

**SAMPLE CONTENT**

**PRECISE**



# MY ENGLISH COURSEBOOK

BASED ON TEXTBOOK AND BOARD PAPER PATTERN



#itna hi kaafi hain

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M.Sc.

इयत्ता  
**दहावी**  
(मराठी व सेमी इंग्रजी माध्यम)

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# PRECISE MY ENGLISH COURSEBOOK

## STD. X (मराठी / सेमी इंग्रजी माध्यम)

### Salient Features

- ☞ Based on the Latest Board Paper Pattern
- ☞ Extract-based format with different types of questions
- ☞ Contains Glossary, Summary and Paraphrase
- ☞ Covers all 'Warming Up!' Activities for chapter and poems
- ☞ Includes answers to all Textual Questions as well as Additional Questions
- ☞ Covers Language Study and Writing Skills Questions
- ☞ Includes Activity-based (Reading and Writing) Questions
- ☞ Contains 'Language Study: Practice Questions' at the end of each chapter
- ☞ Includes selective questions from Board Question Papers till March 2022
- ☞ Contains 'Fun Time' with interesting and entertaining activities for students
- ☞ Includes separate sections on Unseen Passages, Live English and Translation
- ☞ Covers Writing Skills with guidelines explained in English and Marathi
- ☞ Includes Board Activity Sheet of March 2023 (Solution in PDF format through Q.R. Code)

This book comprises of **Q.R. Codes** at strategic touch points. Students can simply scan these Q.R. Codes and get a plethora of subject knowledge at their disposal. The Q.R. Codes included herein would take the students to videos that shall provide them with a better understanding of the Poems. The Q.R. Codes under the 'Writing Activity' and 'Project' sections, in certain chapters, will enable students to view the answers of the questions included in those sections. We hope students would maximize the use of this book with the aid of these Q.R. Codes.

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## PREFACE

'PRECISE My English Coursebook: Std. X' is a well-designed guide that is efficiently drafted to help the students coast through this milestone year of their educational journey in a well-prepared and carefree manner.

Through this book, we aim to make learning easy for students by segregating each chapter into different extracts based on 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 words and phrases in English as well as Marathi. **Paraphrases** of the poems and **Summaries** of the lessons are provided for quick understanding in English and Marathi. This is followed by the **Chit-Chat** activities and the extracts, where all the textual questions have been answered along with additional activities to enable thorough understanding of the lessons. The Writing Activity section of selected chapters has been equipped with a glossary that explains the meanings of the difficult words used in that section. A '**Language Study: Practice Questions**' section (*with solutions*) at the end of all the lessons will give the students a thorough practice for the examination. As an added advantage, we have given the meanings and sentences of all the **Phrases** used in all the chapters and poems at the very end of the lessons. The **Project** section of the chapters have been provided via Q.R. Code to ensure students have access to the content having real-life application and can continue to study in a seamless manner.

Exhaustive practice of Grammar and Vocabulary as provided in this book would enhance the language skills of the students. The book also covers a separate section on **Unseen Passages** along with the **Summaries**. A dedicated section on Grammar with explanation of concepts has been made available to build a strong language base for the students. A special section on Language Study has also been included to give the students extensive practice on the combination of Vocabulary and Grammar questions. Students can refer to these sections since the inception of the academic year as this would help them to get a grip on Grammar and fortify their language base. A separate section on Writing Skills, with concepts explained in English and Marathi, has been provided for additional practice towards the end of the book.

The section on **Skill Development** towards the end of the book includes the topics **Live English** and **Translation**, which help the students to build their knowledge base and refine their language skills.

The book also contains the latest Board Activity Sheet i.e. March 2023 along with its solution, which has been provided through Q.R. Code.

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

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

*Best of luck to all the aspirants!*

- Publisher

**Edition:** Third

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: [support@lazybone.in](mailto:support@lazybone.in)

### Disclaimer

This reference book is transformative work based on 'My English Coursebook; Fourth Reprint: 2022' 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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No copyright is claimed in the textual contents which are presented as part of fair dealing with a view to provide best supplementary study material for the benefit of students.

**Glossary:** Each chapter begins with a glossary containing the meanings of all the difficult words and phrases from the chapter.

