



ENGLISH
KUMARBHARATI
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.

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ENGLISH

KUMARBHARATI

STANDARD TEN



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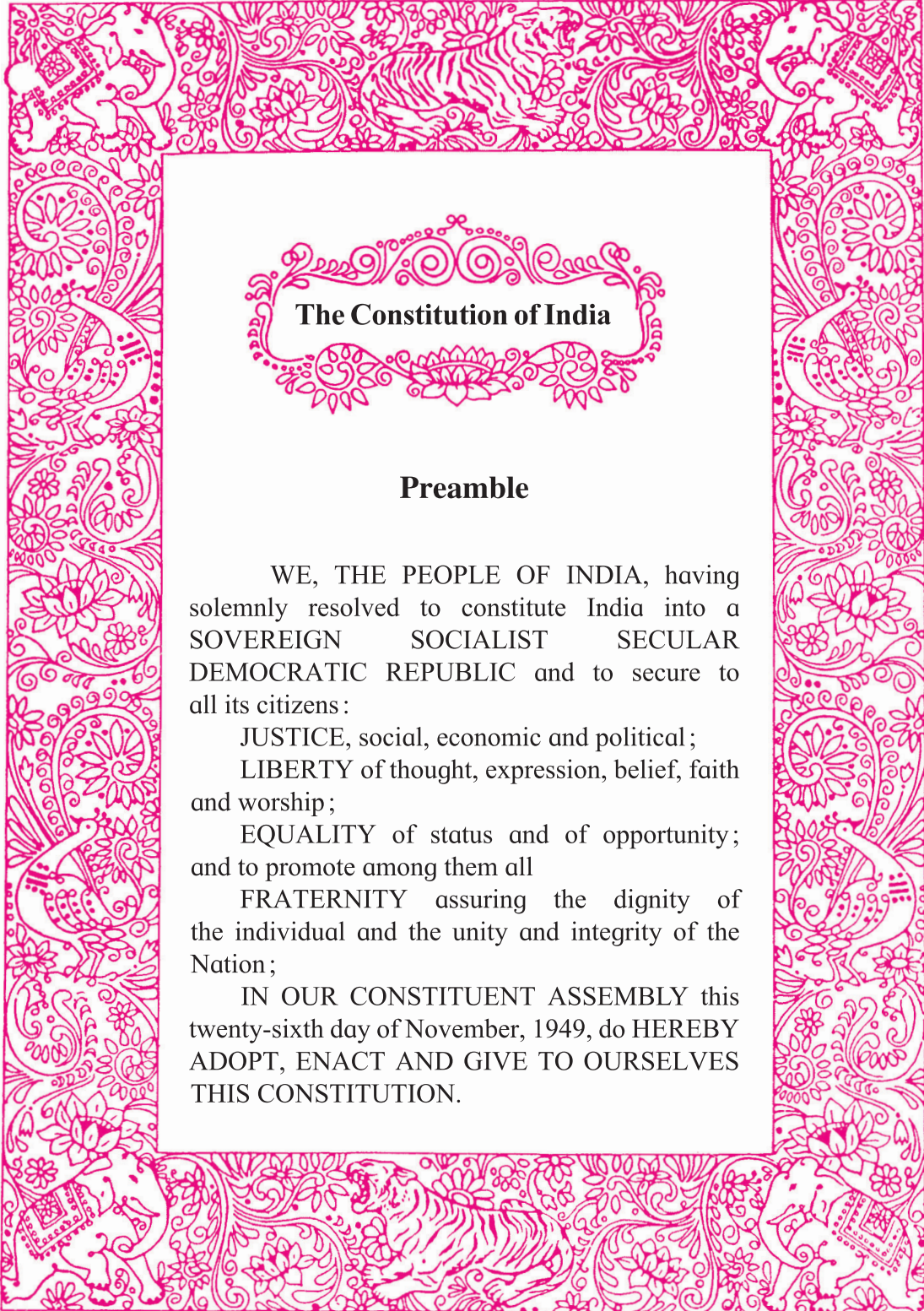
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The Constitution of India

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,

A most warm welcome to Std X. We are delighted to place this textbook '**English Kumarbharati**' in your hands.

English has been a part of your studies since Std I. So far, you have learnt to use English for communication in most situations. You have enjoyed some interesting stories and passages in the previous textbooks. You have completed many projects. You have read the works of many well-known writers. Now that you are in Std X, you will do all this and also learn to use English with a better understanding of the language and the way it is used. What is more, you will enjoy the flavour of English literature, as well.

