTICE

## THIRD LANGUAGE- ENGLISH

### CLASS X - 2020-21



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FOR RELATED VIDEOS SCAN THE QR

#### PRACTICE TEST - 1

**Giving advice and making suggestions. Express your idea using “It’s time .....**

1. Your friend is at the playground. Your friend usually leaves the playground at 4 pm. But, it is 5pm now. Suggest your friend to go home using ‘It’s high time.’
2. Bhavani usually wakes up at 6 a.m. daily. It is 6.15 a.m. now. Bhavani has not woken up yet. You feel it is already late. Express your idea using ‘It’s high time’.
3. You and your friend have spent more time than you spend daily in the playground. You feel it is late and better to go home. What would you say to your friend? Use It’s time’.
4. You to your friend : ‘you have not thought seriously about what you want to do in your life.’ How would you express this idea using ‘It’s high time’.
5. Your friend promised you to make a phone call at 7 a.m. But you haven’t received any phone call from him yet. Now it is 7.30 a.m. How would you express this idea using ‘It’s about time’?

#### PRACTICE TEST - 2

**Write the sentence with Advice/Suggestion. Express your idea using ‘It’s time ...’**

1. You usually have your dinner by 7 p.m. but it is 8 p.m. Your mother has not dinner yet. What would you say using ‘It’s time...’
2. The train is at 8 a.m. you are already late. How do you express to the taxi driver to drive fast to catch the train using ‘It’s time....’
3. Your brother has an interview tomorrow. He will have to get up early in the morning. It is already 11 p.m. He has not gone to bed. What would you say to him using ‘It’s time.....’

#### PRACTICE TEST - 3

**Giving suggestions using ‘It’s time’**

1. Your school starts at 9.30 a.m. you are still at home. What would you say using ‘It’s high time’.
2. Divya generally completes her homework by 8 p.m. and goes to bed by 9.30 p.m. but today it is already 10 p.m. She had not yet completed her homework. Now, express your idea by using ‘It’s time’.

#### PRACTICE TEST - 4

**Giving advice and making suggestions using ‘It’s time’.**

1. Raju goes to the office at 9.30 a.m. but it is already 10 a.m. he has not got ready for office today. You think Raju is late for office today. Express the same idea using ‘It’s time’.
2. Your friend promised to meet you at 9 a.m. but you have not seen him. Now, It is 9.30 a.m. How do you express your idea using ‘It’s time’.

## IT'S TIME PAST TENSE PRACTICE- ANSWERS

**PRACTICE TEST: 1 ANSWERS:**

1. It’s high time you went home.
2. It’s high time Bhavani woke up.
3. It’s time we went home.
4. It’s high time you thought seriously about what you want to do in your life.
5. It’s about time I received a phone call from my friend./It’s about time my friend made me a phone call.

**PRACTICE TEST: 2 ANSWERS:**

1. It’s time you had dinner.
2. It’s time you caught the train.
3. It’s time you got up early in the morning.

**PRACTICE TEST: 3 ANSWERS:**

1. It’s high time you started to school.
2. It’s time Divya completed her homework.

**PRACTICE TEST: 4 ANSWERS:**

1. It’s time Raju went to the office.
2. It’s time your friend met you.

(90) PSR

# **ADVICE / SUGGESTIONS - PRACTICE**

## **THIRD LANGUAGE- ENGLISH**

**CLASS X - 2020-21**



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FOR RELATED VIDEOS SCAN THE QR

### **LANGUAGE FUNCTIONAL ENGLISH**

### **PRACTICE TEST 1**

#### **Giving Advice and making suggestion.**

1. Your friend has been wasting time on video games. Advise him not to do so.
2. Your friend is wasting the time on watching T.V. too much. Advise him to extend the time to study hard.
3. Your brother is not studying properly. Advise him to study properly.
4. Your friend is writing a novel. Advise him to read different kinds of novels and know their values.
5. Your brother entered into a business. Advise him to know the lifestyle of businessmen.

### **PRACTICE TEST 2**

#### **Giving advice or suggestion.**

1. Your friend does not wash his/her hands before taking his/her lunch. You think it is not a good habit. Advise him/her to wash hands before taking lunch.
2. Your friend is seriously ill. Advise him to take rest.
3. "Your neighbour borrowed your dictionary." Suggest him to return it as early as possible.
4. Your mother always grinds the floor manually. Suggest your mother to buy an electric grinder for grinding the flour.

### **PRACTICE TEST 3**

#### **Write the sentence with advice/suggestion.**

1. Your friend has started seeing late-night movies. You think he is neglecting his studies advise him not to do it.
2. Your friend has started smoking. Advise him not to do it.

### **PRACTICE TEST 4**

#### **Giving advice/suggestion using models.**

1. Your mother is not turning the gas cylinder off after cooking. Advise her to turn off the gas cylinder after cooking.
2. Your grandfather has been coughing all the night. Advise him to take some cough syrup.
3. Your sister is not taking proper diet. Advise her to follow a proper diet.

# USING ‘ENOUGH’/‘NOT ENOUGH’ PRACTICE

## THIRD LANGUAGE-ENGLISH

CLASS X - 2020-21

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FOR RELATED VIDEOS SCAN THE QR

**COMPLETE THE FOLLOWING SENTENCES USING ‘ENOUGH’/‘NOT ENOUGH’  
AND ONE OF THE WORDS GIVEN IN THE LIST BELOW**

**fast strong time sweet money old warm beds hard water**

1. Harish wants to be a great wrestler but he is \_\_\_\_\_.
2. I want to sit and watch T.V. but I just don't have \_\_\_\_\_.
3. He tried to win the race but he came third as he was not \_\_\_\_\_.
4. This bath is freezing. The water is \_\_\_\_\_.
5. We had to sleep on the floor as there were \_\_\_\_\_.
6. There is \_\_\_\_\_ to make a cup of tea! What is wrong with the pipes?
7. If Sujatha does not have \_\_\_\_\_, I can lend her.
8. Vasavi is not \_\_\_\_\_ to become a member of this club. She must be at least 18 years of age to join.
9. Is this coffee \_\_\_\_\_ for you? Would you like some more sugar?
10. Do you think he has studied \_\_\_\_\_ to pass the entrance exam?

### Answers

1. not strong enough
2. enough time
3. fast enough
4. not warm enough
5. not enough beds
6. not enough water
7. enough money
8. old enough
9. sweet enough
10. hard enough

# POLITE REQUESTS - PRACTICE

## THIRD LANGUAGE - ENGLISH

## CLASS X - 2020-21



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ONLINE TEST

FOR RELATED VIDEOS SCAN THE QR

**Change the following into a polite request.**

### PRACTICE TEST: 1

- |                               |  |
|-------------------------------|--|
| 1. You to your uncle          | : Give me your camera                        |
| 2. You to a passer by         | : Which bus goes to Vijayawada?              |
| 3. You to your aunty          | : Explain this lesson to me.                 |
| 4. You to your grandfather    | : Give me a hundred rupees.                  |
| 5. You to cashier in the bank | : This note is torn, give me a different one |

### PRACTICE TEST: 2

- |                                      |  |
|--------------------------------------|--|
| 1. You to your neighbour             | : Give me your mobile. I want to make a call to my father. |
| 2. You to a stranger in a packed bus | : Move a bit.  |
| 3. You to Clerk in the Bank          | : Tell me how to fill the DD form.                         |
| 4. A boy to a stranger on the road   | : Show me the way to the hospital.                         |
| 5. A student to a teacher            | : Allow me to come in.                                     |
| 6. A student to a teacher            | : Clarify my doubts in grammar.                            |
| 7. You to your friend                | : Drop me at the post office                               |
| 8. Student to the teacher            | : Correct my notebook                                      |
| 9. Passenger to the boy              | : Which is the way to the airport?                         |
| 10. Blind man to a stranger          | : Help me cross the road                                   |