**Extracts:** All the chapters have been segregated into extracts to enable better understanding.

**Paraphrase and Summary:** The Paraphrases of all the poems and the Summaries of all the chapters have been provided for easy understanding of the lessons.

**Appreciation of the Poem:** The Appreciation of all the poems has been provided as per the new Paper Pattern. A Mnemonic has been created for the figures of speech in all the poems to enable quick recall.

**Integrated Questions (based on the entire text):** The textual questions requiring holistic answers have been covered under this header in each chapter.

**Language Study: Practice Questions:** For ensuring ample practice, we have provided this special section, which extensively covers all the language study activities, at end of each chapter.

**Q.R. Codes:**

- At the end of all the poem chapters, we have provided a Q.R. Code that will enable students to access videos explaining the Paraphrases along with Glossaries and Figures of Speech of the respective poems.
- ‘Writing Activity’, ‘Study Skills’ and ‘Project’ sections for select chapters via Q.R. codes.
- ‘Solution’ of Board Activity Sheet of March 2023.

**Project:** Project help the students to attempt activities related to the themes in the various lessons in the textbook by taking some external reference.



**Std. X<sup>th</sup> – My English Coursebook**  
**PAPER PATTERN AND MARKING SCHEME**

**Time: 3 Hours**

**Total Marks: 80**

<b>Section I: Language Study</b>		<b>10 Marks</b>
<b>Q.1. A. Language Study</b>		
A. Do as Directed (Simple Questions)		08 Marks
B. Do as Directed (Medium Questions)		02 Marks
<b>Section II: Textual Passages (Reading Skills, Vocabulary, Grammar)</b>		<b>20 Marks</b>
<b>Q.2. A. Textual Passage for Comprehension</b>		
A1. Simple Factual Activity		02 Marks
A2. Complex Factual Activity		02 Marks
A3. Activity based on Vocabulary		02 Marks
A4. Activity based on Grammar (Language Study)		02 Marks
A5. Activity based on Open-ended / Personal Response		02 Marks
<b>B. Textual Passage for Comprehension</b>		
B1. Simple Factual Activity		02 Marks
B2. Complex Factual Activity		02 Marks
B3. Activity based on Vocabulary		02 Marks
B4. Activity based on Grammar (Language Study)		02 Marks
B5. Activity based on Open-ended / Personal Response		02 Marks
<b>Section III: Poetry</b>		<b>10 Marks</b>
<b>Q.3. A. Poem for Comprehension</b>		
A1. Simple Factual Activity		02 Marks
A2. Complex Factual Activity		02 Marks
A3. Vocabulary / Poetic Devices		01 Mark
<b>B. Poem for Appreciation</b>		
• Title		½ Mark
• Poet		½ Mark
• Rhyme Scheme		01 Mark
• Figure of Speech		01 Mark
• Theme / Central Idea		02 Marks
<b>Section IV: Unseen / Non-textual Passages (Reading Skills, Vocabulary, Grammar and Summary)</b>		<b>15 Marks</b>
<b>Q.4. A. Unseen / Non-textual Passage for Comprehension</b>		
A1. Simple Factual Activity		02 Marks
A2. Complex Factual Activity		02 Marks
A3. Activity based on Vocabulary		02 Marks
A4. Activity based on Grammar (Language Study)		02 Marks
A5. Activity based on Open-ended / Personal Response		02 Marks
<b>B. Writing a Summary of the Unseen passage given in Q.4 (A)</b>		
• Suggest a suitable / Write title		01 Mark
• Central Idea / Theme		02 Marks
• Use of appropriate language		02 Marks

Section V: Writing Skills		20 Marks
<b>Q.5. A. Letter writing</b>		05 Marks
A1. Informal		
<b>OR</b>		
A2. Formal		
<b>B. Dialogue Writing / Drafting a Speech</b>		05 Marks
B1. Dialogue Writing		
<b>OR</b>		
B2. Drafting a Speech		
<b>Q.6. A. Information Transfer</b>		05 Marks
A1. Non-verbal to Verbal		
<b>OR</b>		
A2. Verbal to Non-verbal		
<b>B. Expand the Theme</b>		05 Marks
B1. News Report		
<b>OR</b>		
B2. Develop a Story based on the given beginning / end		
Section VI: Skill Development		5 Marks
<b>Q.7. Translation</b>		
i. 4 words out of 6 words (English to medium of instruction)		02 Marks
ii. 2 out of 4 sentences (English to medium of instruction)		02 Marks
iii. 1 out of 2 idioms / proverbs (English to medium of instruction)		01 Marks