English is not just a subject in your curriculum. It is the medium through which you learn all other subjects. A good command over the language will make it easier for you to study other subjects, too. Our main aim is to help you use English with confidence. We would like you to be able to confidently ask questions, gain knowledge and use new skills, perfect your oral and written communication skill, be creative and spend your free time joyfully. That is why, we urge you to take part in all the activities and exercises in the 'Warming up' and 'English Workshop' sections, with zest and enthusiasm. 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.

We have focussed upon linguistic items in the Language Study (Grammar and Vocabulary) activities. The textbook also aims to help students to attain a proficiency level in English, whereby you can directly 'think' in English rather than think in your mother tongue and translate your thoughts into English. This proficiency is indispensable, especially when you are reading between lines, understanding ideas, contemplating, figuring out your responses to activities and planning your write-ups.

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 textbook offers you an opportunity to reach out to the world.

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.

Statement of Competencies : First Language

The student should be able to -

Listening

- Enjoy listening to English programmes.
- Predict the next part of a narration, conversation, description.
- Think critically about the information being presented.
- Note the difficult/unfamiliar bits while listening so as to ask questions later.
- Summarize a story, conversation, play, informative speech, debate etc.
- Appreciate an effective presentation, understand the features that make it effective.
- Analyse and evaluate the content/argument being presented.
- Understand different interpretations of a literary piece.
- Respond independently to literary and non-literary presentations.

Speaking

- Speak clearly and confidently.
- Use acceptable pronunciation.
- Contribute meaningfully to conversations.
- Talk politely about one's opinion or point of view.
- Describe things, people, situations, emotions, etc. in minute detail.
- Narrate an event, a show, a short story, an anecdote or an experience, etc.
- Sum up/paraphrase a given text.
- Articulate one's ideas cogently.
- Communicate pleasure/displeasure, agreement/disagreement, difference of opinion, support politely but firmly.

- Discuss personal, social issues in appropriate language.
- Describe something in a certain way to achieve a certain effect.
- Interpret lines from a literary piece.
- Use quotations, idioms, proverbs appropriately.
- Appreciate different aspects of a literary text.
- Make efforts to use stylistic devices and figures of speech in his/her own presentation.

Reading

- Read literature for pleasure.
- Read silently and fluently.
- Read patiently till the end of the piece.
- Understand the writer's intention.
- Understand the overall structure of a literary piece : stanzas and refrain in a song, stanzas and rhyme scheme in a verse, the various threads in a story/play, etc.
- Understand the literal as well as the suggested/implied meaning.
- Understand the nature of the piece of writing – informative, emotional (appealing), imaginative, persuasive, argumentative, etc.
- Appreciate precision, clarity, transparency in writing.
- Understand and appreciate use of literary devices, figures of speech, etc.
- Understand/empathise with other's points of view.
- Understand and appreciate wit and humour in writing.

- Relate and evaluate the information against one's previous knowledge and develop further insight.
- Judge/find the authenticity/source of a piece of writing.
- Learn new words, phrases, collocations, idiomatic expressions and enrich his/her vocabulary through reading.
- Develop a habit of reading news-papers, magazines and other authentic sources to obtain required information.
- Learn about other cultures and develop a liberal mindset.
- Develop respect for one's identity as an Indian.

Writing

- Write correctly. (Avoiding mistakes in spelling, grammar, etc.)
- Review and if necessary correct his/her own work as a matter of habit.
- Transform the text/information as directed.
- Write responses/answers in the given form, following the given word-limit.
- Report an event/happening using an appropriate format – a news item, a personal observation (diary), etc.
- Write formal letters / applications / e-mails.
- Explain a concept / an idea in short.
- Expand on a theme.
- Paraphrase a text.
- Express one's own thoughts and ideas coherently and effectively.
- Review a book/a film/a TV programme/a play, etc.
- Write independently and creatively, using themes, formats of his/her own choice.
- Attempt using different techniques to make his/her writing more effective.

- Attempt using different styles of writing and different literary devices.
- Attempt creative writing in different forms – stories, poems, skits, dialogues, cartoons, jokes, playlets, etc.

