

SAMPLE CONTENT



MY ENGLISH COURSEBOOK

BASED ON NEW SYLLABUS



STD. X

Target Publications Pvt. Ltd.

Written as per the latest syllabus prescribed by the Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune.

STD. X

MY ENGLISH COURSEBOOK

Salient Features:

- Written as per the new syllabus
- Exhaustive content coverage in Extract based format
- Includes Glossary, Summary and Paraphrases in English and Marathi
- Covers Separate Sections on Language Study (Grammar + Vocabulary)
- Covers answers to all Textual Questions
(modified at places to suit the activity based format)
- Includes Additional Questions for practice
- Includes Separate Sections on Live English, Translation and Unseen Passages
- Covers Writing Skills with guidelines explained in English and Marathi
- Model Question Papers for self-evaluation
- Includes Board Question Paper of March 2019

This book comprises of **Q.R. Codes** at strategic touch points. You can simply scan this Code through your Smartphone camera and get a plethora of subject knowledge at your disposal. The Q.R. Codes included herein would take you to videos that shall provide you a better understanding of the Poems, Syllabus as well as Paper Pattern. We hope students would maximize the use of this book with the aid of these videos.

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PREFACE

In the case of good books, the point is not how many of them you can get through, but rather how many can get through to you.

'Std. X: My English Coursebook' is a complete and thorough guide critically analysed and extensively drafted to simplify learning and boost the student's confidence. This book facilitates learning by segregating each chapter into different extracts based upon the pattern followed by Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune.

Every chapter in the book begins with a Glossary that contains meanings of difficult and uncommon words in English as well as Marathi. It is followed by Paraphrases of the poems and Summaries of the Chapters that are also translated in Marathi for quick and easy understanding.

We've presented students with an exhaustive practice of Grammar and Vocabulary in this book, which is present in every Extract as well as in the form of Language Study towards the end of the book. We're sure this additional practice would enhance the language skills of the students manifold.

The book also covers a separate section on Unseen Passages as well as Writing Skills. The section on Skill Development towards the end of the book includes the topics 'Live English' and 'Translation', which helps the students to build their knowledge base and refine their language skills. The eventual part of the book consists of two Model Question Papers as per the latest paper pattern to test and evaluate the knowledge grasped by students.

We have provided a video that intends to help the students understand the paper pattern. The students can view this video by scanning the **Q.R. Code** provided at the end of Paper Pattern and Marking Scheme.

We hope students find this book purposeful and enjoy using it as much as we enjoyed making it.

Note: *Students can refer the Language Study and Grammar Section since the inception of the academic year. This would help them to get a grip on Grammar and fortify their language base.*

The journey to create a complete book is strewn with triumphs, failures, and near misses. If you think we've nearly missed something or want to applaud us for our triumphs, we'd love to hear from you. Please write to us at: mail@targetpublications.org

A book affects eternity; one can never tell where its influence stops.

Best of luck to all the aspirants!

From,
Publisher
Edition: Second

Disclaimer

This reference book is transformative work based on 'My English Coursebook; First Edition: 2018' published by the Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune. We the publishers are making this reference book which constitutes as fair use of textual contents which are transformed by adding and elaborating, with a view to simplify the same to enable the students to understand, memorize and reproduce the same in examinations.

This work is purely inspired upon the course work as prescribed by the Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune. Every care has been taken in the publication of this reference book by the Authors while creating the contents. The Authors and the Publishers shall not be responsible for any loss or damages caused to any person on account of errors or omissions which might have crept in or disagreement of any third party on the point of view expressed in the reference book.