### Section-wise Weightage of Marks

No.	Internal Assessment	Marks
1.	Section I – Language Study	10 Marks
2.	Section II – Textual Passages	20 Marks
3.	Section III – Poetry	10 Marks
4.	Section IV – Non-textual Passage	15 Marks
5.	Section V – Writing Skills	20 Marks
6.	Section VI – Skill Development	05 Marks
<b>Total</b>		<b>80 Marks</b>

No.	Internal Assessment	Marks
1.	Listening Skill	05 Marks
2.	Speaking Skill	05 Marks
3.	Assignment 1	05 Marks
4.	Assignment 2	05 Marks
<b>Total</b>		<b>20 Marks</b>

[Maharashtra State Board of Secondary and Higher Secondary Education, Pune - 04]

बोर्डाच्या परीक्षेला आत्मविश्वासाने सामोरे जाण्यासाठी नमुना प्रश्नपत्रिका सोडवणे हा एक उत्तम मार्ग आहे. शेजारील QR कोड स्कॅन करून आमच्या “SSC 54 प्रश्नपत्रिका व कृतिपत्रिका उत्तरपत्रिकांसहित” याविषयी जाणून घ्या.



शेवटच्या क्षणी संपूर्ण पुस्तकाचा अभ्यास करणे अवघड वाटते का? आमच्या “Important Question Bank (IQB)” या पुस्तकातून महत्त्वाच्या प्रश्नांची झटपट उजळणी करा. अधिक माहिती करिता पुढील QR कोड स्कॅन करा.



Grammar आणि Vocabulary मधील गुण गमावू नका. “English (LL) Grammar (Language Study) & Vocabulary Std. X” या पुस्तकाचा वापर करून अधिकाधिक सराव करा व जास्तीत जास्त गुण मिळवा. याविषयी अधिक माहिती मिळवण्याकरिता शेजारी दिलेला Q.R. Code स्कॅन करा.



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**Note:** Textual questions are represented by \* mark.

Modified textual questions are represented by ♣ mark

In-text questions are represented by # mark

## Glossary

Word	Meaning
darkened ( <i>adj</i> )	here, evil (वाईट)
distress ( <i>n</i> )	great worry and strain (फार त्रास, अतिशय चिंता)
temptation ( <i>n</i> )	a strong wish to do something bad or wrong (मोह)

## Paraphrase

The poem 'A Teenager's Prayer', written by J. Morse focuses on a teenager's wish about how he wants to lead his teenage life.

The speaker, a teenager himself, states that he has to take important decisions about the path that he would take in life. The speaker is aware that one road leads to success while the other one, i.e. the path of evil, would lead him to pain. He urges God to help him keep his eyes open, so that he can see clearly and stand for the things that are good. The teenager wants God to help him bring out his best qualities, avoid temptations and to stay healthy.

He is sure that at the end of his teenage, he would be pleased to have lived a good life, free of any faults or evils, with God's constant guidance.

## आशय

एका किशोरवयीन मुलाला त्याचे किशोरवयीन आयुष्य कसे जगायचे आहे, याबाबतच्या त्याच्या इच्छा जे. मोर्स यांनी 'A Teenager's Prayer' या कवितेत मांडल्या आहेत. या कवितेत कवी किशोरवयीन मुलाच्या भूमिकेतून बोलत आहे.