### PRACTICE TEST: 3

- |                           |   |
|---------------------------|---|
| 1. Woman to shop keeper   | : I want one kilo of sugar.                         |
| 2. Student to the teacher | : Give me your pen.                                 |
| 3. Radha to a neighbour   | : I have to go out. Look after my baby for an hour. |
| 4. You to a co-passenger  | : Shut the window                                   |
| 5. You to shopkeeper      | : Change this leaking pen at once.                  |

### PRACTICE TEST: 4

- |                                      |  |
|--------------------------------------|--|
| 1. You to a stranger                 | : Tell me your name                                  |
| 2. You to a stranger in a packed bus | : Move a bit   |
| 3. A student to the invigilator      | : Give me an additional sheet.                       |
| 4. A boy to an officer               | : Appoint me as a supervisor of the volunteer group. |
| 5. A man to a passer-by              | : Which bus goes to Polavaram?                       |

### PRACTICE TEST: 5

- |                           |                                       |
|---------------------------|---------------------------------------|
| 1. You to a friend        | : Show me your album.                 |
| 2. You to your teacher    | : I want to leave the classroom.      |
| 3. You to the Post Master | : What is the pin code of Amaravathi? |
| 4. You to your neighbour  | : Lend me a sum of fifty rupees.      |
| 5. You to the clerk       | : Allow me to pay the fee next week.  |

# FUNCTIONAL ENGLISH - PRACTICE

## THIRD LANGUAGE - ENGLISH

## CLASS X - 2020-21



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ONLINE TEST

FOR RELATED VIDEOS SCAN THE QR

### PRACTICE TEST 1

**What do the following sentences mean?**

**Choose the correct answer and write it in your answer book.**

1. What do the following sentences mean?

(i) He can sing for eight hours at a stretch.

- |                    |                     |
|--------------------|---------------------|
| [A] Prediction [ ] | [B] Ability [ ]     |
| [C] Futurity [ ]   | [D] Possibility [ ] |

(ii) Could you lend me your book?

- |                  |                    |
|------------------|--------------------|
| [A] Question [ ] | [B] Suggestion [ ] |
| [C] Order [ ]    | [D] Request [ ]    |

2. What do the following sentences mean?

(i) Hello is it 9885098850

- |                             |                           |
|-----------------------------|---------------------------|
| [A] Seeking advice [ ]      | [B] Making suggestion [ ] |
| [C] Seeking information [ ] | [D] Making a request [ ]  |

(ii) Shall I carry the luggage for you?

- |                            |                          |
|----------------------------|--------------------------|
| [A] Asking a question [ ]  | [B] Making a request [ ] |
| [C] Seeking permission [ ] | [D] Offering help [ ]    |

3. What do the following sentences mean?

(i) It may rain in a few minutes.

- |                                |                            |
|--------------------------------|----------------------------|
| [A] Making a request [ ]       | [B] Expressing purpose [ ] |
| [C] Expressing possibility [ ] | [D] Seeking permission [ ] |

(ii) What a nice dress !

- |                        |                     |
|------------------------|---------------------|
| [A] Congratulating [ ] | [B] Complaining [ ] |
| [C] Complimenting [ ]  | [D] Thanking [ ]    |

4. What do the following sentences mean?

(i) Could you please give me some water?

- |                                |                            |
|--------------------------------|----------------------------|
| [A] Making a request [ ]       | [B] Expressing purpose [ ] |
| [C] Expressing possibility [ ] | [D] Seeking permission [ ] |

(ii) It's so kind of you.

- |                        |                     |
|------------------------|---------------------|
| [A] Congratulating [ ] | [B] Complaining [ ] |
| [C] Complimenting [ ]  | [D] Thanking [ ]    |

5. What do the following sentences mean?

(i) May I use your car?

- |                                |                            |
|--------------------------------|----------------------------|
| [A] Making a request [ ]       | [B] Expressing purpose [ ] |
| [C] Expressing possibility [ ] | [D] Seeking permission [ ] |

(ii) I am greatly beholden to you.

- |                        |                     |
|------------------------|---------------------|
| [A] Congratulating [ ] | [B] Complaining [ ] |
| [C] Complimenting [ ]  | [D] Thanking [ ]    |

(96)

# **CONVERSATION / DESCRIPTION PRACTICE**

## **THIRD LANGUAGE - ENGLISH**

**CLASS X - 2020-21**

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FOR RELATED VIDEOS SCAN THE QR

### **UNIT - 1 PERSONALITY DEVELOPMENT**

#### **A. ATTITUDE IS ALTITUDE**

#### **B. EVERY SUCCESS STORY IS ALSO A STORY OF GREAT FAILURES**

#### **C. I WILL DO IT**

- I. (a) You have read the lesson ‘I will Do It’. When IIT entrance results came, Murthy met his father.

Now, Write a possible conversation between Murthy and his father in this context.

[OR]

- (b) You have read the lesson ‘Every Success Story, Is Also a Story of Great Failures’.

Now, write a paragraph describing the qualities of great people, who achieved success after great failures, taking references in the above context.

- II. (a) In the lesson ‘I will Do it’ you have read about Mr. Narayana Murthy who is the icon of the Industry. Now think that you are a news reporter and got an opportunity to interview him.

Now, write an Imaginary Interview between the news reporter and Mr. Murthy.

[OR]

- (b) ‘Failures are the stepping stones to success.’

Now, write a description in support of this statement extracting the references from your lesson “Every Success Story Is Also a Story of Great Failures”.

### **UNIT - 2 WIT AND HUMOUR**

#### **A. THE DEAR DEPARTED - I**

#### **B. THE DEAR DEPARTED - II**

#### **C. THE BRAVE POTTER**

- I. (a) Conversation: Abel told his daughters that he was going to marry. His daughters were shocked.

Now write a possible conversation between Abel and his daughters.

(OR)

- (b) You have read the play ‘The Dear Departed’. Write the essence of the play in the form of a story. Your story should include the following.

#### **Description**

Adapt the story to your culture.

Change the names of the characters.

Change the description of costumes.

Change the things stolen by the daughters.

Change the names of villages/towns the daughters lived in.

### **UNIT - 3 HUMAN RELATIONS**

#### **A. THE JOURNEY**

#### **B. ONCE UPON A TIME**

#### **C. WHAT IS MY NAME ?**

##### **I.(a) Conversation**

In the lesson, “The Journey” suppose the author asked his father strongly not to carry the trunk, but the father refused.

Write a possible conversation between the author and his father.

# **DIARY ENTRY / SCRIPT FOR SPEECH-PRACTICE**

## **THIRD LANGUAGE - ENGLISH**

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FOR RELATED VIDEOS SCAN THE QR

### **UNIT - 1 PERSONALITY DEVELOPMENT**

**A. ATTITUDE IS ALTITUDE**

**B. EVERY SUCCESS STORY IS ALSO A STORY OF GREAT FAILURES**

**C. I WILL DO IT**

- I.(a)** You have read the story of Nick Vujicic who was born with no arms and legs.  
**Now imagine yourself as Nick's mother and write a diary entry on the day when she gave birth.**

**(OR)**

- (b) Script for Speech**

In the lesson 'Every Success Story Is also a Story of Great Failures' you have read about the qualities of great people who achieved success in spite of great failures.

Now, write the script for a speech on the youth festival day in your school taking the references from your lesson.

### **UNIT - 2 WIT AND HUMOUR**

**A. THE DEAR DEPARTED - I**

**B. THE DEAR DEPARTED - II**

**C. THE BRAVE POTTER**

- I.(a)** You have read the story 'The Brave Potter'. The people of the village thanked the potter and praised him as a brave man on seeing the tiger tied to the tree in front of his house. Now, write a diary entry of the potter describing his thoughts.

