

PRECISE

SAMPLE CONTENT



# MY ENGLISH COURSEBOOK

BASED ON LATEST 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 July 2023
- 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 2024 (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 2024 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:** Fourth

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)

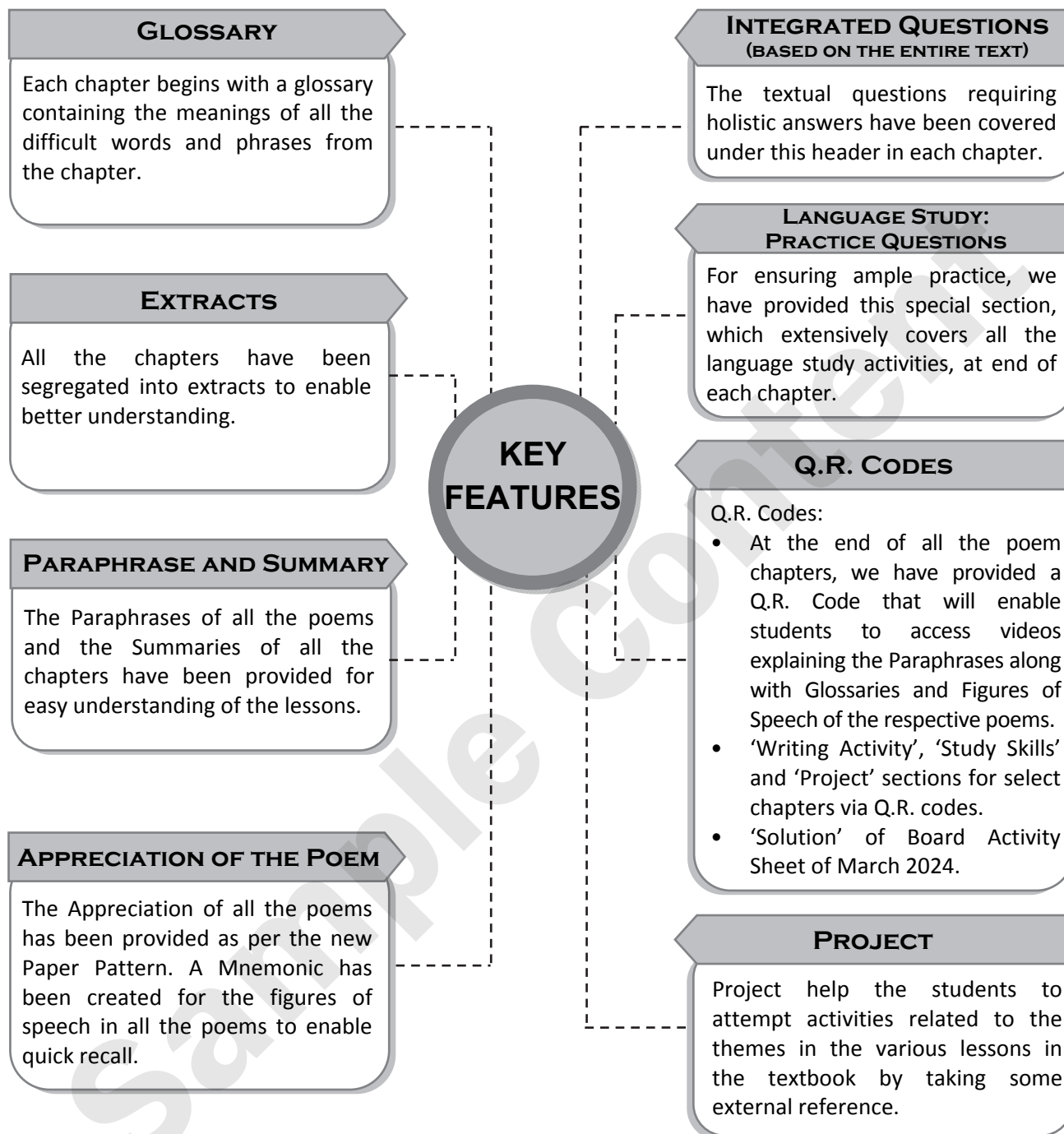
### Disclaimer

This reference book is transformative work based on 'My English Coursebook' 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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**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**

# Let's Retrospect

Every lesson/poem begins with an opportunity to chat with your benchmate/group/classmates and even your 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
I	S	E	R	O	C	O	M	P	L	E	X
S	Y	N	O	N	Y	M	D	V	E	R	B

