

Words and Expressions **2**

WORKBOOK IN ENGLISH FOR CLASS X



1076

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
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FOREWORD

Teaching and learning of language in school education should be based on the insight that language learning is a natural process which should be enhanced in school for academic and overall achievement of the learners. It is extremely important that learner-centric methodologies of language learning should be promoted for eliciting critical responses, and developing sensitivity to social issues.

The focus of language learning is on developing skills of language and communicative competence. Language learning progresses naturally with exposure to and use of language in meaningful situations. In this context, importance has been attributed in the *National Curriculum Framework-2005*, to methods of teaching which are process based. These give opportunities to learners for engaging with texts through various activities and exercises and equip them for self-assessment.

In multilingual India, English has been one of the languages which is being learnt in schools. It is therefore recommended that English be learnt along with the language of the learners since it leads to transference of skills from the child's own language to the second language (English).

We, at the NCERT, make an endeavour to provide engaging, relevant, and authentic resources. This supplements and complements language acquisition and provides opportunities for learners to associate experiences with everyday life.

The Council had developed two books, *First Flight* (textbook) and *Footprint without Feet* (Supplementary Reader) for Class X based on the *National Curriculum Framework-2005*. The workbook, *Words and Expressions 2* is a sequential continuation of these. It has been developed taking into account the feedback on these books and needs of learners and teachers.

The workbook has also taken into account the skills that are critical for overall development of the learners, such as the skills of collaboration, creativity and imagination, critical thinking and problem solving, communication and compassion.

We hope this workbook will serve as an effective instrument for learners and teachers for adding quality to the teaching and learning processes. We are indebted to the institutions and organisations which have generously permitted us to draw upon their resources and materials. All the publications of the Council are regularly revised on the basis of the feedback from students, parents, teachers, and teacher educators.

HRUSHIKESH SENAPATY

Director

National Council of Educational
Research and Training

New Delhi
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RATIONALISATION OF CONTENT IN THE TEXTBOOKS

In view of the COVID-19 pandemic, it is imperative to reduce content load on students. The National Education Policy 2020, also emphasises reducing the content load and providing opportunities for experiential learning with creative mindset. In this background, the NCERT has undertaken the exercise to rationalise the textbooks across all classes. Learning Outcomes already developed by the NCERT across classes have been taken into consideration in this exercise.

Contents of the textbooks have been rationalised in view of the following:

- Content based on genres of literature in the textbooks and supplementary readers at different stages of school education
- Content that is meant for achieving Learning Outcomes for developing language proficiency and is accessible at different stages
- For reducing the curriculum load and examination stress in view of the prevailing condition of the Pandemic
- Content, which is easily accessible to students without much interventions from teachers and can be learned by children through self-learning or peer-learning
- Content, which is irrelevant in the present context

This present edition, is a reformatted version after carrying out the changes given above.

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ABOUT THE WORKBOOK

Words and Expressions 2 is a sequence to the textbook in English for Class X, *First Flight*. Like *Words and Expressions 1*, it is a self-study material. It lays emphasis on providing a variety of rich and comprehensible inputs. This gives learners exposure to the target language and enables them to further their skills in the English language. The passages and activities given here create opportunities for them to handle the English language for performing important language functions and help them develop critical thinking on contemporary concerns. The book is expected to help learners to read for meaning in context and also serve as a base for communication in the English language.

There are 11 units in this workbook. The chapters of the textbook and the units are to be taught in a coordinated manner. The units correspond to each lesson in the textbook. There are various tasks in each unit. 'Let's begin' is followed by Comprehension passages, Vocabulary tasks, Grammar exercises, Editing, Listening, Speaking, and Writing activities. All units end with Project work reiterating the learning through elaborate activities. The sections have followed an integrated approach and focus on a particular skill of the English language.

The introductory section, 'Let's begin' asks questions making the students think and discuss on the chapter they have read. They are asked to collect information, read various written texts and e-texts, watch, and listen to online resources from Internet services like YouTube. They can also refer to the materials given in the QR code of the textbook along with the reading aloud of the texts and recitation of the poems. They are required to work in groups of two or four, note down points, develop speech, debate, etc., and then to speak before the whole class. This follows an integrated process of reading with comprehension, reflection, writing, and expressing thoughts.

The themes of the unseen comprehension passages, span across the literary, cultural, and sociological realms—which appeal to and inspire the adolescents—are chosen based on the corresponding chapters in the textbook. Reading Comprehension has prose passages as well as poems. The familiarity of the context has been taken care of while selecting the passages. An attempt has been made to expose the learners to a variety of texts, comprehend the meaning of words in context, understand the theme, and answer factual and thought-provoking questions. Learners are also given opportunities to interpret poems, be acquainted with beautiful expressions, phrases, and understand the expressions of the images. Some questions have been given to infer meaning and other to inspire learners to think critically and bring out their deeper understanding of the text. Multiple choice questions are also given in the book for students to assess themselves.

The workbook is a self-study material for the students. They are encouraged to work in pairs or groups so that they support each other and learn from each other. However, if required, teachers may guide. A variety of tasks, exercises, and 'Look up and understand' are placed strategically to build vocabulary in the given context. The learners are encouraged to use the dictionary as often as required. The intention is to help them learn new words and their usages in different contexts. Further, 'Proofreading marks' have been given for students to learn the basics of proofreading and editing.

The written and spoken compositions are preceded by discussions in peer groups. The themes of the composition include contemporary issues like gender, environment, diversity, human values, animal rights, adolescent issues which are relevant to the age group, and appropriate in the contemporary time. This is to enable the learners to see the world, develop necessary skills, and face the challenges of the present as well as future.

Enough opportunities are given to the students to develop listening comprehension and to use the English language in real-life situations. It is reiterated that basic language skills are developed simultaneously, not in isolation, but in an integrated manner. So integrated listening and speaking activities are given in the book. Grammar activities are presented in everyday contexts and are given with keeping usage in mind, not the formal explication of grammatical concepts.

The fine distinction of the workbook is that it is directly addressed to the students. The language used is simple, so that there is less dependence on the teachers. The activities are simple and stress free, enabling the learners to complete these confidently. Self-learning is encouraged. The pair or group work will give students an opportunity to look at the work of their peers and make each of them feel both responsible as well as independent. Every learner has a unique learning style. The group work may help them understand their challenges, evaluate themselves vis-a-vis their peers, and find the best way to overcome them.

The project activities given at the end of each unit are expected to be engaging, across the entire curriculum and interdisciplinary. These help generate interest to explore, analyse, think critically, reflect, and then present thoughts orally or in writing.

'Fun facts' are given in the margins throughout the workbook, with the hope that the learner would have a lasting impression of the correct usage of the English language. Teachers must remember that 'Fun facts' are for joyful learning and non-evaluative.

It is hoped that this book will help students use the English language effectively and meaningfully for the purpose of communication which will make them proficient and perceptive users of the English language. They will find this workbook enjoyable and rewarding as it is learner-centered and activity based. Comments and suggestions on any aspect of the workbook are welcome. This would enable us to improve the next edition.

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Editing



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“Perfection is achieved, not when there is nothing more to add, but when there is nothing left to take away.”

—Antoine de Saint-Exupéry

*“To write is human,
to edit is divine.”*

—Stephen King