**(OR)**

- (b) Script for Speech**

In the lesson 'Dear Departed' you read that the two daughters had neglected their father and quarrelling for his property. You have to give a speech on the occasion of Father's Day. Prepare a script for your speech using the following hints.

Fathers - protect - earn - guide - children. Keep children - good discipline - give - courage to face the challenges of life - educate - encourage - support - children - take care of the family - inherit social - financial position - values - traditions - win the bread for the family - looks after grandparents and grandchildren a teacher - friend - inspirer.

### **UNIT - 3 HUMAN RELATIONS**

**A. THE JOURNEY**

**B. ONCE UPON A TIME**

**C. WHAT IS MY NAME ?**

- I.(a)** After spending a leisurely Sunday at home, the very thought of returning to work on Monday is tiring. Lethargy creeps in if the holiday continues over an extended period. That is how I felt when I was preparing to return to my place of work after spending six months at home. The fact that I was to leave behind my newly-wed wife and go to a far-off place did not help either. Obviously, I did not want to go.

**Write a diary entry for the writer. Imagine that he works in Darjeeling and his wife's name is Chitra.**

# **“WH” QUESTIONS PRACTICE**

## **THIRD LANGUAGE - ENGLISH**

## **CLASS X - 2020-21**

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FOR RELATED VIDEOS SCAN THE QR

### **UNIT - 1 PERSONALITY DEVELOPMENT**

#### **C. I WILL DO IT**

**Read the following passage carefully focusing on the underlined parts.**

- I. He could grasp theories of science faster than (A) the speed of light. He came from a poor but educated family. His father was a high-school teacher (B) and an avid reader of English literature. He, like all the boys in his class, was trying to get admission into some engineering college. The brighter ones wanted to study in the Indian Institutes of Technology, (C) or the IITs. There was an entrance test for IIT. The D-Day came (D) He came to Bangalore to appear for the IIT entrance test (E).

**Now, frame ‘WH’ questions to get the underlined parts in the passage as answers.**

- II. The day came. His classmates were leaving for Madras (now Chennai). They were taking a train from Mysore to Madras. They have shared good years (A) in school and college together. He went to the station to say goodbye and good luck to them for their future life.

At the station, his friends were already there. They were excited and talking loudly (B) The noise was like the chirping of birds. They were all excited and discussing their new hotels, new courses etc. He was not a part of it. So, he stood there silently. One of them noticed and said, “you should have made it”.

He did not reply. He only wished all of them. They waved at him (C) as the train slowly left the platform.

He stood there even after he could no longer see the train or the waving hands. It was June of 1962 in Mysore city (D) Monsoon had set in and it was getting dark. It had started to drizzle. Yet he stood there motionless. (E)

**Now, frame ‘WH’ questions to get the underlined parts in the passage as answers.**

### **UNIT - 2 WIT AND HUMOUR**

#### **C. THE BRAVE POTTER**

**Read the following passage carefully focusing on the underlined parts.**

- I. On the afternoon of that day, (A) a potter had arrived home after a hard day’s work. He was tired and thirsty. (B) He had asked his wife for some palm-wine. The more he drank, the better he felt. When he had drunk all the wine he no longer felt tired. When the storm began the potter suddenly remembered that he had left his donkey tied under a tree (C). He rushed out of his hut to (D)take the animal into the stable (E). You can imagine his anger when he discovered that the donkey was not there anymore - the only thing left was its chain !

**Now, frame ‘WH’ questions to get the underlined parts in the passage as answers.**

- II. The next day (A) he went with his wife to the capital. The King (B) was pleased to see him and ordered the potter to lead the army into the battle the next day. The enemy was not far from the gates of the city (C). A splendid house had been prepared for the potter and his wife. The horse would carry him (D) into battle.

# INTERPRETATION OF NON-VERBAL INFORMATION - PRACTICE

THIRD LANGUAGE - ENGLISH

CLASS X - 2020-21

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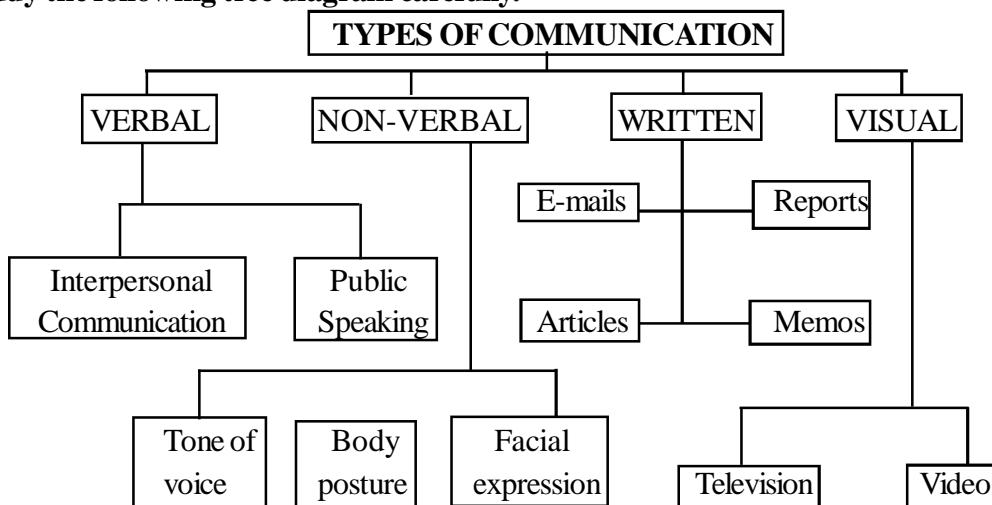


FOR RELATED VIDEOS SCAN THE QR

## PRACTICE TEST: 1

Study the data arranged in a tabular form, a pie chart, a bar chart or a tree diagram with five Comprehension questions.

\*Study the following tree diagram carefully.

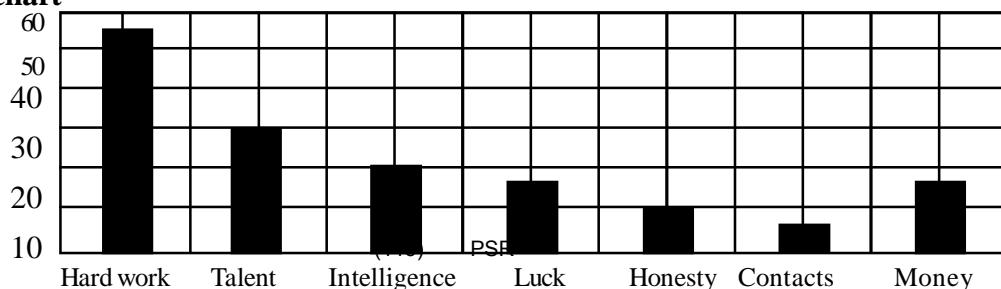


Now, answer the following questions.

1. What is the tree diagram about?
2. How many types of written communication are there?
3. Body posture is a type of
  - (A) Verbal Communication
  - (B) Non-verbal Communication
  - (C) Visual Communication
4. Non-Verbal Communication is of
  - (A) Two types
  - (B) Three types
  - (C) Four types
5. Which is the correct statement among the following sentences?
  - (A) Video is a Verbal type of Communication
  - (B) Facial expressions are Non-verbal type of communication.
  - (C) Reports are Visual type of Communication.

**PRACTICE TEST: 2** Study the following bar chart shows the significant factors which help a person to achieve success.

\*Study the bar chart



# UNSEEN COMPREHENSION PASSAGES

## PRACTICE

THIRD LANGUAGE- ENGLISH

CLASS X - 2020-21

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FOR RELATED VIDEOS SCAN THE QR

### PRACTICE TEST: 1

#### I. Read the following passage carefully.

Kalpana Chawla was born in a small town in the state of Haryana. She had a great passion for space travel. Fired by the intense passion for space travel, she chose Aeronautical Engineering and ignored the advice of her college principal to opt for the more lucrative engineering branches, like mechanical or electrical engineering. She braved all the challenges ahead and achieved her dream of space travel as a mission specialist and prime robotic arm operator on the Space Shuttle Mission, STS-87. This 'Mission' lasted for 15 days, 16 hours and 34 minutes. On the completion of her first Mission, Kalpana Chawla travelled 65 lakh miles in 252 orbits of the earth and logged 376 hours and 34 minutes. Unseen comprehension passages

The Success of Kalpana Chawla demonstrates that nothing can stop us from achieving success if the passion and the vision align and integrate with each other. Hence, while deciding on a vision, students must ensure that it is aligned with their passion and core competence.