**Clues:**

- i. I refer to only one noun \_\_\_\_\_
- ii. I qualify a noun \_\_\_\_\_
- iii. I say more about an action (verb) \_\_\_\_\_
- iv. I am a naming word \_\_\_\_\_
- v. I can replace a naming word \_\_\_\_\_
- vi. I accompany nouns/pronouns and show their relation with another word \_\_\_\_\_
- vii. I am a sentence with a subordinate clause \_\_\_\_\_
- viii. I am an Action or Being \_\_\_\_\_
- ix. I am attached before a word \_\_\_\_\_
- x. I sound the same but differ in spelling and meaning \_\_\_\_\_
- xi. I am a word having nearly the same meaning \_\_\_\_\_
- xii. I come before nouns to point out definite or indefinite \_\_\_\_\_
- xiii. I refer to more than one noun \_\_\_\_\_

[Note: This question has been added because its answer is present in the word-grid.]

**Ans:**

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
I	S	E	R	O	C	O	M	P	L	E	X
S	Y	N	O	N	Y	M	D	V	E	R	B

- |              |                 |              |               |
|--------------|-----------------|--------------|---------------|
| i. Singular  | ii. Adjective   | iii. Adverb  | iv. Noun      |
| v. Pronoun   | vi. Preposition | vii. Complex | viii. Verb    |
| ix. Prefix   | x. Homophone    | xi. Synonym  | xii. Articles |
| xiii. Plural |                 |              |               |



## 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 राहील 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!

Read the following extract from your textbook and answer the following questions.

## 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.

["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)

[March 2023]

**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 in 'English Workshop' Q9. of the chapter.)  
(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 in 'English Workshop' Q6. of the chapter.

[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]



## Glossary

Word	Meaning
adjacent ( <i>adj</i> )	next to; adjoining (लगत / संलग्न)
aggressive ( <i>adj</i> )	hostile; violent (आक्रमक)
assault ( <i>n</i> )	attack (हल्ला)
backdrop ( <i>n</i> )	environment; setting (पार्श्वभूमी)
bosom ( <i>n</i> )	breast (छाती / उर)
cacophony ( <i>n</i> )	loud harsh noises (कोलाहल, गोंगाट)
cawing ( <i>n</i> )	harsh cries of a crow (कावळ्यांचा कर्कश आवाज)
clan ( <i>n</i> )	a very large family (वंश, कुळ)
commotion ( <i>n</i> )	noise and confusion (गोंधळ, गडबड)
compassion ( <i>n</i> )	sympathy and kindness (दया, कणव)
coop ( <i>n</i> )	a cage for poultry (खुराडे, कोंबड्यांना ठेवण्याची जागा)
cry ( <i>n</i> )	<i>here</i> , a shout or call of an animal (रडणे, येथे अर्थ- प्राण्याचे ओरडणे किंवा हाक मारणे)
cuddled ( <i>v</i> )	held closely (कवटाळणे)
descended ( <i>v</i> )	moved downwards (खाली उतरणे)
dominant ( <i>adj</i> )	powerful; superior (प्रबळ, बलवान)
enchanted ( <i>adj</i> )	under a magical effect (जादूमय)
encounter ( <i>n</i> )	an unexpected meeting; an unpleasant conflict (अचानक गाठ पडणे, अनपेक्षित भेट होणे)
engrossed ( <i>v</i> )	occupied in (मग्न होणे, तल्लीन होणे)
flock ( <i>n</i> )	a group of birds (थवा)
foe ( <i>n</i> )	enemy; rival (शत्रू)
furiously ( <i>adv</i> )	angrily; violently (चवताळून, हिंस्रपणे)
gratitude ( <i>n</i> )	thankfulness; appreciation (कृतज्ञता)
hapless ( <i>adj</i> )	unfortunate (बिचारे)
heartily ( <i>adj</i> )	sufficient; large (मनसोक्त)
hesitant ( <i>adj</i> )	uncertain; lacking confidence (बिचकणे)
hurled ( <i>v</i> )	threw forcefully (जोराने भिरकावणे)
inert ( <i>adj</i> )	powerless; motionless (अचेतन)
infuriated ( <i>adj</i> )	angered; enraged (संतप्त)
intermittent ( <i>adj</i> )	infrequent; random; irregular (अधूनमधून)

