

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
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

ISBN 978-93-5292-151-5

First Edition

June 2019 Ashadha 1940

PD 500T SU

© **National Council of Educational
Research and Training, 2019**

₹ 135.00

*Printed on 80 GSM paper with NCERT
watermark*

Published at the Publication Division
by the Secretary, National Council of
Educational Research and Training, Sri
Aurobindo Marg, New Delhi 110 016
and printed at Ana Print-O-Grafix
Pvt. Ltd. 347-K, Udyog Kendra
Extn.-II, Sector- Ecotech-III, Greater
Noida 201 306

ALL RIGHTS RESERVED

- No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior permission of the publisher.
- This book is sold subject to the condition that it shall not, by way of trade, be lent, re-sold, hired out or otherwise disposed of without the publisher's consent, in any form of binding or cover other than that in which it is published.
- The correct price of this publication is the price printed on this page. Any revised price indicated by a rubber stamp or by a sticker or by any other means is incorrect and should be unacceptable.

**OFFICES OF THE PUBLICATION
DIVISION, NCERT**

NCERT Campus
Sri Aurobindo Marg
New Delhi 110 016 Phone : 011-26562708

108, 100 Feet Road
Hosdakere Halli Extension
Banashankari III Stage
Bengaluru 560 085 Phone : 080-26725740

Navjivan Trust Building
P.O.Navjivan
Ahmedabad 380 014 Phone : 079-27541446

CWC Campus
Opp. Dhankal Bus Stop
Panihati
Kolkata 700 114 Phone : 033-25530454

CWC Complex
Maligaon
Guwahati 781 021 Phone : 0361-2674869

Publication Team

Head, Publication Division : *M. Siraj Anwar*

Chief Editor : *Shveta Uppal*

Chief Production Officer : *Arun Chitkara*

Chief Business Manager : *Bibash Kumar Das*

Assistant Production Officer : *Atul Saxena*

Cover, Layout and Illustration

Blue Fish Designs

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 equips 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 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

New Delhi
June 2019

National Council of Educational
Research and Training

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 of the English language skill.

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. 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 will support. 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.

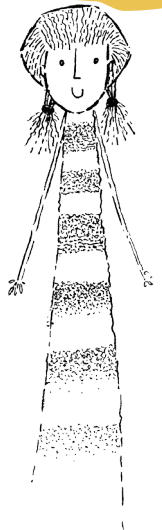
The fine distinction of the workbook is that it is directly addressed to the students. The language used is simple, so that there is less dependence on the teachers. The activities are simple and stress free, enabling the learners to complete them confidently. Self-learning is encouraged. The pair or 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.

NBCampus





WORKBOOK DEVELOPMENT COMMITTEE

MEMBERS

Dolly Dhawan, *PGT* (English), G.D. Salwan Public School, Rajendra Nagar, New Delhi

Keerthi Sahni, *TGT* (English), Sanskriti School, Chanakyapuri, New Delhi

Kirti Kapur, *Professor*, Department of Curriculum Studies, NCERT, New Delhi

Malathi Srinivasan, *PGT* (English), Army Public School, Delhi Cantt., New Delhi

Mamta Saluja, *Lecturer* in English, Rajkiya Pratibha Vikas Vidyalaya, BT Block, Shalimar Bagh, Delhi

Meenakshi Khar, *Associate Professor*, Department of Education in Languages, NCERT, New Delhi

Meenu Gupta, *Lecturer* in English, Sarvodaya Kanya Vidyalaya, B L Block, Shalimarbag, Delhi

Monal Dewle, *Assistant Professor*, Centre for English Language Education Ambedkar University, Delhi

Monishita Hajra Pande, *Assistant Professor*, Centre for English Language Education, Ambedkar University, Delhi

R. Meganathan, *Professor*, Department of Education in Languages, NCERT, New Delhi

Shobha Sharma, *Principal*, Kendriya Vidyalaya – 1, AFS Hindan, Ghaziabad

Shveta Uppal, *Chief Editor*, National Council of Educational Research and Training, New Delhi

Sonia Makheeja, *Lecturer* in English, Sarvodaya Kanya Vidyalaya, Rajouri Garden Extn, New Delhi

MEMBER COORDINATOR

Sandhya Rani Sahoo, *Professor*, Department of Education in Languages, NCERT, New Delhi

