



# MY ENGLISH COURSEBOOK

STANDARD TEN



# The Constitution of India

## Chapter IV A

### Fundamental Duties

#### ARTICLE 51A

**Fundamental Duties-** It shall be the duty of every citizen of India—

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

The Coordination Committee formed by GR No. Abhyas - 2116/(Pra.Kra.43/16) SD - 4  
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# MY ENGLISH COURSEBOOK

## STANDARD TEN



**Maharashtra State Bureau of Textbook Production and  
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The digital textbook can be obtained through DIKSHA App on a smartphone by using the Q. R. Code given on title page of the textbook and useful audio-visual teaching-learning material of the relevant lesson will be available through the Q. R. Code given in each lesson of this textbook.

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**Cover and Illustrations :** Reshma Barve

**Co-ordination :**  
Santosh J. Pawar  
Subject Assistant, English

**English Language Study Group :**

|                            |                          |
|----------------------------|--------------------------|
| Shri. Akhil Bhosale        | Dr Gajendra Mugale       |
| Dr Jyotimani Rocque        | Dr Juee Kulkarni         |
| Smt. Manjusha Sagrolikar   | Shri. Mahesh Dudhankar   |
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| Shri. Balkrishna Shinde    | Shri. Pravin Mulay       |
| Shri. Bhuvnesh Kumbhar     | Dr Dipak Damodare        |

**Production :**

Sachchitanand Aphale  
Chief Production Officer  
Rajendra Chindarkar  
Production Officer  
Rajendra Pandloskar  
Assistant Production Officer

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## The Constitution of India

### Preamble

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens:

JUSTICE, social, economic and political;  
LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity;  
and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

## NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē  
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā  
Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā  
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,  
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē  
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,  
Jaya jaya jaya, jaya hē.

## PLEDGE

India is my country. All Indians  
are my brothers and sisters.

I love my country, and I am proud  
of its rich and varied heritage. I shall  
always strive to be worthy of it.

I shall give my parents, teachers  
and all elders respect, and treat  
everyone with courtesy.

To my country and my people,  
I pledge my devotion. In their  
well-being and prosperity alone lies  
my happiness.



## Preface

Dear Students,

Welcome to Std X. We are happy to place this '**My English Coursebook**' in your hands.

English has been a part of your studies since Std I. Now you can read and understand simple English passages. You can now use English in familiar everyday situations. You can use English to express your thoughts and ideas in writing. You can handle different forms of writing. In Std IX, you have practised all this some more, and have also learnt to study on your own, to think independently, and to express yourself more effectively. In Std X let us sharpen, and upgrade these abilities and skills to acquire perfection. You will also get acquainted with the beauty of English language and literature.

We have focussed upon linguistic items in the Language Study (Grammar and Vocabulary) activities, and sharpening your communication skills is dealt with in Reading and writing activities. The Coursebook aims to help students in Maharashtra to become better users of English Language and at the same time get a flavour of the beauty of English Literature as well.

English language has been accepted as the lingua franca of the world. In times of increasing globalisation, knowledge, understanding and use of English in oral and written communication has become the need of the hour. As such, this coursebook offers you an opportunity to reach out to the world.

Our main aim is to help you use English with fluency and confidence. We want you to be able to ask questions, gain knowledge and new skills, be creative and to spend your free time joyfully. That is why, we want you to take part in all the activities and exercises in the 'Warming up!' and 'English Workshop' sections without feeling shy or diffident. Talk to your teacher freely about the problems and difficulties you face while studying this textbook. Many of the activities are designed to show you ways of thinking and learning on your own. The more you use them, the better you will learn.

Useful audio-video teaching-learning material given in each relevant lesson will be available through the Q. R. Code and through the medium of App for additional information. It will be definitely useful for your study.

We will be happy if you share your feelings about the contents of this book with us. We hope you enjoy studying it throughout the year.

Wish you all the best in your studies!

**Pune**

**Date :** 18 March, 2018, Gudhipadva

Indian Solar Year:

27 Phalgun, 1939



**(Dr Sunil Magar)**

**Director**

Maharashtra State Bureau of Textbook  
Production and Curriculum Research, Pune.