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PAPER PATTERN AND MARKING SCHEME

Time: 3 Hours

Total Marks: 100

Section I: Language Study

Q.1 Language Study

- (A) Do as Directed
(B) Do as Directed

16 Marks

04 Marks

20 Marks

Section II: Textual Passages (Reading Skills, Vocabulary, Grammar)

Q.2 (A) Textual Passage for Comprehension

- A1. Simple Factual
A2. Complex Factual
A3. Vocabulary based
A4. Grammar
A5. Open-ended / Personal response

02 Marks

02 Marks

02 Marks

02 Marks

02 Marks

10 Marks

(B) Textual Passage for Comprehension

- B1. Simple Factual
B2. Complex Factual
B3. Vocabulary based
B4. Grammar
B5. Open-ended / Personal response

02 Marks

02 Marks

02 Marks

02 Marks

02 Marks

10 Marks

Section III: Poetry

Q.3 (A) Poem for Comprehension

- A1. Simple Factual
A2. Complex Factual
A3. Vocabulary / Poetic Devices

02 Marks

02 Marks

01 Mark

05 Marks

(B) Poem for Appreciation

- Title
- Poet
- Theme / Central Idea
- Rhyme Scheme
- Figure of Speech
- Special Features
- Favourite Line / lines
- Why I like / don't like the poem

01 Marks

01 Marks

02 Marks

01 Marks

01 Marks

02 Marks

01 Marks

01 Marks

10 Marks

**Section IV: Unseen / Non-textual Passages
(Reading Skills, Vocabulary, Grammar and Summary)**

Q.4 (A) Unseen / Non-textual Passage for Comprehension	
A1. Simple Factual	02 Marks
A2. Complex Factual	02 Marks
A3. Vocabulary based	02 Marks
A4. Grammar	02 Marks
A5. Open-ended / Personal response	02 Marks
	<hr/>
	10 Marks
(B) Writing a summary of the Unseen passage given in Q.4 (A)	
• Suggest / Write a title	01 Marks
• Central Idea / Theme	02 Marks
• Use of appropriate language	02 Marks
	<hr/>
	05 Marks

Section V: Writing Skills

Q.5 (A) Letter writing	
A1. Informal	
OR	
A2. Formal	
(B) Dialogue Writing / Drafting a Speech	
B1. Dialogue Writing	
OR	
B2. Drafting a Speech	
	<hr/>
	10 Marks
Q.6 (A) Information Transfer	
A1. Non-verbal to Verbal	
OR	
A2. Verbal to Non-verbal	
(B) Expand the Theme	
B1. Expand the Proverb/News Report/Description of place, person, situation/Develop a Story/Narrate an experience	
OR	
B2. Expand the Proverb/News Report/Description of place, person, situation/Develop a Story/Narrate an experience	
	<hr/>
	10 Marks

Section VI: Skill Development

Q.7 (A) Live English			05 Marks
(B) Translation			05 Marks
i. Words (English to Marathi)	=	01	
ii. Sentences (English to Marathi)	=	02	
iii. Sentences (Marathi to English)	=	02	
			<hr/>
			10 Marks

Grand Total: 100 Marks

[Reference: महाराष्ट्र राज्य पाठ्यपुस्तक निर्मिती व अभ्यासक्रम संशोधन मंडळ, पुणे निर्मित मूल्यमापन आराखडा]

[P.S. Scan this Q.R. Code to get a better understanding of the Paper Pattern]



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Note: Textual questions are represented by * mark.

Modified textual questions are represented by ♣ mark

1.3 Basketful of Moonlight

Glossary

Word	Meaning
plies (v)	travels regularly over a particular route (एखाद्या ठरावीक मार्गावरून नियमितपणे प्रवास करणे)
scorpion (n)	a small animal of the spider family (विंचू)
sow (v)	to plant a seed (पेरणे)

About the Author

Sunil Sharma is a bilingual poet who has written over 18 books for children. He has published three collections of poetry, one collection of short fiction and edited a few other books. He is the recipient of the UK-based 'Destiny Poets' Inaugural Poet of the Year' award. Apart from being a poet, he is also a critic and an essayist.

Paraphrase

The poem 'Basketful of Moonlight' is originally written in *Dogri* language by Sunil Sharma. It is a sweet poem in which a child requests the moon to give him a basket or two full of moonlight.