**Now, answer the following questions.**

1. What was Kalpana's dream?
2. What should students learn from the success of Kalpana Chawla?
3. Kalpana Chawla chose .....  
(A) Mechanical Engineering (B) Aeronautical Engineering (C) Civil Engineering
4. Kalpana Chawla was born in .....  
(A) Himachal Pradesh (B) Haryana (C) Andhra Pradesh
5. Identify the correct statement from the following.  
(A) She followed the advice of her college principal.  
(B) Her mission lasted for 15 years, 16 months and 34 days.  
(C) She is a great inspiration to the students.

### PRACTICE TEST: 2

#### II. Read the following passage carefully.

Many people believe that animals possess a sixth sense and know when the earth is going to shake. Some experts believe that animals' more acute hearing helps them hear or feel the earth's vibration. They can sense an approaching disaster long before human beings realise what's going on.

We cannot be sure whether animals have a sixth sense or not. But the fact is that the giant waves that rolled through the Indian Ocean killed more than 1,50,000 people in a dozen countries but not many animals have been reported dead.

Along India's Cuddalore coast, where thousands of people perished when hit by tsunami on 26th December 2004 buffaloes, goats and dogs were found unharmed.

A Sri Lankan gentleman who lives on the coast near Galle said, his two dogs would have gone for their daily run on the beach. That day they refused to go and most probably that saved his life.

**Now, answer the following questions.**

1. When did the Tsunami hit India's Cuddalore coast?
2. According to the passage, who saved the Sri Lankan gentleman?
3. How do animals come to know when the earth is going to shake according to the experts?  
(A) By their sixth sense  
(B) They can't feel earth's vibrations.  
(C) They possess innate abilities

# **UNSEEN COMPREHENSION PASSAGES (JUMBLED SENTENCES) - PRACTICE**

## **THIRD LANGUAGE- ENGLISH CLASS X - 2020-21**

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FOR RELATED VIDEOS SCAN THE QR

## **UNSEEN COMPREHENSION PASSAGES PRACTICE TEST - 1**

**Read the following passage carefully.**

Once a footwear company sent two sales executives to an island to carry out a market research for promoting its footwear. The first one immediately reported back. "No one is wearing footwear on the island. There is no market for footwear here and I am returning by next flight." The second sales executive under the same situation felt very happy. That there was no one wearing shoes, he saw immense opportunity to make them use his foot-wear.

He wrote back : "Nobody is wearing shoes on this island. So send all the shoes, all models and all sizes. There is plenty of market here". In due course, he established a number of shoe production units for his company and went on to become its Vice-president. The first sales executive is still working as a marketing executive in the same company.

**Now, find the correct and meaningful order of the following jumbled sentences.**

- (1) The second sales executive thought it was the right place to improve his business.
- (2) Both the sales executives went to an island.
- (3) The first one was still working as a marketing executive.
- (4) The second one developed his company business on a large scale and became its Vice president.
- (5) The first one returned to his place after finding no market for his footwear there.

**Note : Copy the box in your answer booklet. Write the numbers to indicate sentences.**

**Ans :**

--	--	--	--	--

## **PRACTICE TEST - 2**

**Read the following passage carefully.**

One night, I managed to escape and reached the shore. There I saw people gathering peppers. I told them my tale and they took me to a nearby island. They introduced me to their king. I lived in the king's palace as the royal guest. One day, I went around the island. I observed that most people rode horses but none of them had saddles or stirrups. I thought of gifting the king with these. So I got some leather to make such sets. When I gifted these to the king and told him of their advantage, he was very happy and thankful. He said, "Sindbad, my friend, you've made riding such a pleasure."

When the courtiers saw the saddle, they as well as the subjects ordered for more to be made. I got busy making more such items and earned some money. Then one day, the king called me and said, "Sindbad, in return for all you've done, I give a lady of my house in marriage to you."

I was not at all keen to marry anyone but I agreed so as not to hurt the king's feelings. When the lady was introduced to me, I was speechless. She was indeed a very beautiful woman and had a very sweet smile, too. She was soft-spoken and humble. I married her, according to the rituals of the island and spent a happy life with her.

# SYNONYMS (TEXTUAL) PRACTICE

## THIRD LANGUAGE - ENGLISH

CLASS X - 2020-21



ONLINE TEST

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FOR RELATED VIDEOS SCAN THE QR

## UNIT - 1 PERSONALITY DEVELOPMENT

### A. ATTITUDE IS ALTITUDE

Read the paragraph and write the synonyms of the underlined words choosing from the words given in the box.

1. **taken, father, shocked, chose, particular, difficult**

His parents decided (a) not to send him to a special (b) school - a decision he said was very hard (c) for him, but which may have been the best decision they could have made (d) for him.

2. **difficulties, beliefs, courage, got, dominate, person**

“The challenges (a) in our lives are there to strengthen our convictions (b) They are not there to run us over, “said Nick. In 1990 he won (c) the Australian Young Citizen of the year award for his bravery (d) and perseverance.

3. **arms and legs, disabled, bold, toes, minor things, trunk**

Nick Vujicic was born with no arms or legs - but he doesn't let the details (a) stop him. The brave (b) 26 - yeard - old - who is mainly torso (c) - plays football and golf, swims, and surfs, despite having no limbs (d).

4. **kept, association, big, stick, tied, game**

Water sports aren't Nick's only thing - he also plays golf with a club (a) tucked (b) under his chin, and is a huge (c) fan of the English Premier League (d).

5. **clinic, diseased, stunned, emit, handicap, upset**

When Nick was born his father was so shocked (a) that he left the hospital (b) room to vomit (c). His distraught (d) mother couldn't bring herself to hold him until he was four months old.

6. **unkind, disease, happening, surprising, handicap, clarification**

His disability (a) came without any medical explanation (b) - a rare occurrence (c) called Phocomelia and Nick and his parents spent many years asking why this cruel (d) trick would happen to them.

## UNIT - 2 WIT AND HUMOUR

### A. THE DEAR DEPARTED - I

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

1. **strong, ready, impolite, fat, weak, lean**

When the curtain rises Mrs. Slater is seen laying the table. She is a vigorous (a), plump (b), red-faced, vulgar (c) woman prepared (d) to do any amount of straight-talking to get her own way.

# ANTONYMS (TEXTUAL) PRACTICE

## THIRD LANGUAGE - ENGLISH

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ONLINE TEST

FOR RELATED VIDEOS SCAN THE QR

### UNIT - 1 PERSONALITY DEVELOPMENT

#### A. ATTITUDE IS ALTITUDE

Read the paragraph and match the words under 'A' with their antonyms under 'B'. (Write your answers and their corresponding numbers in the answer book.)

1. Nick has a small (a) foot on his left (b) hip which helps him balance (c) and enables (d) him to kick.

<b>A</b>	<b>B</b>
(a) small	( ) 1. imbalance
(b) left	( ) 2. disables/disenables
(c) balance	( ) 3. big
(d) enables	( ) 4. right
	5. thin
	6. wrong

2. His parents decided not to send (a) him to special (b) school - a decision he said was very hard (c) for him, but which may have been the best (d) decision they could have made for him.