## For Teachers –

1. Please take into account the various competencies specified on the following pages alongside. They indicate the areas of language developments and the stages which the students are expected to reach by the end of Std X. You can plan your classroom interaction and assessment of students in the light of these specific goals.
2. The coursebook is designed to help the students in many ways –
  - 2.1 **To learn to use the English language effectively:** To learn to communicate their own ideas, thoughts and feelings in English clearly, in an appropriate manner.
  - 2.2 **To enjoy and appreciate literature in English:** The textbook includes a few extracts from classics of English and world literature to enable students to appreciate literary pieces and human values.
  - 2.3 **To use English as a medium of studying other subjects:** To use English to seek knowledge in other areas of study like science, geography, and even art and craft; learning to properly organise and present the information or knowledge one gets through English; learning to identify the difficulties in one's understanding and then to make efforts to overcome them; 'personalise' learning by making notes for reference, to analyse and evaluate the information, and so on. Many activities in the textbook focus on these 'study skills'. They will enable the students to use English throughout their life as an effective medium of learning.
  - 2.4 **Learning about language:** At this stage, students may now be ready to consciously try to understand how the language works, and to use the knowledge to correct and improve their own work. The Language Study section given in 'My English Coursebook' for Std. Nine should be used as a ready reference in the classroom and not for mechanical drilling. Show the students how they can use it on their own.
3. Please go through the entire book before you start teaching it. A variety of activities and games are provided here in the 'Warming up!' and 'English Workshop' sections. These activities and games can be used again and again according to the needs and interests of your class.
4. **Most of the games and activities in the book involve open-ended questions. Please give the students enough time and opportunity to respond to these using their own ideas. Do not use readymade (or 'teacher made') answers. This is especially important for activities that involve analytical and critical thinking.**
5. An innovative teacher may come up with many parallel or extension activities but do take care to see that all tasks and activities given in the textbook are carried out first.
6. The Coursebook aims to help students to attain a proficiency level in English, whereby they can directly think in English, rather than think and translate from their mother tongue. This proficiency is indispensable, especially when they understand ideas, contemplate, figure out their responses to activities and plan their write-ups.



## Statement of Competencies

### Listening

- Understand simple spoken English without any help (visual or other).
- Note the pronunciation and usage of new words/expressions.
- Listen attentively to an entire speech, story, poem, programme, etc.
- Predict the next part of a narration, conversation, description and story.
- Summarize a story, conversation, play, informative speech or debate.
- Note different styles of oral presentation.
- Appreciate an effective presentation, understand what makes it effective.
- Think critically about the information being presented.
- Understand implied meaning.
- Understand the meaning of rhetorical questions and ironical expressions.
- Empathise with people's experiences, likes, dislikes, points of view.
- Analyse the content/argument being presented.
- Form his/her opinions after analysing what is presented.
- Reflect on what is heard/presented.
- Understand English spoken in different parts of India irrespective of the variations.

### Speaking

- Speak clearly and confidently.
- Use acceptable (comprehensible pronunciation).
- Use complete sentences in speech, when required.
- Articulate one's ideas cogently.

- Participate in class/group discussion.
- Contribute meaningfully to a conversation.
- Make efforts to improve his/her own pronunciation and speech.
- Talk about one's opinions, points of view and present an argument.
- Communicate pleasure, appreciation, support politely.
- Communicate displeasure, disagreement, difference of opinion politely but firmly.
- Explain a concept, problem.
- Describe things, people, situations, emotions, etc. in minute detail.
- Choose appropriate vocabulary/expressions in various formal/informal situations.
- Use idiomatic expressions appropriately with ease and confidence.
- Sum up/paraphrase a given text.
- Discuss/talk about the characters, situations, plots, themes, etc. of a literary piece.

### Reading

- Understand the overall structure of a literary piece.
- Identify verbosity, ambiguity, lack of organization, inconsistency, disparity and other defects in written communication.
- Understand and appreciate use of literary devices, figures of speech, etc.
- Understand and appreciate wit and humour and writing.
- Read literature for pleasure.
- Relate and evaluate the information against one's previous knowledge and develop further insight.

- Relate a literary piece of writing to one's own experience.
- Appreciate precision, clarity, transparency in writing.
- Read carefully to understand a new concept/idea.
- Read silently and fluently.
- Learn new words, expressions and enrich his/her vocabulary through reading.
- Learn about other cultures and develop a humanistic, liberal mindset.
- Develop respect for one's identity as an Indian.
- Judge/find the authenticity/source of a piece of writing. (social media)

### Writing

- Write correctly. (avoiding mistakes in spelling, grammar, etc.)
- Write coherently and precisely while responding to questions.
- Review and if necessary correct his/her own work as a matter of habit.
- Write formal letters and applications in the expected format, as well as informal letters.
- Write an e-mail.
- Expand on a theme.
- Write an essay.
- Prepare a conversation/dialogue individually.
- Express one's own thoughts, feelings, emotions and ideas coherently and effectively using appropriate language.
- Compare and contrast : one's own experiences with those of others.
- Write independently and creatively using different formats.
- Review a book/a film/a TV programme/a play, etc.

- Attempt using different techniques to make his/her writing more effective.
- Use quotations, idiomatic expressions, etc. appropriately in writing.

### Study Skills

- Compile lists of useful words, expressions, idioms, definitions, formulas, etc.
- Prepare/compile bilingual glossaries, and other reference materials including graphics.
- Make notes for personal references while listening/reading.
- Remember and recall necessary information (and the way it is organized) with the help of personal notes.
- Revise (increasingly larger) chunks of information mentally.
- Translate different types of informative texts and literary pieces from mother tongue into English and English into mother tongue.
- Translate literary pieces from mother tongue into English and English into mother tongue.
- Identify and correct if necessary, the influence of mother tongue on his/her English.
- Use reference materials such as different dictionaries, encyclopedias, etc. effectively.
- Use resources from other languages while speaking/writing in English.
- Frame probing questions to find additional information, to find precise answers to one's query.
- Prepare questionnaires so as to compile data in a convenient form.
- Plan a survey, carry it out and present the report and the findings in short.
- Present information in a concise, lucid

manner, and choose appropriate graphics to do so.

