

# FLIGHT

## ENGLISH READER

### Class - X

सत्र 2024-25



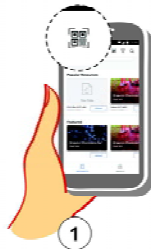
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4 प्राप्त विषय-वस्तु की सूची से चाही गई विषय-वस्तु पर क्लिक करें।

राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद् छत्तीसगढ़, रायपुर

निःशुल्क वितरण हेतु



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## Preface

Learners of vernacular medium in the Chhattisgarh state government schools have been exposed to a Functional Communicative Approach in English at the upper primary level. The focus has been on a gradual improvisation in the ways to acquaint the learners with all the skills of language while reading a textbook in English.

Flight, the English Reader-X is an attempt to provide the high school learners an opportunity to understand and use English with ease through an exposure to interesting and challenging texts and exercises. We have tried to create space for more comprehension, practice and production skills in English through a variety of genre under different themes.

This revision is essentially based on the feedback obtained from the students and teachers who expect a comprehensive change in the approach of the English textbook at high school level. It has been ensured that pieces of literary merit and authentic material are exploited for formative evaluation and self learning. The content of the book has been distributed into themes each containing a pre-reading, a main reading text, a poem and a third reading selected from extracts that inculcate life skills and help learners grow confident in using English. The book has been supplemented with enjoyable Practice Exercises. It is intended to enhance reinforcement of the language skills, vocabulary and structures of English learnt in the past years through more exposure in these areas.

We would like to acknowledge, with thanks, the guidance and support provided by Prof. Rama Kant Agnihotri and Dr. A.L. Khanna and all the members of the writers' group and the special assistance group from Azim Premji Foundation, Bengaluru who have consistently worked hard to give shape to the book within severe time constraints. We express our appreciation for the illustrations and lay out design of the text book to the members of the Vidya Bhawan Society.

ETB ( Energized Text Book)is an innovative effort by the Department of school Education and State Council of Educational Research and Training Chhattisgarh for the capacity building of teachers and students by providing extra text book related content that can be accessed both online and off line( after downloading). The objective of ETBs is to offer extra topic related content (in interesting audio- video and animated formats), assessments and teacher reference material on the same platform.

The council welcomes suggestions from teachers, students, teacher trainers and parents for bringing to its notice any shortcomings or suggestions for improvement in the future editions of this book.

Director,  
SCERT, Chhattisgarh, Raipur

## For the Teachers

According to the National Curriculum Framework 2005, we must recognize that, given space, opportunity and freedom, children generate knowledge from textbooks, media and surroundings. This textbook is an attempt towards exploiting the creativity and competence of the teachers to facilitate them build in their students higher levels of language proficiency in English. Following a Communicative Functional Approach, the content of the textbook has been divided into five themes: Adventure, Humour, Adolescence, Inspiration and Inclusion. Each theme comprising three chapters is introduced with a Pre-reading section and includes a main reading text (preferably literary text), a poem and a non-literary text. The selected content is exploited for Meanings in context, Comprehension, Vocabulary, Grammar, Writing, Listening and Speaking, Study skills and Project. Activities for listening and writing are included in the book to reinforce comprehension. The Communicative Functional Approach is evidently an improvement over the structural pattern that exploits the possibility of communicative exercises in grammar, vocabulary and other language skills. It also focuses on the functions of language through listening and speaking tasks that justify the approach in the form of integrated exercises. The integration of skills will be seen in the synthetic treatment of study skills and the teacher's role in facilitating the learners' engagement with the text.

You would need to focus your attention on the way a unit should be treated in the classroom. The following points might help you use the book better:

1. Every text is preceded by a Pre-reading which is an introduction to the theme. Most of the units have visuals in the pre-reading section that provide adequate space to stimulate the learners' engagement with the theme. Teachers are expected to motivate the students to discuss, discover and react to the visuals dealing with the themes. A few brief questions have also been included in the pre-reading section to connect with the three readings and related activities that follow in each unit.
2. The meanings of some difficult words have been provided according to their usage in the given text. You are advised to have a copy of an English dictionary to have unambiguous answers about spellings, meaning, grammar and usage of words.
3. Care has been taken to help the learners critically understand the text through not only 'wh' questions, but also through visuals, multiple-choice questions, true and false statements and higher-order thinking questions that encourage the learners to critically reflect and extrapolate to go beyond the text.