<b>A</b>	<b>B</b>
(a) send	( ) 1. worst
(b) special	( ) 2. enough
(c) hard	( ) 3. good
(d) best	( ) 4. receive
	5. normal/common
	6. easy

3. His disability (a) came without any medical explanation - a rare (b) occurrence called Phocomelia and Nick and his parents spent many years asking why this cruel (c) trick would happen to them. 'My mother was a nurse and she did everything right (d) during pregnancy but she still blamed herself,' he said

<b>A</b>	<b>B</b>
(a) disability	( ) 1. common
(b) rare	( ) 2. kind
(c) cruel	( ) 3. wrong
(d) right	( ) 4. ability
	5. leave
	6. dangerous

4. I looked at myself in the mirror and said 'You know what the world is right (a) that I have no arms or legs, but they'll never (b) take away the beauty (c) of my eyes.' I wanted to concentrate (d) on something good that I had.'

<b>A</b>	<b>B</b>
(a) right	( ) 1. ugliness
(b) never	( ) 2. distract
(c) beauty	( ) 3. wrong
(d) concentrate	( ) 4. deviate
	5. ever
	6. handsome <sup>(139)</sup> PSR

# RIGHT FORMS OF THE WORDS - PRACTICE

## THIRD LANGUAGE - ENGLISH

CLASS X - 2020-21



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ONLINE TEST

FOR RELATED VIDEOS SCAN THE QR

### UNIT - 1 PERSONALITY DEVELOPMENT

#### A. ATTITUDE IS ALTITUDE

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

1. His disability came without any ..... (a) (medicine/medical/medicinal) explanation a rare ..... (b) (occur/occurrence/occurring) called Phocomelia - and Nick and his parents spent many years asking why this ..... (c) (cruel / cruelly/cruelty) trick would happen to them. 'My mother was a nurse and she did everything right during ..... (d) (pregnant / pregnancy/pregnantly) but she still blamed herself,' he said.
2. Despite the risk of ..... (a) (bully/bullying/bullies), his parents insisted on ..... (attend/attending/attended) (b) mainstream school. 'It was the best ..... (c) (decide/decision/deciding) they could have made for me,' adds Nick, who later ..... (d) (achieve / achieved/achieving) a degree in Financial Planning and Real Estate.
3. I ..... (a) (realised / realisation/realising) why God had made us like this - to give ..... (b) (hope/hopeful/hoping) to others. It was so ..... (c) (inspiration / inspirational / inspirationally) to me that I decided to ..... (d) (use/useful/uses) my life to encourage other people and give them the courage that the article had given me.
4. "The challenges in our lives are there to ..... (a) (strength / strengthen/strong) our convictions. They are not there to run us over", said Nick. In 1990 Nick won the ..... (b) (Australians/Australia /Australian) Young Citizen of the year award for his ..... (c) (brave / bravery/bravely) and ..... (d) (persevere / perseverance/persevering).
5. He moved to Los Angeles two years ago and planned to ..... (a) (continue/continuation/continuous) to travel the world. In 2009, he visited South America and the Middle East. Kanae Miyahara, a ..... (b) (beauty/beautiful/beautifully) ..... (c) (youth / young/youthful) girl, whose mother was a Mexican and whose father was a Japanese, attended to a ..... (d) (meet/meeting/met) where Nick was the guest speaker in Texas.
6. Kanae was ..... (a) (attraction / attracted/attractive) to Nick's message. From that time they were in touch with each other to share their ideas on giving ..... (b) (hope / hopeful/hoping) to the ..... (c) (need / needy/needless) and they became ..... (d) (close/closely/closing) friends.
7. Nick put the ..... (a) (engage/engagement/engaged) ring on Kanae's finger with his mouth and then said the most ..... (b) (beautiful/ beauty/beautifully) words every girl wants to hear coming out from her man's mouth. 'Baby, I love you.' Nick and Kanae got ..... (c) (married / marriage/marry) and were blessed with a ..... (d) (healthy/health/ill health) boy with a full body.

# VOWEL CLUSTERS (TEXTUAL) PRACTICE

## THIRD LANGUAGE - ENGLISH

## CLASS X - 2020-21



TEACHER AND STUDENT PUBLICATIONS, SATTENAPALLI,  
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ALL SUBJECTS (EM & TM), ONLINE & OFFLINE PRINTED BOOKS  
WITH QR TECHNOLOGY 9885678410, 9440220410



ONLINE TEST

FOR RELATED VIDEOS SCAN THE QR

### UNIT - 1 PERSONALITY DEVELOPMENT

#### A. ATTITUDE IS ALTITUDE

Complete the following spellings with 'ee' 'ea', 'ia', 'ei', 'ou', 'ae', 'ie', 'ue' 'au' 'iu', 'oo', 'io'

1. 'I was d \_\_\_\_ ply depressed when I was \_\_\_\_ ght years old,' he said.
2. 'I could brush my own t\_\_\_\_ th with a wall m\_\_\_\_ nted brush.
3. He is a huge fan of the English Prem\_\_\_\_ r Leag\_\_\_\_.
4. His parents decided not to send him to a spec\_\_\_\_ l sch\_\_\_\_ l.
5. His distr\_\_\_\_ ght mother c\_\_\_\_ ldn't bring herself to hold him.
6. My dad put me the water at 18 months and gave the c\_\_\_\_ rage to l\_\_\_\_ rn how to swim.
7. Nick's father was an acc\_\_\_\_ ntant and he t\_\_\_\_ ght Nick how to type.
8. His parents insisted on his attending mainstr\_\_\_\_ m sch\_\_\_\_ l.
9. Nick managed to pull through to become an internat\_\_\_\_ onal symbol of tr\_\_\_\_ mph over adversity.
10. With the help of his relig\_\_\_\_ n, he managed to pull thr\_\_\_\_ gh.

### UNIT - 2 WIT AND HUMOUR

#### A. THE DEAR DEPARTED - I

Complete the following spellings with 'ee' 'ea', 'ia', 'ei', 'ou', 'ae', 'ie', 'ue', 'au', 'iu', 'io', 'ai', 'oo', 'oa', 'ue', 'eu', 'ua'.

1. When the curt \_\_\_\_ n rises, Mrs. Slater is s \_\_\_\_ n laying the table.
2. She is a vigor \_\_\_\_ s st \_\_\_\_ t woman.
3. She prepared to do any am\_\_\_\_ nt of str \_\_\_\_ ght talking to do her own way.
4. Victoria is a precoc \_\_\_\_ us girl, dressed in col \_\_\_\_ rs.
5. They are coming to talk over p \_\_\_\_ r grandpa's aff \_\_\_\_ rs.
6. Henry Slater is a st \_\_\_\_ ping, h \_\_\_\_ vy man with a drooping moustache.
7. He is w \_\_\_\_ ring a black tailc \_\_\_\_ t.
8. He has grey tr \_\_\_\_ sers, a black t\_\_\_\_ and a bowler hat.
9. I've been thinking about that bur \_\_\_\_ u of my father's that's in his r \_\_\_\_ m.
10. She will drive a hard barg \_\_\_\_ n over it. She w \_\_\_\_ ld make a fuss.
11. She puts the clock on the mantelp \_\_\_\_ ce in the r\_\_\_\_ m.
12. Henry and Mrs. Slater stagger in with a pretty old-fash\_\_\_\_ ned bur\_\_\_\_ u.
13. She is w \_\_\_\_ ring an out fit of new m\_\_\_\_ rning.
14. He was always th \_\_\_\_ ghtful in that way. He was meticul\_\_\_\_ s.
15. He was too hon \_\_\_\_ able to have 'gone' without paying his prem \_\_\_\_ m.
16. He was lying there for all the world as if he was asl \_\_\_\_ p, so I put the tray down on the bur \_\_\_\_ u.
17. One thing we may as well decide now is the ann \_\_\_\_ ncement in the papers which is an obit\_\_\_\_ ry.
18. There's no jewellery or val \_\_\_\_ bles of that sort. Except that gold watch which w \_\_\_\_ ld be given to our Jimmy.
19. We'll see if he's locked the rec \_\_\_\_ pt up in the bure\_\_\_\_ .
20. I should think it was overd \_\_\_\_ . It was not p\_\_\_\_ d.