किशोरवयीन मुलगा स्वतः सांगतो, की भावी आयुष्याचा योग्य मार्ग निवडण्यासाठी महत्त्वाचा निर्णय त्याला घ्यायचा आहे. आयुष्यात पुढे जाताना एक मार्ग त्याला यशाच्या मार्गावर घेऊन जाईल, तर दुसरा मार्ग त्याला वाईट म्हणजेच घोर चिंतेच्या, त्रासाच्या मार्गावर घेऊन जाईल, याची त्याला जाणीव आहे. या दोन्ही मार्गांपैकी योग्य तो मार्ग स्पष्ट दिसावा, योग्य निर्णय घेता यावा यासाठी आपले डोळे उघडे ठेवावेत, आपल्याला मार्गदर्शन करावे अशी प्रार्थना तो परमेश्वराला करतो. आपल्यामधील सर्वोत्तम गुणांचे प्रकटीकरण व्हावे, मोहावर नियंत्रण ठेवता यावे आणि आरोग्यपूर्ण आयुष्य जगता यावे, यासाठी देवाने आपल्याला मदत करावी अशी त्याची इच्छा आहे.

परमेश्वराच्या मार्गदर्शनामुळे किशोरवयाच्या शेवटी तो एक चांगले, समाधानी, सर्वोत्तम आयुष्य जगेल, दुर्गुणांपासून मुक्त राहिल असा त्याला ठाम विश्वास आहे.

## Warming Up!

## Chit-Chat

\*1. Form groups of five to six and discuss. Give a rating of 1 to 5, to each of the following. When you have to take important decisions what do you generally do?

- Consult parents / elders
- Contact friends for advice
- Pray to God for guidance
- Think deeply in silence
- Ask your teacher for help
- Toss a coin to decide

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

\*2. In poetry, very often, there are lines in which the poet seems to talk directly to an absent person, an abstract idea or thing / object. Such a tactic / device used by the poet is the Figure of Speech 'Apostrophe'.

e.g.

- Twinkle, twinkle little star
- Death! Where is thy sting?
- O Cave man! I wish I could live with you.

Complete the following, creating examples of Apostrophe of your own.

- O, Life! How \_\_\_\_\_
- Dear God, Please \_\_\_\_\_
- Books! You are \_\_\_\_\_
- Exams! I wish \_\_\_\_\_
- O, you beautiful sky \_\_\_\_\_

Ans:

- mysterious you are!
- help me be humble and kind!
- the most amazing friends I can ever have!
- you could be easier!
- your vastness amazes me!

## Extract

## A1. Simple Factual

\*1. Complete the following sentences by choosing the correct alternatives.

- According to the poet, \_\_\_\_\_ are brought by each new day. (new beginnings/new endings)



- ii. We must decide to take the road which leads to \_\_\_\_\_.  
(great distress/great success)
- iii. The poet prays to the Lord to help him stand for what is \_\_\_\_\_.  
(might/right)
- iv. The poet wants to see that his teenage years have been the \_\_\_\_\_ years of his life.  
(worst/best)

**Ans:**

- i. new beginnings                      ii. great success
- iii. right                                      iv. best

**#2. What does each new day fetch?**

[**Note:** Refer A1 Q.1 (i) from the extract for this answer.]

**3. State whether the following statements are True or False. Correct the False statements.**

- i. The poet says that others will choose his way.
- ii. The darkened road leads to great distress.
- iii. The poet wants God to help him.
- iv. The poet wants to give in to temptations.

**Ans:**

- i. False. The poet says that only he will choose his way.
- ii. True
- iii. True
- iv. False. The poet wants to avoid temptations.

Read the extract from line 1 to 20 on page 3 of your textbook and do the following activities.  
[“Each day .....  
..... next to me.”]

**A2. Complex Factual**

**1. Complete the sentences based on the extract.**

- #i. The age-group of the speaker in the poem is \_\_\_\_\_.
- #ii. Each day the speaker has to take decisions about \_\_\_\_\_.
- iii. The poet makes a prayer to God to \_\_\_\_\_.
- #iv. When faced with temptation, one should \_\_\_\_\_.
- #v. The speaker wishes for the company of \_\_\_\_\_.
- #vi. The poet wishes to maintain his body by \_\_\_\_\_.
- #vii. At the end of his teenage years the poet wishes to see \_\_\_\_\_.