Study Skills

- Paraphrase a word/phrase.
- Compile lists of useful words, expressions, idioms, definitions, formulas, etc.
- Remember and recall necessary information (and the way it is organized) with the help of personal notes.
- Make notes for personal references while listening/reading.
- Revise increasingly larger chunks of information mentally.
- Identify and correct if necessary, the influence of mother tongue on his/her English.
- Use resources from other languages while speaking/writing in English.
- Compile data in a convenient form.
- Frame probing questions to find additional information, to find precise answers to one's query.
- Present information in a concise, lucid manner, choose appropriate graphics to do so.
- Use facilities like online applications, know how to make online payments, etc.
- Be aware of proper and responsible use of social media.
- Use the computer/internet for the purpose of obtaining information, translation / transcription.
- Appreciate and/or critically examine programmes, films, etc. available through mass media/internet, etc.

- Identify which learning strategies work best for oneself and use them.
- Use of internet for learning purposes.

Language Study

Language Study (English Medium)

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.

- **The alphabet** : letter, sound, consonant, vowel, alphabetical order, phonetic symbols
- **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

- **Sentence structure** : * types of sentences – statements (affirmative/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)

- **Vocabulary and word-building** :

* synonyms, antonyms, homonyms, register * root word, prefix, suffix * compound words * minor processes of word-building : reduplicatives, clipping, blends, acronyms

- **Punctuation** : full stop, comma, question mark, exclamation mark, hyphen, dash, quotation marks, apostrophe, brackets, colon, semicolon, use of capitals

- **Speech** : pronunciation, syllables, stress, intonation, rhyme, rhythm, some prosodic features

- **Figures of Speech and stylistic devices**: simile, metaphor, personification, apostrophe, hyperbole, euphemism, antithesis, irony, pun, onomatopoeia, alliteration, consonance, etc.

- **Idioms and proverbs, usage.**

Note : For explanation of concepts in Language Study, please refer to English Kumarbharati Standard Nine. (Pages 109 to 120)

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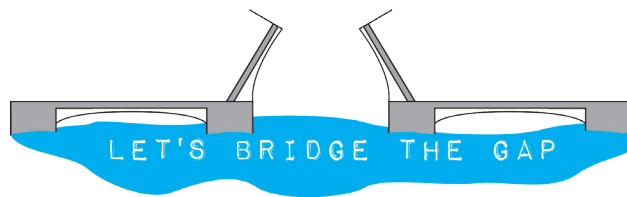
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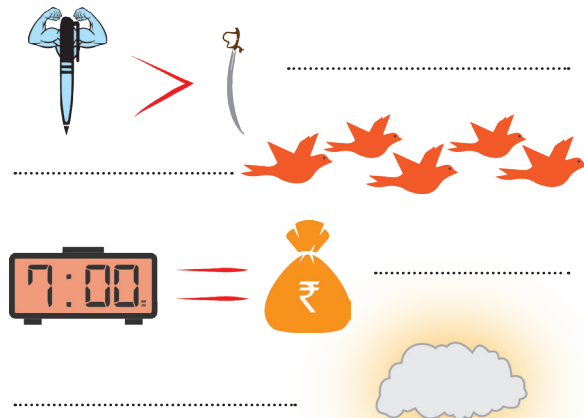
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1. Guess the proverb.



2. Read and enjoy the poem and underline the words having inconsistency in spellings and pronunciation :

Enjoy this Conflict !!

Let me teach you in my verse

Sounds like, corps, corpse and worse.



Suzy, I shall keep you busy

Make your head, with heat, go dizzy.

Just compare heart, beard, heard,

Dies and diet, lord and word.



Now, surely, I will not plague you

With words such as vague and argue.

Blood and flood are not like food

Nor is mould like should or would.



River, rival, tomb, bomb, comb

Doll and roll and some and home.

Monkey, donkey , clerk and jerk,

Asp, grasp, wasp and fork and work.



Finally, what rhymes with 'enough'?

Though or through, plough or cough

'Hiccough' ends with sound of 'cup' .

My advice is – Just give it up !



(Adapted from 'The Chaos' by G. Nolste Trenite)

3. Let's Head the lines.

Divide the class into groups. Give each group an old, but full newspaper with all pages, equal in number. Ask each group to study the headlines only. Using words from separate headlines the students must frame two headlines of their own in 15 minutes. Underline the words used in the old newspaper.

Each group leader should write down their two newly created headlines on a slip of paper, with the group number mentioned above. Submit the same to the teacher with the respective newspaper.

The teacher can judge the new headlines on the basis of appeal and accuracy, after making sure that every word has occurred in the old newspaper.



New headline- Winter Best For Tourism: Shows Study

4. Some Figures of Speech are hidden in the below word grid horizontally, vertically, diagonally and in reverse order. Trace them out with your pencil.

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