ACKNOWLEDGEMENTS

The National Council of Education Research and Training is thankful to Saroj Yadav, *Professor and Chairperson, Dean, Academics, NCERT*; A K Srivastava, *Professor and Dean, Research, NCERT*; Sandhya Singh, *Professor and Head, Department of Education in Languages (DEL)*; Anjum Sibia, *Professor and Head, Department of Educational Psychology & Foundations of Education (DEPFE)*; Dinesh Kumar, *Professor, Department of Education in Science and Mathematics (DESM)*; Ranjana Arora, *Professor and Head, Department of Curriculum Studies (DCS)*; Gouri Srivastava, *Professor and Head, Department of Education in Social Sciences (DESS)*; Anita Julka, *Professor, Department of Education of Groups with Special Needs (DEGSN)*; Anup Rajput, *Professor, Department of Elementary Education (DEE)*; and Shveta Uppal, *Chief Editor, Publication Division* for going through the manuscript, making valuable suggestions, providing feedback towards the improvement and finalisation of this workbook. Special thanks are due to the West Bengal Tourism Department and Madhya Pradesh Tourism Department for the information on The Sundarbans and Sanchi Stupa respectively.

Special thanks are also due to Devanshi Tyagi, *Assistant Editor (Contractual)*, and Chanchal Chauhan, *Proofreader (Contractual)* for carefully editing the manuscript and making it interesting. Gratitude is expressed to the Publication Division, NCERT, for their support. NCERT gratefully acknowledges the contributions made by Rekha and Nitin Kumar Gupta, *DTP Operators (Contractual)*, for patiently incorporating the corrections and doing a flawless layout.

The Council is grateful to the writers, photographers, and publishers who have accorded permission to reproduce the following materials in this workbook.

1. 'Sardar Patel's Call to Youth to build up Character and be Disciplined', *The Collected Works of Sardar Vallabhbhai Patel* (1 January 1948-31 December 1948), Konark Publishers, Delhi.
2. Excerpt from 'The Diary of Lena Mukhina: A Girl's Life in the Siege of Leningrad', trans. Amanda Love Darragh, Macmillan Publishers Limited, London.
3. '8th September 1941: Start of the Siege of Leningrad', <https://www.youtube.com/watch?v=5n2ym0LHyRU>

4. Excerpt from *Harriet Tubman: The Moses of Her People*, Langston Hughes, Ginn and Company, Massachusetts.
5. 'Stephen Hawking, the TV Star', Raja Sen, *livemint*, 14 March 2018.
6. Excerpt from *The Moffats*, Eleanor Estes, Harcourt Young Classics, New York.
7. 'The Galaxy Song', Monty Python, (Song writers: John Du Prez and Eric Idle), Universal Music Publishing, London.
8. Excerpt from 'Speak Truth to Power', Wangari Maathai, <https://www.greenbeltmovement.org/wangari-maathai/key-speeches-and-articles/speak-truth-to-power>
9. Excerpt from 'There will always be a seed for everyone', Aditi Pinto, *The Hindu*, <https://www.thehindu.com/society/there-will-always-be-a-seed-for-everyone/article18194781.ece>
10. Excerpt from 'Down memory Lane with Parsis of New Delhi', Shernaz Italia, *The Wire*, <https://thewire.in/uncategorised/the-parsis-of-new-delhi>
11. Excerpt from 'What's Brewing in Araku Valley?' Diya Kohli, *livemint*, <https://www.livemint.com/mint-lounge/features/what-s-brewing-in-araku-valley-1550829797335.html>
12. Excerpt from 'Can wetlands find a safe haven in our cities?', Sutirtha Lahiri, *livemint*, <https://www.livemint.com/Leisure/6Juh1zr8tPpSS6Gql44GGL/Can-wetlands-find-a-safe-haven-in-our-cities.html>
13. Excerpt from 'Have you had your daily dose of Vitamin P?', Sandip Roy, *livemint*, <https://www.livemint.com/mint-lounge/features/have-you-had-your-daily-dose-of-vitamin-p-1552630970050.html>
14. Excerpt from 'A Jewel of the Andaman Sea', Neeta Lal, *livemint*, <https://www.livemint.com/mint-lounge/features/a-jewel-of-the-andaman-sea-1552641881763.html>
15. 'The Civet Cat- Baby Bhakat, a true story from Assam', Rommel Shunmugam, Conservation photographer and author, Haryana.
16. 'Dharani playing with civet cat', 'Civet cat sleeping near two babies', Rommel Shunmugam, Conservation photographer and author, Haryana.