4. Exercises/activities in vocabulary have been designed to help the learners expand their word power by making them think about synonyms, antonyms, phrases, derivatives and words related to specific registers/domains of real life. Most of the vocabulary exercises are text driven and encourage the learners to revisit the text again and again and scan it closely to get to the word they may be looking for. The major aim has been to activate the use of words learnt and provide a spiral exposure to an assumed word power of the learners.
5. Grammar in the text book is contextual. The structures and language functions that recur in the texts have been focused and reinforced through practice exercises. An attempt has also been made to link these structures and functions with their written and oral expressions in the sections on writing and speaking.
6. The Writing section encourages the learners to use the language creatively by asking them to think independently on a topic given to them, brain storm it in the group and finally organize their ideas before getting down to preparing individually their first and subsequent drafts. The students are also given some exposure to the mechanics of writing i.e. spellings, punctuation marks and capital letters.
7. The texts for the Listening tasks have been very carefully selected. Some of these texts include announcements, conversations, recipes and instructions. These texts have been provided in the Appendix-I. Care should be taken to read the texts slowly and clearly, preferably twice before the learners are asked to attempt the task. Although the instructions use a very simple language, the students might need hands-on support in some of the tasks.
8. Speaking tasks are rooted in the theme of the unit and they not only support the text but also reinforce the language functions and vocabulary highlighted in the texts. Students are encouraged to discuss issues/topics in groups/pairs, organize debates and speak extempore on related topics confidently and with relevance. Teachers need to take special care that the learners who are shy and lack confidence are also encouraged to participate in group discussions, and get a chance to articulate their ideas/ opinions/ views. Initially, they may use some faulty expressions, but the teachers should ignore these. As all of you know, mistakes/errors are mere steps towards learning and not the end of learning. All of us have learnt through making mistakes.
9. The section on Study skills includes tasks such as filling in information, answering brief questions, taking notes, interpreting tables, using a dictionary, preparing flow-charts etc. Most of these tasks would be learner friendly because they tend to include areas of the learners' interest with a very low demand on their productive skills.

10. Projects have been identified as an extended activity towards building integrated language skills. Some of the projects have been included to encourage the learners to conduct surveys which gradually are expected to motivate the learners towards self-evaluation and get peer-feedback.
11. Practice exercises (link units) have been added for each theme to give plenty of practice to the language items and skills discussed in the main unit. It is advised to take up the practice exercises before the exercise for the Main Course Book to strengthen the deficit competencies in the learners.
12. The textbook extends a helping hand to the teachers in many aspects but it expects them to be more focused on and proficient in their use of English in class. The textbook provides enough space for formative evaluation. Teachers will be given orientation and provided support for both formative and summative evaluation.
13. While-reading questions should be framed by the teacher during teaching a lesson in the class. This will be required to ensure comprehension of new words and the context of the content. Writing skill should preferably be practiced as a follow up of other skills.

Every time you go to a class, it is a new experience. Sometime you may face situations that may expect you to take an extempore decision about how to deliver or handle the content. However, sharing of every such experience at your end would help us in improving this book towards achieving its communicative objectives.

SCERT Raipur wishes to acknowledge & express heartfelt thanks to all the direct & indirect sources referred to in this text book.

## **About the Practice Exercises**

The try out edition of English Reader Class IX, 'Flight' was an attempt to help students of Secondary level in continuity to the Communicative Functional approach followed in the text books of classes VI-VIII. The book has been featured with more exposure to reading in different genres and themes.

After the field reports for the try out edition, the book has now been edited and five units containing three lessons each (Total 15 lessons) have been retained. It was found that students and teachers found the book interesting but the approach rather new. Also, the need to familiarize and provide ample practice with grammar, comprehension and integrated skills was emphasized.

The Practice Exercises are designed to equip learners with self learning strategies and more attractive practice. The exercises have been based on selection from the reading texts and small easy and enjoyable extracts from poems which have been exploited for the development of language skills.

### **The focus of the practice exercises :**

Enhanced practice in factual and inferential comprehension through exposure in multiple choice type exercises.

Extended grammatical practice for all the structural items occurring in context.

Supportive listening and speaking exercises.

Writing tasks that include activities to support study skills.

### **Some important points to note:**

1. Each unit has one practice exercise. Please make the students do these exercises after completing each unit of the text book.
2. The exercises can be used partially for class work and home work according to the achievement level of the individual learners.
3. Please read the listening texts slowly and carefully.
4. Help the students understand and do the speaking tasks in the class.
5. Help the students do the writing tasks and check their exercises among themselves.
6. These exercise can be used for formative evaluation of the learner in English language skills.



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