The child wants to sow the seeds of moonlight along the path from his village to the city, which gets covered in darkness after sunset. Most of the villagers, including the child's father, leave for the city early in the morning to work and when they return, it is already night. There is no means of transportation available. Hence, they have to walk through the dark and dangerous route full of snakes and scorpions. The child feels that if he sows seeds of moonlight along the path, his father would be able to return home early and would have time to tell him fairy tales and stories before he goes to bed.

Thus, the child requests the moon to lend him a basketful of moonlight.

लेखकाविषयी

सुनील शर्मा हे द्विभाषिक कवी असून त्यांनी लहान मुलांसाठी अठराहून अधिक पुस्तके लिहिली आहेत. त्यांचे तीन कवितासंग्रह आणि एक लघुकथासंग्रह प्रसिद्ध झाले आहेत. त्याचबरोबर त्यांनी अन्य काही पुस्तकांचे संपादनही केले आहे. त्यांना इंग्लंडमधील 'Destiny Poets' Inaugural Poet of the

Year' award या पुरस्काराने सन्मानित करण्यात आले आहे. ते समीक्षक आणि निबंधकारदेखील आहेत.

आशय

'Basketful of Moonlight' हा डोगरी भाषेत सुनील शर्मा यांनी लिहिलेल्या मूळ कवितेचा अनुवाद आहे. अत्यंत रसाळ अशा या कवितेतील लहानगा मुलगा लडिवाळपणे चंद्राला टोपलीभर चंद्रप्रकाश देण्याची विनंती करत आहे.

मुलाच्या गावाकडून शहराकडे जाणारा रस्ता सूर्यास्तानंतर अंधारून जातो. या रस्त्यावर त्याला चंद्रप्रकाशाचे बी पेरायचे आहे. मुलाचे वडील आणि गावातील अनेक लोक दररोज कामासाठी गावातून शहराकडे जातात. संध्याकाळी अंधार्या, भीतीदायक आणि साप-विंचवांनी भरलेल्या रस्त्यावरून त्यांना घरी परतावे लागते. या रस्त्यावर वाहतुकीची साधनेदेखील उपलब्ध नाहीत. या रस्त्यावर चंद्रप्रकाशाचे बी पेरले, तर त्या प्रकाशित रस्त्यावरून आपले वडील लवकर घरी येतील, आपल्याला परिकथा, गोष्टी सांगू शकतील असे मुलाला वाटते. त्यामुळे, कवितेतील मुलगा चंद्राकडे टोपलीभर चंद्रप्रकाश उसना / कर्जाऊ मागत आहे.

Warming Up!

Let's Discuss

- *1. Did you like to hear bedtime stories when you were a child?
- *2. Who usually told you the bedtime stories?
- *3. Why did you like them?
- *4. Do you still like to hear those stories, again?

[Students are expected to attempt the above questions on their own.]

Let's Begin

- *1. Discuss in groups about the procedure of planting a tree. Write the steps in bullet points and present it before the class.

- _____
- _____
- _____
- _____

Ans:

- i. Select the tree that you wish to plant.
- ii. Pick the best location to plant the tree.
- iii. Dig a hole and make sure that the soil around it is soft.



- iv. Add compost to the soil around the hole.
- v. Place the plant inside the hole.
- vi. Add some more compost and cover the hole with soil.
- vii. Make sure that the root of the plant is covered properly with soil.
- viii. Water the plant regularly.

***2. Discuss in pairs and write what your father and mother do for your family.**

Father

- Works hard to earn a living
- _____
- _____
- _____
- _____
- _____

Mother

- _____
- Keeps the house clean
- _____
- _____
- _____
- _____

Ans:

Father:

- i. **Works hard to earn a living**
- ii. Buys groceries for the household
- iii. Helps mother with the household chores
- iv. Plans vacations for the family
- v. Helps me with my homework
- vi. Encourages me to develop my interests

Mother:

- i. Runs a business to provide for the family
- ii. **Keeps the house clean**
- iii. Manages the finances of the household
- iv. Inculcates good values in me
- v. Plans all the events/functions for the family
- vi. Takes care of the entire family's health

Extract I

Read the extract from line 1 to 19 on page 18 of your textbook and answer the following questions.