### UNIT - 3 HUMAN RELATIONS

#### A. THE JOURNEY

Complete the following of the words with 'ea', 'ai', 'ia', 'oa', 'ou', 'ae', 'ie', 'ue', 'au', 'io', 'iu', 'ei'.

1. After spending a l\_\_\_\_ surely Sunday at home, the very thought of returning to work on Monday is tiring. Lethargy creeps in if the holiday contin \_\_\_\_ s over an extended period.
2. Obv \_\_\_\_ usly I did not want to go.  
Ours is a hilly terr \_\_\_\_ n, without any motorable roads.
3. I had come home this time round for a spec\_\_\_\_ l purpose: to get married.  
My parents had arranged my marriage according to the customs of our tribal soc \_\_\_\_ ty.

# SUFFIXES PRACTICE

## THIRD LANGUAGE - ENGLISH

## CLASS X - 2020-21



ONLINE TEST

TEACHER AND STUDENT PUBLICATIONS, SATTENAPALLI,  
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FOR RELATED VIDEOS SCAN THE QR

### UNIT - 1 PERSONALITY DEVELOPMENT

#### A. ATTITUDE IS ALTITUDE

#### B. EVERY SUCCESS STORY IS ALSO A STORY OF GREAT FAILURES

#### C. I WILL DO IT

Complete the words with correct suffixes given in brackets.

1. (a) Kanae was attract ..... (ed/id) to Nick's.  
(b) mess ..... (ege/age).
2. (a) His disability came without any medical expalana. .... (tion/sion).  
(b) It was very hard but it gave me independ. .... (ance/ence).
3. (a) There was so much that was imposs. .... (able/ible) for me.  
(b) Luckily the attempt was unsucces. .... (ful/full).
4. (a) Nick became an international symbol of triumph over adver. .... (sity/city).  
(b) Nick won the Australian Young Citizen of the year award for his brav. .... (ery/ary) and perseverance.
5. (a) It was the best deci. .... (tion/sion) they could have made for me.  
(b) His mother invented a spe. .... (tial/cial) plastic device.
6. (a) His attempt was unsucces. .... (full/ful)  
(b) My dad gave me the cour. .... (age/ege) to learn how to swim.
7. (a) Challenges in our life strengthen our convic. .... (tions/sions)  
(b) Nick's life is a mess .... (age/ege) to many.
8. (a) Nick's life is very inspiration. .... (al/el) to us.  
(b) Their engage. .... (ment/mant) happened in August 2011.

### UNIT - 2 WIT AND HUMOUR

#### A. THE DEAR DEPARTED - I      B. THE DEAR DEPARTED - II

#### C. THE BRAVE POTTER

Complete the words with correct suffixes given in brackets.

1. (a) Henry Slater, a stooping, heavy man with a drooping moust ..... (ache/ashe) enters.  
(b) Victoria appears, dressed according to her mother's instruc ..... (tions/sions).
2. (a) She puts it on the mantelp ..... (iece/eice).  
(b) The latter is a stout, compla ..... (cent/sent) woman with an irritating air of being always right.
3. (a) He is rather a jolly little man, but at present trying to adapt himself to the regrett ..... (able/ble) occasion.  
(b) He went out soon after breakfast to pay this insur ..... (ance/ence).
4. (a) He was always thought ..... (ful/full) in that way.  
(b) He was too honour ..... (able/ble) to have 'gone' without paying his premium.
5. (a) There's no jewel ..... (lary/lery) or valuables of that sort.  
(b) Ben scolded Abel that he is a drunk ..... (an/en) old beggar.
6. (a) A slight chuckling is heard from upst ..... (airs/ares).  
(b) He is rather a jolly little man, but at present trying to adapt himself to the occa ..... (sion/tion).

# WRONGLY SPELT WORDS (TEXTUAL) PRACTICE

THIRD LANGUAGE- ENGLISH

CLASS X - 2020-21



ONLINE TEST

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FOR RELATED VIDEOS SCAN THE QR

## UNIT - 1 PERSONALITY DEVELOPMENT (A. ATTITUDE IS ALTITUDE)

Find the wrongly spelt word and write correct spelling.

- |                    |            |           |              |
|--------------------|------------|-----------|--------------|
| 1. (a) advercity   | programmer | encourage | perseverance |
| (b) realy          | history    | beautiful | guest        |
| 2. (a) desision    | occurrence | pregnancy | independent  |
| (b) computer       | strenth    | fantastic | mobility     |
| 3. (a) purpose     | triumph    | advercity | magazine     |
| (b) engage         | marrage    | message   | encourage    |
| 4. (a) skate board | stretch    | scrach    | special      |
| (b) youngagement   | pregnancy  | courage   | imagine      |
| 5. (a) device      | triumph    | adversity | programmar   |
| (b) fantastic      | absalutely | magazine  | despite.     |

## UNIT - 2 WIT AND HUMOUR (A. THE DEAR DEPARTED-I)

Find the wrongly spelt word and write correct spelling.

- |                  |           |            |            |
|------------------|-----------|------------|------------|
| 1. (a) curtain   | certain   | bargain    | kittchen   |
| (b) vigorous     | malicious | precotious | upstairs   |
| 2. (a) upstairs  | affairs   | trousers   | straive    |
| (b) premium      | telegram  | handsome   | quarelsome |
| 3. (a) stooping  | drooping  | planing    | mourning   |
| (b) furniture    | stagger   | vulgar     | beggar     |
| 4. (a) delicate  | tailcoat  | straight   | brakefast  |
| (b) valuebles    | slippers  | drawers    | ornaments  |
| 5. (a) swindling | checkling | morning    | breaking   |
| (b) twinkle      | quarrel   | kettle     | little     |
| 6. (a) jewellery | obiously  | briskly    | solemnly   |
| (b) crasy        | money     | pretty     | heavy      |
| 7. (a) purpose   | insurance | moustashe  | business   |
| (b) overdue      | length    | recipt     | fortnight  |

## UNIT - 3 HUMAN RELATIONS (A. THE JOURNEY)

Find the wrongly spelt word and write the correct spelling.

- |                |          |                       |            |
|----------------|----------|-----------------------|------------|
| 1. (a) society | portor   | problem               | officer    |
| (b) except     | caught   | arranged              | certainty  |
| 2. (a) village | marriege | luggage               | language   |
| (b) tiffin     | terrain  | narrow <sup>W55</sup> | PSR worrey |

# DICTIONARY ENTRY - PRACTICE

THIRD LANGUAGE - ENGLISH

CLASS X - 2020-21

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FOR RELATED VIDEOS SCAN THE QR

## PRACTICE TEST - 1

In this topic: Questions are focussed on

- (i) Meaning or different shades of meaning
- (ii) Parts of speech
- (iii) Synonyms
- (iv) Antonyms
- (v) Phrasal verb
- (vi) Collocations given under the entry
- (vii) Verb conjugation (Irregular verbs)
- (viii) Idiomatic expression

I. Read the following dictionary entry of the word “detour” given below.

**de-tour** /'di:tʊə(r); NAmE -tʊr/ noun, verb

■ **noun** 1 a longer route that you take in order to avoid a problem or to visit a place: *We had to make a detour around the flooded fields.* ◇ *It's well worth making a detour to see the village.* 2 (NAmE) (BrE **di-version**) a road or route that is used when the usual one is closed

■ **verb** [I, T] (NAmE) –(sb/sth) (to ...) to take a longer route in order to avoid a problem or to visit a place; to make sb/sth take a longer route: *The President detoured to Chicago for a special meeting.*

Now, answer the following questions using the information given above.

