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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

New Delhi
June 2019

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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