["O moon
..... I am sleeping."]

A1. Simple Factual

1. Complete the following sentences with the help of the extract.

- *i. The child wants to sow small moons of light from _____.
- *ii. According to the child, the route of his village is tough and full of _____.
- iii. When his father returns home, the child is _____.

Ans:

- i. the city to his village, on the sides of the path
- ii. snakes and scorpions
- iii. asleep

***2. Pick out and write the line from the extract that proves the following:**

i. Father reaches home late, after dark.

Ans: "When my father returns home I am asleep".

A2. Complex Factual

1. State whether the following statements are True or False. Correct the False statements.

- *i. The poet wishes to get one or two baskets filled with seeds of moonlight from the moon.
- ii. The people of the child's village go to the city to work.
- iii. The child complains that he is afraid of the dark and thus wants to sow seeds of moonlight.

Ans:

- i. True
- ii. True
- iii. False. The child complains that he does not get to meet his father because he arrives home after he is asleep and leaves before he wakes up.

***2. Give reasons for the following:**

i. The poet wants seeds of moonlight from the moon.

Ans: The poet wants seeds of moonlight from the moon because he wants to sow them and light up the road from his village to the city and make the path easier for his father.

ii. The road from the city to the village is dangerous.

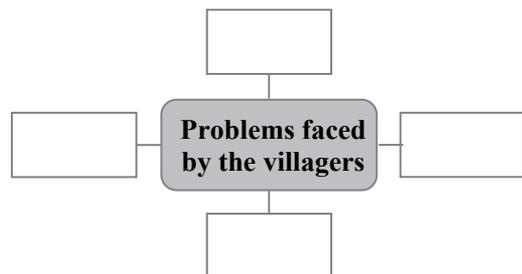
Ans: The road from the city to the village is dangerous because of the following reasons:

- a. It is full of snakes and scorpions.
- b. The whole path becomes dark after sunset.

***3. Write what the poet wishes to get from the moon and give reasons for his wish.**

[Note: Refer A2 Q.1 (i) and Q.2 (i) from Extract I for this answer.]

4. Fill in the web-diagram by stating the problems of the villagers as mentioned in the extract.



Ans:

- i. They have to travel far from their homes.
- ii. It becomes dark by the time they return.
- iii. The path they travel through is tough.
- iv. There is no transportation available.



- *5. The child in the poem wants to solve the problems of his village. State how the child can solve them with the following wish:
“Give me moonlight, basketful or two baskets full, with seeds of moonlight.”

Ans:

- i. According to the above line, the child wishes for seeds of moonlight.
- ii. He doesn't just ask the moon to spread its light over the village path, but for basketful of seeds, which suggests that he wants to grow the moonlight, so that it permanently solves the problem of the villagers.

6. Explain whether the idea of 'sowing the seeds of moonlight' sounds crazy or convincing.

Ans: The idea of 'sowing the seeds of moonlight' sounds crazy and not convincing. One can sow the seeds of a plant or a tree. Moonlight is not a plant. It does not have seeds and cannot be grown. The idea is just an imaginary wish of a child.

A3. Poetic Devices

1. Identify and explain the Figures of Speech used in the extract.

- i. **“O moon give me moonlight,”**

Ans:

- a. Alliteration – The sound of the letter 'm' has been repeated for poetic effect.
- b. Apostrophe – There is a direct address to the Moon, who is actually not present there.

- ii. **“basketful or two baskets full,”**

Ans:

- a. Alliteration – The sound of the letter 'b' has been repeated for poetic effect.
- b. Consonance – The sound of the letter 't' has been repeated in the line.

- iii. **“From the city to my village,”**

Ans:

- a. Antithesis – Two opposite words 'city' and 'village' have been placed in the same line.

- iv. **“I want to sow many, small, small moons of light.”**

Ans:

- a. Alliteration – The sound of the letter 's' has been repeated to create a poetic effect in the poem.
- b. Repetition – The word 'small' has been used twice for poetic effect.