interspecies ( <i>adj</i> )	between two or more species (आंतरप्रजातीय, दोन किंवा अधिक प्रजातींमधील)
listless ( <i>adj</i> )	without any energy (त्राणहिन)
luxurious ( <i>adj</i> )	<i>here</i> , rich and abundant (आरामदायक, सुखद, येथे अर्थ- संपन्न, समृद्ध)
magnificent ( <i>adj</i> )	grand; splendid (भव्य)
majestic ( <i>adj</i> )	impressive in size; large (विस्तीर्ण)
manifold ( <i>adj</i> )	more and more (बहुविध, अनेक)
marauding ( <i>adj</i> )	searching for something to steal or attack (चोरण्यासाठी किंवा हल्ला करण्यासाठी काहीतरी शोधणे)
mercilessly ( <i>adv</i> )	cruelly (निर्दयीपणे)
muffled ( <i>adj</i> )	quietened; suppressed sound (दबलेल्या, क्षीणलेल्या)
new dimension ( <i>n</i> )	new factor (नवीन आयाम)
oozing ( <i>v</i> )	pouring out; overflowing (ओसंडून वाहणे)
overwhelmed ( <i>v</i> )	to be deeply touched (मन भरून येणे)
pitch ( <i>n</i> )	<i>here</i> , volume; tone (आवाजाची पट्टी)
ponder ( <i>v</i> )	think over deeply (सखोल विचार करणे, विचारात पडणे)
profound ( <i>adj</i> )	deep; significant (गहन)
prospect ( <i>n</i> )	future possibility (संभावना)
quarters ( <i>n</i> )	<i>here</i> , sides (येथे अर्थ- बाजू; भाग)
retreated ( <i>v</i> )	moved back (मागे वळणे)
scattered ( <i>adj</i> )	disordered; spread out (विखुरलेले)
shaky ( <i>adj</i> )	trembling; unstable (डळमळीत)
shrill ( <i>adj</i> )	very high and loud sound / voice (कर्कश)
solace ( <i>n</i> )	comfort and peace (आश्वस्त, निर्धास्त)
stir ( <i>v</i> )	move (हालचालीस प्रवृत्त करणे)
stout ( <i>adj</i> )	heavy (मजबूत)
stricken ( <i>adj</i> )	to be hit hard; suffer (त्रस्त, पीडित)
surveyed ( <i>v</i> )	inspected or looked carefully (निरीक्षण करणे, काळजीपूर्वक न्याहाळणे)

trauma (n)	great distress (जबरदस्त मानसिक आघात)
trembling (v)	shaking; feeling fear (थरथरणे)
uncanny (adj)	strange; unusual (विलक्षण)
unfolded (adj)	revealed (उलगडणे)
universal (adj)	existing everywhere or involving everywhere (वैश्विक)
veranda (n)	balcony; porch (व्हरांडा, मूळ घराला लागून असलेला बाहेरील भाग)
vicious (adj)	evil; wicked (दुष्ट)
welled up (v)	filled up (भरणे)

Phrase	Meaning
got the better of	overpowered; defeated (उत्सुकता चाळवणे)
hums into action	becomes active (सक्रिय होणे)
slide down	move downwards (खाली उतरणे)
strike a right chord	evoke a particular emotion in someone else (भावना योग्य प्रकारे पोहोचवणे)

### Things to Remember

<i>aswatha</i>	<i>peepal</i> tree (पिंपळाचे झाड)
<i>langur</i>	a type of Asian monkey (आशियाई माकडाची एक जात)

### Summary

The lesson 'An Encounter of a Special Kind' describes a unique incident in the narrator, Tapan Mukherjee's life.

The narrator lived with his family in Raniganj, West Bengal. His father was a medical professional and the private company that he worked for; provided its officers with bungalows in a campus. The narrator's bungalow was just next to the officer's club. The compound was rich in greenery and was home to various species of birds, squirrels as well as a group of *langurs*.