- (a) What is the phonetic script of the word “detour” as mentioned in the above entry?
- (b) What is the Part of speech of the word “detour”?

II. Read the following dictionary entry of the word “adversity” given below.

**ad-ver-sity** /əd'versəti; NAmE -'vɜ:rs-/ noun [U, C] (pl. **-ies**)  
(formal) a difficult or unpleasant situation: *courage in the face of adversity* ◇ *He overcame many personal adversities.*

Now, answer the following questions using the information given above.

- (a) What is the phonetic script of the word “adversity”?
- (b) What is the Part of speech of the word “adversity”?

# CORRECT HEADINGS (CLASSIFICATION OF WORDS) PRACTICE

THIRD LANGUAGE- ENGLISH

CLASS X - 2020-21

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FOR RELATED VIDEOS SCAN THE QR

## PRACTICE TEST - 1

Arrange the following words under the correct heading.

1. haughty, stingy, exuberant, malicious, idealistic, mean, meticulous, logical  
**Positive Qualities**                                   **Negative Qualities**
2. trusting, confident, lazy, quarrelsome, arrogant, optimistic, self-centred, generous  
**Positive Qualities**                                   **Negative Qualities**
3. ding-dong, boo-boo, chop-chop, tip-top, chit-chat, chuk-chuk, tata, see-saw  
**Duplicative Words**                                   **Alliterative Words**
4. ta ta, bow-wow, easy-peasy, ha ha, hanky-panky, hurly-burly, bang-bang, chuk-chuk  
**Duplicative Words**                                   **Rhyming Words**
5. chuk-chuk, dilly-dally, chit-chat, boo-boo, ha-ha, ping-pong, mish-mash, night-night  
**Duplicative Words**                                   **Alliterative Words**
6. bang-bang, easy-peasy, bow-wow, hush-hush, boo-boo, okey-dokey, hodge-podge, ta-ta  
**Duplicatives Words**                                   **Rhyming Words**
7. intrepid, negative, pessimistic, optimistic, nervous, generous, confident, cowardly  
**Positive Qualities**                                   **Negative Qualities**

## PRACTICE TEST - 2

Arrange the following words under the correct heading.

1. clock, bureau, upstairs, kitchen, chest, kettle, bathroom, hall  
**Places**   **Things**
2. sofa, gold, diamonds, bureau, dressing table, watch, documents, armchair  
**Furniture**   **Valuables**
3. crisis, syllabus, thesis, fungus, datum, phenomenon, diagnosis, species  
**Latin words**   **Greek Words**
4. errata, data, media, basis, axis, phenomena, diagnoses, crises  
**Greek Words**   **Latin words**

## PRACTICE TEST - 3

Arrange the following words under the correct heading.

1. dilly-dally, bang-bang, chuk-chuk, ding-dong, aye-aye, zig-zag, chop-chop, chit-chat  
**Alliterative words**   **Duplicative**
2. easy-peasy, night-night, itsy-bitsy, boo-boo, hush-hush, ha-ha, nitty-gritty, teeny-weeny  
**Rhyming words**   **Duplicative**
3. hip-hop, bow-wow, hodge-podge, pitter-patter, hurly-burly, tip-top, helter-skelter, see-saw  
**Alliterative words**   **Rhyming words**
4. village, trunk, hill, luggage, terrain, field, chest, wallet  
**Places**   **Things**
5. can, pebble, porter, officer, mug, villager, stranger, shoes  
**People**   **Things**

# LANGUAGE EXPRESSIONS IN OWN SENTENCES -PRACTICE

THIRD LANGUAGE - ENGLISH

CLASS X - 2020-21

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FOR RELATED VIDEOS SCAN THE QR

**Note:- According to new academic calendar 2020-21 UNIT -4 (A,B,C) completely deleted by SCERT. The topics which are in this unit like phrasal verbs, binomial and foreign expressions are just given for reference, if they were given in examinations.**

## PRACTICE TEST - 1

Use the following expressions in sentences of your own.

- |                          |                   |
|--------------------------|-------------------|
| 1. (A) Phrasal verb      | : set in          |
| (B) Idiomatic expression | : blessed with    |
| (C) Binomial expression  | : part and parcel |
| (D) Foreign expression   | : status quo      |
| 2. (A) Phrasal verb      | : look after      |
| (B) Idiomatic expression | : driving force   |
| (C) Binomial expression  | : pick and choose |
| (D) Foreign expression   | : alma mater      |
| 3. (A) Phrasal verb      | : keep on         |
| (B) Idiomatic expression | : turn blue       |
| (C) Binomial expression  | : odds and ends   |
| (D) Foreign expression   | : ex-officio      |

## PRACTICE TEST - 2

- |                          |                        |
|--------------------------|------------------------|
| 1. (A) Phrasal verb      | : wear out             |
| (B) Idiomatic expression | : get one's own way    |
| (C) Binomial expression  | : rough and ready      |
| (D) Foreign expression   | : en masse             |
| 2. (A) Phrasal verb      | : put up with          |
| (B) Idiomatic expression | : drive a hard bargain |
| (C) Binomial expression  | : thick and thin       |
| (D) Foreign expression   | : in absentia          |
| 3. (A) Phrasal verb      | : take off             |
| (B) Idiomatic expression | : at length            |
| (C) Binomial expression  | : give and take        |
| (D) Foreign expression   | : ex-officio           |
| 4. (A) Phrasal verb      | : bear up              |
| (B) Idiomatic expression | : set foot (in)        |
| (C) Binomial expression  | : heart and soul       |
| (D) Foreign expression   | : lingua franca        |
| 5. (A) Phrasal verb      | : get off              |
| (B) Idiomatic expression | : for ages             |
| (C) Binomial expression  | : leaps and bounds     |
| (D) Foreign expression   | : magnum opus          |

PSR

# ONE WORD SUBSTITUTES (MATCHING)

## PRACTICE

THIRD LANGUAGE - ENGLISH

CLASS X - 2020-21

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FOR RELATED VIDEOS SCAN THE QR

### PRACTICE TEST - 1

#### ONE -WORD SUBSTITUTES.

Match the following one-word substitutes in Part - A with their meanings in Part - B.

- |    |                 |          |     |  |  |                 |
|----|-----------------|----------|-----|--|--|-----------------|
| 1. | <b>Part - A</b> |          |     |  |  | <b>Part - B</b> |
| 1. | biography       | (      ) | (A) | a meeting place  |  |                 |
| 2. | documentary     | (      ) | (B) | that which can not be imitated   |  |                 |
| 3. | rendezvous      | (      ) | (C) | a handwritten document   |  |                 |
| 4. | manuscript      | (      ) | (D) | a film that gives facts about something  |  |                 |
|    |                 | (      ) | (E) | a life history written by somebody else  |  |                 |
|    |                 | (      ) | (F) | a short stay between two places in one's journey                                       |  |                 |
| 2. | <b>Part - A</b> |          |     |  |  | <b>Part - B</b> |
| 1. | spendthrift     | (      ) | (A) | one who brings out new books   |  |                 |
| 2. | centenarian     | (      ) | (B) | a person who is above 100 years.   |  |                 |
| 3. | manuscript      | (      ) | (C) | one who hates women  |  |                 |
| 4. | publisher       | (      ) | (D) | a life history written by three persons  |  |                 |
|    |                 | (      ) | (E) | a handwritten document   |  |                 |
|    |                 | (      ) | (F) | one who spends too much  |  |                 |
| 3. | <b>Part - A</b> |          |     |  |  | <b>Part - B</b> |
| 1. | manuscript      | (      ) | (A) | one who can do anything for money  |  |                 |
| 2. | publisher       | (      ) | (B) | a life history written by somebody else  |  |                 |
| 3. | autobiography   | (      ) | (C) | a life history written by oneself  |  |                 |
| 4. | biography       | (      ) | (D) | one who cannot be corrected  |  |                 |
|    |                 | (      ) | (E) | a person who brings out books  |  |                 |
|    |                 | (      ) | (F) | a handwritten document.  |  |                 |
| 4. | <b>Part - A</b> |          |     |  |  | <b>Part - B</b> |
| 1. | theist          | (      ) | (A) | one who spends his time and money for others.  |  |                 |
| 2. | fatalist        | (      ) | (B) | one who abstains from taking alcohol   |  |                 |
| 3. | misogynist      | (      ) | (C) | one who believes in God  |  |                 |
| 4. | teetotaller     | (      ) | (D) | one who hates women  |  |                 |
|    |                 | (      ) | (E) | one who believes in fate   |  |                 |
|    |                 | (      ) | (F) | one who is the first to study and develop a particular area of knowledge, culture etc. |  |                 |
| 5. | <b>Part - A</b> |          |     |  |  | <b>Part - B</b> |
| 1. | omnipresent     | (      ) | (A) | one who knows many languages   |  |                 |
| 2. | centenarian     | (      ) | (B) | one who possesses many talents   |  |                 |
| 3. | spendthrift     | (      ) | (C) | one who hates women  |  |                 |
| 4. | linguist        | (      ) | (D) | one who is present everywhere  |  |                 |
|    |                 | (      ) | (E) | one who is above a hundred years   |  |                 |
|    |                 | (      ) | (F) | one who spends too much  |  |                 |