- v. **“The whole village goes to the city daily to work.”**

Ans:

- a. Alliteration – The sound of the letter 'w' has been repeated to create a poetic effect in the poem.
- b. Hyperbole – There is an exaggeration on the number of people going to the city from the village for work.

- v. **“The route is tough and full of snakes and scorpions.”**

Ans:

- a. Alliteration – The sound of the letter 's' has been repeated to maintain the musical tone of the poem.
- b. Hyperbole – There is an exaggeration on the number of snakes and scorpions that are found on the dark road that leads to the village.

Extract II

Read the extract from line 20 to 30 on page 18 of your textbook and answer the following questions.

“O moon sides of the path.”]

A1. Simple Factual

- *1. Complete the following sentences with the help of the extract.

- i. The child wants a basketful of moonlight on _____.
- ii. The child wants to light the dark route so that his _____.

Ans:

- i. loan
- ii. father returns home early

- *2. Pick out and write the lines from the extract that prove the following:

- i. Remove darkness and bring light to the darker paths.

Ans: “I want to light the dark route so that my father returns early.”

- ii. Eager to hear fairy tales from his father.

Ans: “I too want to hear fairy tales and stories from him.”

A2. Complex Factual

1. Complete the following sentences based on the extract.

- *i. The poet wants his father to come home early so that _____.
- ii. In order to sow seeds on the sides of the path, the poet needs a _____.

Ans:

- i. he can hear fairy tales and stories from him
- ii. basketful of moonlight

- *2. The child in the poem wants to solve the problems of his village. State how the child can solve them with the following wish:
“I want to light the dark route so that my father returns early.”

Ans:

- i. The above line implies that by lighting up the path, the child wishes to make his father's journey back home easier and faster.
- ii. Thus, by solving such an issue for his father, he would also be able to make the lives of the villagers easier and better.

**A3. Poetic Devices****1. Identify and explain the Figures of Speech used in the extract.****i. "I want to light the dark route"****Ans:**

- Antithesis – Two opposite words 'light' and 'dark' have been mentioned in the same line to create a visual effect.
- Consonance – the sound of the letter 't' has been repeated in the line.

ii. "I too want to hear fairy tales and stories from him."**Ans:**

- Alliteration – The sound of the letter 't' has been repeated to create a poetic effect in the poem.
- Tautology – The words 'tales' and 'stories' mean the same thing.

iii. "I want to sow seeds of moon on the sides of the path."**Ans:**

- Alliteration – The sound of the letter 's' has been repeated to maintain the musical tone of the poem.
- Hyperbole – The idea of sowing seeds of moonlight is an exaggerated one and is used to denote the concern of the boy.

Appreciation of the Poem***1. Write an appreciation of the poem in a tabular format.****Ans:**

Point	Description
Title	Basketful of Moonlight
Poet	Sunil Sharma
Rhyme Scheme	The poem does not have a rhyme scheme and is written in free verse.
Favourite line	"I want to sow seeds of moon on the sides of the path."
Theme / Central Idea	The wish of a child to light up his village road, using moonlight to make travelling easier for the people in his village and the expression of his love for his father.
Figures of Speech	The figures of speech used in the poem are Alliteration, Antithesis, Apostrophe, Consonance, Hyperbole, Repetition and Tautology.
Special Features – Type of poem, language, style, tone, implied meanings, etc.	Simple use of language and free verse give the poem a touch of simple rural life. The innocent wish of the child to light up the village path using moonlight provides an easy solution to the complex problems of the village folk. The repetition of the line "O

	moon, give me moonlight, basketful of moonlight" highlights the constant appeals of the child to the moon.
Why I like / dislike the poem	I like the poem for its sweet and innocent form, even though it talks about the problems faced by the village folk. Its narration highlights the simplicity of the rural people and the life that they lead.