The narrator was enjoying his holidays by spending time with his family and reading magazines and storybooks. One afternoon, when he sat down to read a book, he heard a group of street dogs barking at a distance. He ignored it at first, thinking that they must be trying to scare a pig. But when their barking grew louder, along with the fearful cawing of crows, he

went to the *veranda* to see what the reason could be. He was shocked to see a baby *langur* being bitten to death by an adult male *langur* on the roof of the club house. The scene reminded him of a custom in the animal kingdom, where the leader of the group never allows any other male group member to survive. The narrator picked up a stout stick and then threw a stone at the male *langur*. The *langur* hardly noticed it. But then, the narrator started throwing more stones at him and this made the male *langur* drop the baby *langur* from the roof. The narrator managed to keep the dogs at bay with the stick and caught hold of the baby *langur* by his tail just as he was about to fall. The baby *langur* had lost consciousness by then. The narrator's family had come out of the house and witnessed this incident. Along with help from his family; the narrator cleaned the baby *langur*'s wounds and managed to bring him back to consciousness. But he was frightened and his whole body was shaking due to shock. His eyes were filled with tears. When the narrator offered him a banana, he took it and started eating in small bites. The baby *langur* started crying loudly when he realised that his mother was sitting on the roof and watching the narrator, while he was being treated. The narrator made way for the mother to see her baby. She took him in her arms and checked his injuries. The baby finally felt comfortable, now that he was safe in his mother's arms. The mother *langur* looked at the narrator and thanked him with her eyes. The narrator was touched by her expression of gratitude. The mother *langur* then jumped back on the kitchen roof with her baby clinging to her body. She looked around to make sure the male *langur* was not in the area and leapt away in the opposite direction of the attack.

This small encounter with the mother and the baby *langur* convinced the narrator that animals can communicate with humans and that there can be mutual trust within different species. He realised that food was not the only way to communicate with animals. Humans could also develop a bond with them through trust, mutual understanding and compassion. This incident remains close to the narrator's heart even after fifty-five years of its occurrence.

### सारांश

'An Encounter of a Special Kind' या पाठामध्ये लेखक तपन मुखर्जी यांनी आपल्या आयुष्यातील एका विलक्षण प्रसंगाचे वर्णन केले आहे.

लहानपणी लेखक आपल्या कुटुंबियांसह पश्चिम बंगाल राज्यातील राणीगंज येथे राहत होता. त्यांचे वडील वैद्यकीय व्यवसायात कार्यरत होते. वडील ज्या कंपनीत काम करत होते त्या कंपनीमार्फत कंपनीच्या आवारातच ऑफिसर्ससाठीच्या बंगल्यांमध्ये



त्यांच्या राहण्याची व्यवस्था करण्यात आली होती. लेखक राहत असलेला बंगला ऑफिसर्स क्लबला लागून होता. कंपनीच्या आवाराचे कुंपण समृद्ध अशा हिरवाईने नटले होते. अनेक प्रकारचे पक्षी, खारी त्याचबरोबर लंगूर वानरांच्या टोळ्या येथे वास्तव्याला होत्या.

अशा या निसर्गरम्य वातावरणात सुट्टीच्या कालावधीत मासिके, गोष्टींची पुस्तके वाचत लेखक आपल्या कुटुंबियांसह आनंदात दिवस घालवत होता. एके दिवशी दुपारी जेवणानंतर लेखकाचे आई-वडील आणि लहान बहीण विश्रांती घेत होते. अशा निवांत वातावरणात लेखक गोष्टीचे पुस्तक वाचत बसला होता. त्यावेळी भटक्या कुत्र्यांचा जोरजोराने भुंकण्याचा आवाज त्याच्या कानावर पडला. प्रथम कुत्रे नेहमीप्रमाणे डुकरांच्या मागे भुंकत आहेत असा विचार करून लेखकाने त्या आवाजाकडे दुर्लक्ष केले; मात्र भुंकण्याचा आवाज फारच मोठ्याने येऊ लागल्यावर मात्र नेमके काय घडले ते पाहण्यासाठी लेखक घराच्या बाहेर पडला. तेव्हा क्लब हाऊसच्या छतावर एक प्रौढ नर लंगूर वानर एका लहानशा लंगूर वानर पिल्लाला जिवे मारत असल्याचे दृश्य पाहून त्याला धक्का बसला. हे दृश्य पाहून प्राण्यांच्या राज्यात टोळीतील प्रमुख नर टोळीमधील अन्य कोणत्याही नराला जिवंत राहू देत नाही, हे प्राण्याचे स्वभाववैशिष्ट्य लेखकाला आठवले. त्याने एका हातात काठी घेतली आणि दुसऱ्या हातात दगड घेऊन तो त्या हिंस्र प्रौढ वानराकडे भिरकावला. आधी वानराने त्याकडे दुर्लक्ष केले; मात्र नंतर लेखकाने त्या वानरावर दगडांचा मारा करणे सुरू ठेवले. त्यानंतर नाइलाजाने प्रौढ वानराने पिल्लाला छतावरून खाली टाकून दिले. छताच्या खाली भटक्या कुत्र्यांची टोळी त्या पिल्लाला भक्ष्य बनवण्यासाठी टपून बसली होती. अशावेळी प्रसंगावधान राखून लेखकाने एकाहाताने काठीचा धाक दाखवून कुत्र्यांना दूर ठेवले आणि दुसऱ्या हाताने छतावरून जमिनीवर आदळण्याअगोदरच पिल्लाचे शेंपूट धरून त्याला वरच्यावरच पकडले. तोपर्यंत भयभीत झालेले, अंगावर ठिकठिकाणी जखमा झालेले वानराचे ते लहानसे पिल्लू बेशुद्ध पडले होते. हा सारा कोलाहल ऐकून लेखकाचे कुटुंबीयही घराबाहेर आले होते. लेखकाने पिल्लाला वाचवल्याचे त्याच्या कुटुंबियांनी प्रत्यक्ष पाहिले. त्यानंतर लेखकाने आपल्या कुटुंबियांच्या मदतीने त्या पिल्लाच्या जखमा स्वच्छ केल्या, त्याला शुद्धीवर आणले. पिल्लू भितीने थरथर कापत होते, त्याचे डोळे पाण्याने भरले होते. लेखकाने दिलेले केळे त्याने घेतले; आणि ते लहान लहान घास खाऊ लागले. त्या पिल्लाची आई छतावर बसून लेखक पिल्लाची करत असलेली सुश्रूषा शांतपणे पाहत होती.