# **LETTER WRITING / NEWS REPORT PRACTICE**

## **THIRD LANGUAGE - ENGLISH**

## **CLASS X - 2020-21**

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FOR RELATED VIDEOS SCAN THE QR

### **PRACTICE TEST - 1**

#### **LETTER WRITING OR NEWS REPORT.**

- (a) Write a letter to your cousin, advising him to read English newspapers. Tell him/her why newspapers are important, how they bring news and improve one's writing skills in English.  
**(OR)**
- (b) **Write a report on your school Annual Day Celebrations. Include the following details in your report :**  
Time and date  
Venue  
Welcoming guests  
The headmaster's presentation of the annual report  
Chief guest and his message  
Guests of honour and their message  
Special invitees  
students' role

### **PRACTICE TEST - 2**

#### **LETTER WRITING OR NEWS REPORT.**

- (a) Wanted competent sales boys and girls - aged between 18-21 - good looking - should know Telugu and English - good at communication, etc. - Apply to the Personnel Manager - Ashok Garments - Bander Road, Vijayawada- 520001 - within ten days of this advertisement - asking about working hours and salary.

**(OR)**

- (b) Write a news report about the abandonment of elderly people and suggest the measures to curb it.  
**Use the clues :** 95 years old woman was abandoned by children - six children - no one to look after her well - Help Age India an NGO saved - According to Help Age India 50% of the elderly are abused.

### **PRACTICE TEST - 3**

#### **The following advertisement appeared in "The Hindu" :**

- (a) Vacancy for young men of good education - smart appearance - sales representative - apply to Reddy's Lab Ltd., 17, Bander Road, Vijayawada.  
Write a letter to the manager of the company asking about the salary and other details and expressing your interest to apply for the job.

**(OR)**

- (b) A massive tree plantation programme - organised in Municipal Boys High School, Tenali. The C.M. aimed at planting 2 crore plants. With his call all organisations, institutions etc. conducted the programme. The M.L.A., the R.D.O., the Dy.E.O, the Headmaster, teachers and students participated in the programme. Now write a news report.

# BIOGRAPHICAL SKETCH / HINT-STORY PRACTICE

THIRD LANGUAGE - ENGLISH

CLASS X - 2020-21

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WITH QR TECHNOLOGY 9885678410, 9440220410



FOR RELATED VIDEOS SCAN THE QR

## PRACTICE TEST - 1

### BIOGRAPHICAL SKETCH OR HINT STORY.

- (a) Given below are the details of the famous singer, S.P. Balasubrahmanyam.

Based on the information, write a biographical sketch of S.P. Bala Subrahmanyam.

Full name	:	Sripathi Panditaradhyula Bala Subrahmanyam
Date of Birth	:	4th June 1946
Date of Death	:	<b>25th September 2020</b>
Place of Birth	:	Konetammapeta, Nellore District
State	:	Andhra Pradesh
Educational Qualifications	:	Engineering course (A.M.I.E.)
Entry into film field	:	1966
First Film	:	Sri Sri Sri Maryada Ramanna
Entry into Bollywood	:	1980
Total number of songs sung	:	About 40,000
Other credits	:	Noted dubbing artist
Actor	:	Acted in a number of Telugu Films
TV Programmes	:	Leading many TV Programmes
Awards	:	1) National Film Award for the best male singer-6times 2) Nandi Awards from Government of Andhra Pradesh - 25 times 3) State Award from Tamil Nadu 4) State Award from Karnataka 5) Padma Bhushan, Padma Shri Award

(OR)

- (b) Write a story using the hints.

**Hints :** A donkey and a camel - good friends - go to a garden to eat cabbages - while eating, donkey brays - gardener comes and beats camel - camel angry with the donkey - both want to cross a river to eat fruits - camel - carries donkey on its back - camel begins to dance - donkey drowns.

## PRACTICE TEST - 2

### BIOGRAPHICAL SKETCH OR HINT STORY..

- (a) Your school has invited the celebrity athlete P.T. Usha to the Annual Sports Day. With the help of the information given below, Write a bio-sketch of P.T. Usha for your school magazine.

Name	:	P.T. Usha
Profession	:	Athlete (runner)
Date of Birth	:	20th May, 1964
Family	:	Poor
Characteristics	:	Brave and talented
Place of Birth	:	Kuttali, Kerala, Kozhikode <sup>(186)</sup> , PSR dist)

# PIE CHARTS PRACTICE

## THIRD LANGUAGE - ENGLISH

## CLASS X - 2020-21

TEACHER AND STUDENT PUBLICATIONS, SATTENAPALLI,  
PSR DIGITAL BOOKS, ONLY 10th CLASS  
ALL SUBJECTS (EM & TM), ONLINE & OFFLINE PRINTED BOOKS  
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GRAMMAR RELATED VIDEOS

### Information Transfer

Information can be expressed through verbal (description) and non verbal (diagrams) modes. Some of the non-verbal modes are : **1. Maps, 2. Bar Charts, 3. Flow charts, 4. Pie diagrams, 5. Graphs, 6. Tables 7. Tree diagrams.**

The process of changing a text from **Verbal to Non-verbal** mode or vice versa is called **Information Transfer**. This is a very useful and important skill for students. Acquiring this skill enables the students make notes quickly, understand various texts effectively and present ideas briefly but clearly.

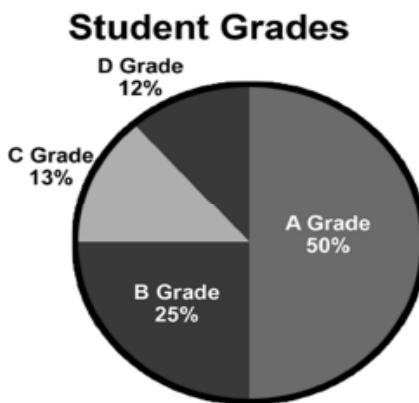
Non-verbal expressions are remarkable for their brevity, clarity, simplicity, accessibility and provision for comparative, contrastive and analytical studies.

### Pie-Chart :

A pie-chart is a circle divided into segments. Each segment represents a particular thing. And each segment is in proportion to the ratio of that thing to its total. Studying the given pie chart slowly helps one understand the information given there in. Then the information can be presented in verbal mode. Once the mode of representing the given information in the form of a pie-chart is understood, verbal text can be transferred into a pie-chart.

### PRACTICE TEST - 1

**Study the following Examples :** Pie-chart and corresponding Verbal Text



**Now, write a paragraph describing the information depicted in the diagram above.**