[Note: Detailed explanation of the figures of speech in the poem are given under the header A3 of each extract]

**Activities****Writing****1. Write down the measures you would take to make your village / city people happy.**

Ans: My village is in a remote part of India where there is neither electricity nor proper facilities for clean drinking water. The people of my village find it very difficult to carry out day-to-day tasks. All the businesses shut at sunset because no one likes to work in the dark. I would like to help to bring electricity to the village and make arrangements for the availability of clean drinking water. I would also like to arrange for an entertainment centre, so that the people of my village can enjoy their evenings after a long day of work.

***2. State how you spend your evening time with your family members.**

Ans: In my house, my family spends the evening chatting and talking about the day. Once my parents return from work, we all have some tea and snacks together. After that, we talk about our day and exchange interesting stories with each other. Later, my parents help me with any assignments or projects that I might have. That is usually fun because they both give me a variety of ideas. Sometimes, the three of us go out for an evening walk.

***3. Pick out examples of Alliteration and Repetition from the poem.**

[Note: Refer A3 Q.1 from Extract I and Extract II for this answer.]

Language Study***1. Write down the describing words used for the following nouns.**

- _____ moons
- _____ route
- _____ village
- _____ morning

Ans:

- small
- tough
- my, whole, far
- early



*2. Write as many words as you can, using **-ful** as suffix.

For example, basketful, bucketful, etc.

Ans:

- | | |
|-----------------|-----------------|
| i. dutiful | ii. colourful |
| iii. delightful | iv. bountiful |
| v. mouthful | vi. deceitful |
| vii. scornful | viii. beautiful |
| ix. careful | x. successful |

Additional Questions for Practice

*1. Write an imaginary letter to the moon, to convey your feelings about it. Discuss about it with your partner and draft the letter using the poem as a basis for the letter.

Supporting points:

- i. Sign of beauty
- ii. Symbol of joy
- iii. Infinite pleasure
- iv. Urge to compose poems / songs / music

Ans:

24, A. P. Road,
Jai Nagar,
Pune – 442101
24th June, 2019

Dear Moon,

I hope you are doing well. I am writing this letter to tell you that I am amazed at your beauty and I love the way your light eliminates the darkness at night. In your own simple way, you bring joy to the world by shining brightly. When I was a child, I would spend hours looking at you. It was such a pleasure to see you grow night after night and worry about you when you would shrink and make me wonder where you disappeared. But I know better now. Now, your comforting presence urges me to compose poems and songs about how you bring light to a dark world.

My second reason for writing this letter is that I want a little help from you. My dad, like the other villagers, goes to the city to work. He comes home late and the road that he takes is dark and dangerous. It is full of snakes and scorpions. If only I could light up the whole route, he wouldn't take so long to come back home and I would get to hear stories and fairy tales from him. If you could just lend me one or two baskets of moonlight, I will sow its seeds all along the path to light it up. Please, do help me. I just need a basketful of it.

I am awaiting your reply. I hope you won't vanish away again without giving me some of your light.

Yours sincerely,
Saloni Ahuja

*2. Discuss with your friend / brother / sister / your classmate and write your list of wishes to make your village / town / city people happy.

You can use the following words.

- great
- share
- help
- communicate
- wish
- talk
- cooperate

Ans: My wishes to make our city people happy are:

- i. I wish people understand each other instead of quarrelling all the time.
- ii. I wish that people help each other in times of need.
- iii. I wish there is less pollution and everyone becomes environmentally conscious.
- iv. I wish people would share their problems with each other.
- v. I wish people would co-operate and believe in teamwork.
- vi. I wish people would focus on hard work and honesty.

*3. Let's compose imaginary poetic lines.

Sowing the seeds of moonlight

Travelling among stars in a galaxy

Ans: **Sowing the seeds of moonlight**

I shall sleep and wait for them to grow,
Travelling among stars in a galaxy,
My dreams will put on a show.
And when I wake up the next morning,
The stars will still be there shining.

[Note: The objective is to develop creativity and imagination in the students.]

[P.S. Scan this Q. R. Code to view a video that explains the Glossary, Paraphrase and Figures of Speech encountered in this poem]





इयत्ता दहावी

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- हिंदी लोकवाणी
- मराठी कुमारभारती
- गणित भाग - I
- गणित भाग - II
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