- Paraphrase a word/phrase.
- Use facilities like online applications, know how to make online payments, create a blog, etc.
- Be aware of proper and responsible use of social media.
- Use the computer/internet for the purpose of translation/transcription.
- Prepare a presentation with the help of a computer.
- Appreciate and/or critically examine programmes, films, etc. available through mass media/internet, etc.

### Language Study

In the years from Std VI to X, the following grammar and vocabulary items will be covered in a graded, step-by-step and age-appropriate manner. They will be introduced and discussed in the context of appropriate passages in the textbook. Also, enough scope will be provided for revision and practice. A list of the items covered in each standard will be given separately in the textbook.

It is expected that by the end of Std X, students should be familiar with these terms which are commonly used in dictionaries, reference materials and also in classroom instruction. This knowledge should help the children to correct and improve their own work and also to handle different resources to get their doubts/queries clarified.

• • •

1. **The alphabet** : letter, sound, consonant, vowel, alphabetical order, phonetic symbols
2. **Parts of speech** : \* nouns (types of nouns – countable/uncountable, singular/plural/irregular, common/proper, concrete/abstract) \* verbs (main/ auxiliary/modal,

transitive/intransitive), finite verbs and infinitives, gerund, participles; time, tense and aspect, singular and plural forms, phrasal verbs

\* pronouns and their types \*adjectives  
\*adverbs \*prepositions \*conjunctions  
\*interjections \*determiners – articles, demonstratives, possessives, quantifiers, numerals \*degrees of comparison – positive, comparative, superlative

3. **Sentence structure** : \* types of sentences – statements (positive/negative), commands, questions, exclamations \* subject and predicate \*subject, object (direct/indirect), complement, adverbial \*phrases and clauses \*co-ordination and subordination (simple, compound and complex sentences) \*subject and verb agreement (person, number) \*transformation of sentences (forming questions, negatives, voice, reported speech, joining sentences)
4. **Vocabulary and word-building** :  
\*synonyms, antonyms, homonyms, register  
\* root word, prefix, suffix \*compound words \*minor processes of word-building: reduplicatives, clipping, blends, acronyms
5. **Punctuation** : full stop, comma, question mark, exclamation mark, hyphen, dash, quotation marks, apostrophe, brackets, colon, semicolon, use of capitals
6. **Speech** : pronunciation, syllables, stress, intonation, rhyme, rhythm.
7. **Figures of Speech and stylistic devices** : simile, metaphor, personification, apostrophe, hyperbole, euphemism, antithesis, irony, pun, onomatopoeia, alliteration, consonance, etc.
8. Idioms and proverbs, usage.

**Note** : For explanation of concepts in Language Study, please refer to My English Coursebook Standard Nine. (Pages 123 to 134)



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## Let's Retrospect

Every lesson/poem begins with an opportunity to chat with your benchmate/group/classmates and even teacher. No one can stop you from chatting about the topic given. The only rule is CHAT IN ENGLISH. It will improve your speaking/oral skills and boost your confidence in Spoken English and Conversation.

So open your mouths and TALK! Let's make some meaningful noise in the class.



1. From the word-grid below pick out words related to Language Study (Grammar and Vocabulary) and write them against each of the clues.

|   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|
| H | M | N | O | P | R | O | N | O | U | N | Q |
| O | S | A | T | R | R | V | X | L | H | O | A |
| M | A | D | V | E | R | B | F | B | C | U | D |
| O | R | J | Q | P | X | Y | Z | P | E | N | G |
| P | T | E | H | O | K | L | M | L | G | D | P |
| H | I | C | B | S | I | N | G | U | L | A | R |
| O | C | T | K | I | H | P | I | R | B | G | E |
| N | L | I | L | T | M | P | O | A | R | T | F |
| E | E | V | I | I | P | R | I | L | K | B | I |
| W | S | E | R | O | C | O | M | P | L | E | X |
| S | Y | N | O | N | Y | M | D | V | E | R | B |

### Clues

- |  |  |
|--|--|
| <p>(a) I refer to only one noun ..... in number.</p> <p>(b) I qualify a noun .....</p> <p>(c) I say more about an action (verb) .....</p> <p>(d) I am a naming word .....</p> <p>(e) I can replace naming words .....</p> <p>(f) I accompany nouns/pronouns and show their relation to another word</p> <p>(g) I am a sentence with a subordinate clause .....</p> | <p>(h) I am an Action or Being .....</p> <p>(i) I am an affix attached before a word .....</p> <p>(j) I sound the same but differ in spelling and meaning .....</p> <p>(k) I am a word having nearly the same meaning .....</p> <p>(l) I come before nouns to point out definite or indefinite .....</p> |
|--|--|