आईकडे लक्ष जाताच पिल्लू रडू लागले. लेखकाने दूर होऊन वानरीला पिल्लापर्यंत येण्याचा मार्ग मोकळा करून दिला. वानरीने पुढे येऊन पिल्लाला जवळ घेतले, त्याच्या जखमा तपासल्या.

अशारीतीने, पिल्लू आपल्या आईच्या कुशीत सुरक्षितपणे विसावल्याचे लेखकाच्या लक्षात आले. त्यानंतर त्या वानरीने काही क्षण थेट लेखकाच्या नजरेला नजर भिडवून अबोलपणे कृतज्ञता व्यक्त केली. तिने व्यक्त केलेली कृतज्ञतेची भावना लेखकाच्या मनाला स्पर्शून गेली. त्यानंतर वानरी उडी मारून स्वयंपाकघराच्या छतावर निघून गेली. त्यावेळी पिल्लू तिला बिलगून बसले होते. वानरीने प्रौढ हल्लेखोर नर वानर आसपास कुठे दिसते का याचा कानोसा घेतला. तो आसपास नाही याची खात्री पटल्यावर ज्या दिशेने हल्ला झाला होता त्याच्या विरुद्ध दिशेने ती पिल्लासह निघून गेली.

वानरी आणि तिचे पिल्लू यांच्यासह अचानक घडलेल्या या लहानशा प्रसंगाने लेखकाच्या मनावर अमिट असा ठसा उमटवला. प्राणी माणसाशी संवाद साधू शकतात, विविध प्रजातींमध्ये सामंजस्य आणि विश्वासाची भावना असू शकते आणि ती व्यक्तदेखील होऊ शकते याचा प्रत्यय लेखकाला आला. प्राण्यांना अन्न देणे हाच त्यांच्याशी संवाद साधण्याचा एकमेव मार्ग नव्हे, हेदेखील लेखकाच्या लक्षात आले. माणूस विश्वास, परस्पर सामंजस्य, दयाळूपणा या गुणांच्या मदतीने प्राण्यांशी भावनिक बंध विकसित करू शकतो, हेदेखील त्याला जाणवले. पंचावन्न वर्षे उलटली तरीदेखील ही आठवण लेखकाच्या मनात कायम राहिली आहे.

### Warming Up!

#### Chit-Chat

\*1. Look at the first picture given in 'Warming Up!' section of the chapter.

- What do you see in the picture?
- What do you think the girl is trying to do? Why?
- If you were in the place of the girl, what would you do?
- Do you think she will become successful in her mission?

Ans:

- I can see a girl almost completely submerged in water, carrying a puppy in a vessel.
- The girl is trying to safely carry the puppy through the deep water. I think she is doing it because she does not want the puppy to drown.
- If I were in the place of the girl, I too, would have tried to save the helpless puppy. I would place the bowl with the puppy next to me and pull the bowl through the water, so that the weight of the puppy does not push me down as the water level is dangerously high.
- Yes, I am sure that she will be successful in her mission.



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