**Ans:**

- i. that of a teenager
- ii. the path he / she must choose in life
- iii. guide him along the right path, help him avoid temptations and to stay healthy
- iv. avoid it and not give in to it
- v. God in the walk of life

- vi. keeping it clean and fit every day, throughout his life
- vii. that he has lived his life well with God's guidance

**A3. Vocabulary / Poetic Devices**

**1. Identify and explain the Figures of Speech in the following lines from the extract.**

**i. “Each day brings new beginnings,”**

**Ans:**

- a. Alliteration – Repeated sound of ‘b’
- b. Personification – ‘day’ is given a human quality of ‘being able to bring’

**ii. “Decisions I must make.”**

**Ans:**

- a. Alliteration – Repeated sound of ‘m’
- b. Inversion – Changed order of words  
The correct order is “I must make decisions.”

**iii. “The road that I will take.”**

**Ans:**

- a. Alliteration – Repeated sound of ‘th’
- b. Metaphor – ‘the decisions the speaker would have to take’ are indirectly compared to ‘a road he / she would have to choose’

**iv. “I can choose to take the road of life.”**

**Ans:** Metaphor – ‘the road to success’ is indirectly compared to the ‘road of life’

**v. “Or travel down the darkened road”**

**Ans:**

- a. Alliteration – Repeated sound of ‘d’
- b. Metaphor – ‘the path of life which leads to distress’ is indirectly compared to ‘a darkened road’

**vi. “Please open up my eyes, dear Lord,”**

**Ans:**

- a. Apostrophe – There is a direct address to God, who is actually not present there.
- b. Inversion – Changed order of words. The correct is “Dear lord, please open up my eyes”.

**vii. “Bring out the best in me.”**

**Ans:** Alliteration – Repeated sound of ‘b’

**viii. “When temptation comes my way,”**

**Ans:** Personification – ‘temptation’ is given the human quality of ‘coming one’s way’

**ix. “And fit for life each day.”**

**Ans:** Alliteration – Repeated sound of ‘f’

**x. “I know that I will see”**

**Ans:** Repetition – ‘I’ has been repeated for maintaining the rhythm of the poem



xi. "That life is lived its very best"  
**Ans:** Alliteration – Repeated sound of 'i' and 'l'

xii. "With you walking next to me."  
**Ans:** Alliteration – Repeated sound of 'w'

\*2. Find and write the pairs of rhyming words from the poem.

**Ans:**  
 i. make – take                      ii. success – distress  
 iii. see – me                        iv. way – day  
 v. see – me

\*3. Complete the following sentence by choosing the correct alternative.

i. The rhyme scheme of the poem is \_\_\_\_\_.  
 A. aabb                              B. abcd  
 C. abcb                             D. abba

**Ans:** C. abcb

**Appreciation of the Poem**

\*1. Read the poem. Write an appreciation of the poem in about 12 to 15 sentences with the help of the following points:

- i. Title
- ii. Poet
- iii. Rhyme Scheme
- iv. Figures of Speech
- v. Theme / Central Idea (2 to 3 lines)

**Ans:** Appreciation of the poem 'A Teenager's Prayer'

- i. **Title:** 'A Teenager's Prayer'
- ii. **Poet:** J. Morse
- iii. **Rhyme Scheme:** 'abcb'
- iv. **Figures of Speech:** Alliteration, Apostrophe, Inversion, Metaphor, Personification, Repetition
- v. **Theme / Central Idea:** The central idea of the poem is that it a direct address to God by a teenager, who wishes that God should be by his side and guide him. He wants God to help him lead a good life.

**Integrated Questions (based on the entire text)**

1. The title is suitable for the poem. Comment.  
**Ans:** The title 'A Teenager's Prayer' states the central idea of the poem. The poet narrates a teenager's wish that God be with him and guide him, so that he can lead a good life.

**Language Study**

\*1. Alliteration is the occurrence of the same sound at the beginning of words in a phrase, sentence etc., such as "That life is lived its very best."  
 Find out more examples of Alliteration from this poem.

[Note: Refer A3 Q.1 from the extract for this answer.]

\*2. Match the lines in Column A with the Figures of Speech in Column B.

	Column 'A'		Column 'B'
i.	Decisions, I must make.	a.	Apostrophe
ii.	Please open up my eyes, dear Lord.	b.	Inversion
iii.	Travel down the darkened road	c.	Metaphor
iv.	I can choose to take the road of life	d.	Alliteration

**Ans:** (i – b), (ii – a), (iii – d), (iv – c)

\*3. Let's learn.  
 The difference between Apostrophe in Punctuation and the Apostrophe as a Figure of Speech.

**Ans:**

	Apostrophe (Punctuation)	Apostrophe (Figure of Speech)
<b>Use</b>	i. To shorten words ii. To indicate possession by nouns	To address directly an entity that is dead, absent or abstract
<b>Example</b>	i. he had – he'd ii. Sheetal's	i. Twinkle twinkle, little star, how I wonder what you are? ii. Oh Death! Where is thy sting?

**Activities**

**Writing**

\*1. Elements of Planning an Interview: (Group Activity)

**Form groups and discuss each element of planning an interview and prepare notes on each element.**

- i. Format – Structure
- ii. Size/Length – How much
- iii. Do's and Don'ts – Rules and Regulations
- iv. Type of Questions – Yes/No questions or Wh Type.

**Ans:**

- i. Format –
  - a. Introductory Questions
  - b. Probing Questions
  - c. Conclusive Questions – message, future plans, etc.
- ii. Size/Length –
  - a. Around eight to ten questions should be planned.
  - iii. Do's and Don'ts –
    - a. Do not ask personal questions.
    - b. Do not ask closed-ended i.e. yes – no questions.
    - c. Research on the topic/the individual to be interviewed, beforehand.

- d. Ask about the details related to the topic or profession and make use of Wh-questions to have a free flowing conversation.
- iv. Type of Questions – Preferably ask questions that will result in qualitative information. Avoid questions that give Yes/No answers unless it is added on to another question that would ask for details.

[**Note:** *Students can add more points to the above elements after discussion in class.*]

- \*2. Look around in your vicinity – your family, friends, neighbours, classmates, etc. and write about any four teenagers who have made a name for themselves by doing something extraordinary. (See table given on Pg. 6 of your textbook)**

*(The completed table is given below)*

**Ans:**

	Teenager Group	Name/s	Special/ extraordinary tasks /things performed
i.	Family	Rohan Joshi (Cousin)	Performed an honest act of returning a bag full of money to its rightful owner.
ii.	Friends	Geetika John	Started an online campaign to spread awareness regarding the importance of an individual's role in keeping the surroundings clean.
iii.	Neighbours	Mitali Sahane	Won the Starlight Writing Award for fiction at the age of fourteen. Her short story was published by Starlight (India).
iv.	Classmate	Adeeb Khan	Is a top tennis player. He has won various tournaments including the State level inter-school championship.

[**Note:** *The above answer is for reference. Students are expected to attempt the above activity on their own.*]

- \*3. Compose a short prayer in English asking God to guide you in your teenage years. Later, you can even try to make the lines rhyme to give it a poetic form.**

- \*4. Prepare a set of 10 questions to interview any successful teenager. You may use the guidelines given on Pg. 5 of your textbook.**

[Scan the given Q.R. Code in *Quill - The Padhai App* to view the **answers** to these questions from the **Writing Activities** section of this chapter]



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





## AVAILABLE NOTES FOR STD. X:

(Eng., Mar. & Semi Eng. Med.)

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- हिंदी लोकवाणी
- आमोद: सम्पूर्ण-संस्कृतम्
- आनन्द: संयुक्त-संस्कृतम्
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- Geography
- Mathematics (Part - I)
- Mathematics (Part - II)
- Science and Technology (Part - 1)
- Science and Technology (Part - 2)

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- Science and Technology (Part - 1)
- Science and Technology (Part - 2)
- History, Political Science and Geography

### PRECISE SERIES

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- गणित (भाग - II)
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### WORKBOOK

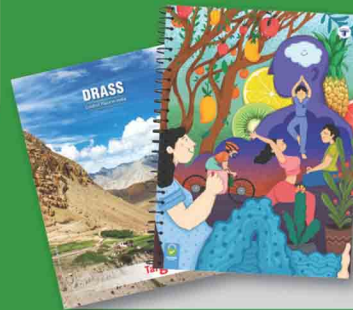
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